Texas A&M University - Central Texas
COUN/PSYC 5381-110
Assessment and Evaluation Fundamentals

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Mee-Gaik Lim, Ph.D
Office: Offsite
Phone: 830-708-6762
Office Hours: Monday-Friday from 9:00-2:00 pm CST
Email: meegaik@tamuct.edu
Term Date: Jan 17-May 12, 2023

Mode of Instruction and Course Access:
This course is a 100% online course and this course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com].

Student-Instructor Interaction:
The professor will logon to the course every week day (Monday through Friday) and will reply to email within two business days. If students have a course-related question, these should be posted in Study Hall (discussion board) instead of sending the professor an email/message. When posted in Study Hall, both classmates and the professor are able to reply to questions, and all students will have access to the information.

Students are expected to logon to the course three to four times per week to review and post assignments, read discussion boards, review announcements, check messages, etc. The professor will provide feedback on assignments by marking grading rubrics and/or posting comments as needed in the Submission box or on attached documents. Students should review all assignments in the Grade Center when grades are posted to examine and apply the feedback on subsequent assignments. Students can message the professor to schedule an appointment to talk WebEx when needed.

911 Cellular:
Emergency Warning System for Texas A&M University – Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:
Assessment and Evaluation Fundamentals (3-0). Examines the nature and development of standardized tests, with emphasis on ethical standards, psychometric theory, test standards, and test construction. Selection criteria and utilization of standardized or other instruments in various environments are considered. Includes evaluations and critiques of published tests and experiential exposure to different types of psychological tests. Prerequisites: Admission to the Office of Graduate Studies.

Course Objectives (Student Learning Outcomes):
1.   *Demonstrate comprehension and application of factual knowledge of terminology, classifications, methods, trends.* Students will be able to describe the history and use of psychological testing and assessment; define and describe types of reliability and validity; describe the process of test development; explain norm- and criterion-referenced testing; describe intelligence, aptitude, achievement, and interest tests; apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; and discuss ethical and legal issues related to testing. Students will demonstrate this knowledge on weekly discussion posts and replies, journal article reviews, the construction of interview questions, and periodic exams.
2.   *Analyze and critically evaluate ideas, arguments, and points of view.* Students will write and provide external support for their perspectives on topics related to assessment, including ethical issues in testing, on assignments and respond to the perspectives of their classmates. Students will critically evaluate published journal articles. Students will survey several and critically evaluate one type of test/measure/instrument used in the field of psychological testing and assessment (Assessment Instrument Evaluation). Students will use computer applications and software (e.g., SPSS) to evaluate the reliability and validity of an instrument (Survey Questionnaire Development). Students will engage in peer review of an assessment instrument developed by peers and provide appropriate feedback supported by course content (Survey Questionnaire Development).
3.   *Integrate course material to improve thinking, problem solving, and decision making.* Students will utilize course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument and provide feedback to peers on their instruments (Survey Questionnaire Development).
4.   *Demonstrate skill in expressing oneself in writing*. Using appropriate APA style, students will write responses to a variety of assignments including discussion posts and replies and journal article reviews. Students will communicate in a manner appropriate for the discipline by creating, piloting, analyzing, writing, and reporting on an original test/measure in a professional, formal presentation to the class (Survey Questionnaire Development).

Student Learning Outcomes:
In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF7: Assessment)- Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, include all of the following

CACREP Standard	Activity	SLOs

Common Core for all students:		
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Evaluation of an Assessment Tool	SLO1
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (IIF7a);	Evaluation of an Assessment Tool	SLO1
Basic methods of effectively preparing for and conducting initial assessment meetings (IIF7b);	Evaluation of an Assessment Tool	
Use of assessments for diagnostic and intervention planning purposes (IIF7e);	Evaluation of an Assessment Tool	SLO1
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);	Evaluation of an Assessment Tool	SLO1
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);	Evaluation of an Assessment Tool	SLO1
Reliability and validity in the use of assessments (IIG7h)	Evaluation of an Assessment Tool	SLO1
Use of assessments relevant to academic/educational, career, personal, and social development (IIF7i);	Evaluation of an Assessment Tool	SLO1
Use of environmental assessments and systematic behavioral observations (IIF7j);	Survey Questionnaire	SLO2
Use of symptom checklists, and personality and psychological testing (IIF7k);	Survey Questionnaire	SLO2
Use of assessment results to diagnose developmental, behavioral, and mental disorders (IIF7l);	Evaluation of an Assessment Tool	SLO1
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m);		
the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Evaluation of an Assessment Tool	SLO1
The importance of needs assessments (IIF8c);		
Standards for Clinical Mental Health Counseling (CMHC) track:		
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);	Survey Questionnaire	SLO2

Required Textbooks:

American Psychological Association. (2019). *Publication manual of the American psychological*

association (7th ed.). Washington, DC: Author. (ISBN: 978-1433832178)

Kaplan, R. M., & Saccuzzo, D. P. (2018). *Psychological testing: Principles, applications, and issues* (9th ed.). Belmont, CA: Wadsworth Cengage Learning. (ISBN: 9781337098137)

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Competencies for TExES:
    School Counselor
        DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM
        Competency 004 (Program Management)
        The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students' success.
        Knows how to apply research-based practice to improve the school guidance and counseling program.

        DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM
        Competency 010 (Professionalism)
        The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.
        The beginning school counselor knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

    Educational Diagnostician
        Standard I
        The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

        Standard II
        The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

        Standard V
        The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

        Domain IV — Foundations and Professional Roles and Responsibilities
        Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special

education.

Domain I — Students with Disabilities
Competency 001: The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need.

Domain II — Assessment and Evaluation
Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.
Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

NASP domains 1, 3, 4, 8, &10

Domain 1: Data-Based Decision Making
School psychologists understand and utilize assessment methods for identifying strengths and needs; developing effective interventions, services, and programs; and measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision-making at the individual, group, and systems levels, and they consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 3: **Academic Interventions and Instructional Supports**
School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children.

Domain 4: **Mental and Behavioral Health Services and Interventions**
School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 8: **Equitable Practices for Diverse Student Populations**
School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and

cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Domain 10: **Legal, Ethical, and Professional Practice**
School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

Knowledge and Skills Outcomes for CACREP:
Upon successful completion of the course, students will:

1. Understand historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a). *weekly discussions, exams

2. Know basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations (CACREP II.G.7.b). *weekly discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation

3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c). *weekly discussions, exams

4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d). *weekly discussions, article reviews, exams, assessment instrument evaluation

5. Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.e). *weekly discussions, article reviews, interview questions, survey questionnaire, exams, assessment instrument evaluation

6. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f). *weekly discussions, interview questions, survey questionnaire, exams, assessment instrument evaluation

7. Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP II.G.7.g).* weekly discussions, exams, assessment instrument evaluation

8. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a). *weekly discussions, article reviews, exams

9. Understand statistical methods used in conducting research and program evaluation (CACREP II.G.8.c). *weekly discussion, exams

*The methods used to evaluate each Knowledge and Skill Outcome are listed after each standard.

COURSE REQUIREMENTS

Course Sequence of Instruction:
When first logging on to the course, students should click on the Start Here button to review the syllabus. Thereafter, post your personal introductions. Students are expected to check the online class at least 4 times each week which is equivalent to about 8-10 hours per week to complete weekly assignments. This includes posting responses, sending/receiving email and navigating over the web. Be sure to **POST YOUR INITIAL RESPONSES BY NOON OF EACH FRIDAY.**

Online learning requires students to be very self-disciplined, be sure you understand and are prepared to comply with all required class assignments and deadlines. Weekly Discussions runs from Monday morning through Sunday midnight.

Students are responsible for meeting the course requirements as scheduled for each module in the course calendar. **Assignments may not be submitted for credit after the due date (no late work accepted for credit)**.

All assignments must be written in a student's own words. No credit will be awarded for quoted or plagiarized material on any assignment. **Quoting or paraphrasing that closely mirrors the source (textbook or other reference material) will receive no credit even if properly cited. Students must write original sentences conveying the information they have learned to the reader (i.e., paraphrasing) and properly cite the source of the information to receive credit for writing.**

All assignments should be written in proper APA style. Students must follow the APA style guidelines provided in the *Publication Manual* and use online style resources provided by the American Psychological Association at www.apastyle.org

Discussions and Replies *(15% of Overall Course Grade) (2 Assignments due each week worth 10 points each).* This weekly discussion forum is meant to provide an opportunity for students to integrate in writing the information from the course readings each week and critically discuss it with peers. Students are required to submit **two** posts (250 word minimum) on concepts (i.e., theories, topics, constructs) and **one** reply (150 word minimum) to posts made by classmates. Though the specific content in each submission will vary weekly, students should use the following grading rubric to guide their writing.

Students Post Content:

Construct (e.g., term, concept, theory) from text or discussion prompt
> 0 = none present
> 1 = construct stated but not defined
> 2 = construct defined but not integrated into discussion of the concept; definition of construct is disconnected from discussion of topic; student does not clearly explain how definition and example/discussion are related
> 3 = construct defined and integrated into discussion of concept; student clearly explains how construct is directly related to the example/discussion.

Construct from Text Citation
> 0 = none present
> 1 = citation is provided for construct including author's name, year, and page number. If the information comes from material outside of course assignments, full citation information in APA style is required.

Critical Evaluation of Constructs (e.g., term, concept, theory)
> 0 = none present, or post merely restates information presented in the text or research article, or post merely includes personal agreement or disagreement with construct with no supporting rationale or evidence
> 1 = post includes evaluation or judgment of the information, but no justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided
> 3 = post includes evaluation or judgment of the information and justification (i.e., research evidence, logically derived conclusions from theory) to support evaluation is provided

Reply Content:
> 0 = no reply or reply merely states agreement with post content or indicates "good job"
> 1 = reply merely restates content of the original post but adds no new information
> 2 = reply adds new information, but the new information is not explicitly linked to the original post; reply reads as an informative but separate, disconnected contribution
> 3 = reply adds new information and is explicitly connected to the original post; reply reads as a continuation and extension of the initial discussion

Journal Article Reviews *(15% of Overall Course Grade) (3 Assignments due worth 50 points each).* Students will read and review three journal articles from current professional journals (published 2010-2017). Each critique must address a different topic; a list will be provided. Reviews should be word processed and double-spaced in Times New Roman 12-point font and conform to all elements of APA style. Research article summaries should include the following:

- Introductory paragraph stating the purpose of the research and the variables under investigation
- Statement of research questions/hypotheses
- Brief summary of relevant background research in the introduction section
- Summary of the method section including description of participants, procedure, assessments
- Summary of results as they inform the research questions/hypotheses
- Summary of the discussion section including conclusions and limitations
- Independent critical analysis of the research
- Independent synthesis of the research with existing literature
- Reference for the research article in APA style

Interview Questions *(6% of Overall Course Grade) (1 Assignment due worth 60 points).* After reviewing the article on *Principles of Interviewing*, students will construct 15 interview questions on a topic of interest. Interview questions can focus on any of these sample topics: traits of healthy families; keys to marital success; effective parent-teen communication; healthy self-esteem, etc.

Assessment Instrument Evaluation*: (22% of Overall Course Grade) (1 project worth 220 points)*. Students will evaluate an inventory or assessment instrument. Students will research a selected topic thoroughly and will analyze the tool/instrument and research the literature related to the selected assessment. Students must include at least six scholarly sources not included in the Journal Article Review assignment that are most pertinent to the topic that have been published within the last five years in their written research reports. Reports should be approximately 15 pages in length (not including the title page, abstract, reference list, or any tables/figures that may be included) and must be written in APA style. Students can select an assessment tool of interest and may use the List of Psychological Tests. Areas to describe in the report include

      Overview of instrument
      History and construction of instrument
      Theoretical foundation (if appropriate)
      Reliability and validity of instrument
      Client consideration
      Scales and subscales
      Price
      Format and administration
      Scoring
      Interpretation of the instrument

Survey Questionnaire Development*: (22% of Overall Course Grade) (1 project worth 220 points)*. Students will develop a survey questionnaire (i.e., 15 to 25 items in Likert scale or true/false format) based on a construct of choice (e.g., depression, anxiety, substance abuse, self-esteem, locus of control, etc.). Students should apply information from the textbook as a guide to construct survey items. The survey will be administered to peers as a class project and analyzed

using statistical analysis software (e.g., SPSS) to examine reliability and validity. A formal presentation of this assignment will be provided to the class in the discussion board as a conference style poster presentation, and classmates will provide peer review feedback on the survey. For additional resources, students may consult the Clearinghouse on Assessment and Evaluation: http://ericae.net/ft/tamu/vpiques3.htm   Students should review the webpage *Developing an Item Bias Review Form* to ensure that questionnaires are devoid of testing bias: http://ericae.net/ft/tamu/biaspub2.htm

Exams *(20% of Overall Course Grade) (2 tests worth 100 points each)*. Two exams (i.e., one at mid-term and one at end of semester) will consist of essay questions which will allow students the opportunity to demonstrate their knowledge and their ability to analyze information and reach defensible conclusions. Students should ensure that they answer all questions thoroughly and comprehensively. Exams must be completed independently. Direct all questions to the professor of the course.

Grading Criteria Rubric and Conversion:

Graded Assignments	# Due	Points Each	Points Total	% of Overall Grade
Weekly Discussions and Replies	15	10	150	15.0
Journal Article Reviews	3	50	150	15.0
Interview Questions	1	60	60	6.0
Assessment Instrument Evaluation	1	220	220	22.0
Survey Questionnaire	1	220	220	22.0
Exams	2	100	200	20.0
			1000	100%

Posting of Grades:

Grading Scale: Grades are not 'given' in this course; they are earned. Students earn grades by actively reading material, participating in course discussions, and applying subject-matter content on written projects and assignments. Grades are determined based on the percentage of points earned on each assignment and the assignment's weight toward the overall course grade. Weekly grades will be posted by Monday noon of each week.

Grade	University Definition	Percentage
A	Excellent	90-100
B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

Grade Posting: All students' grades will be posted in the grade book after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading and recording grades on the Monday they are due and will have all grades posted by the following Monday. Students should regularly monitor their grades in the Canvas grade book, and *students should not hesitate to ask the professor about any grade or concern.*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements:
Students must be able to perform basic computer skills such as access the internet, log on to websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming video, and create folders on personal computers to organize and save completed work. For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/].

> Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.
For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.
For issues related to course content and requirements, contact your instructor.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Date	Content Discussions and Activities	Assignments Due
Getting Started (Complete before the term begins, if possible.)	Log on to Canvas and review tutorials Establish library access from home Create a quiet study environment Resolve all computer difficulties Find 2 'back-up' computers w/internet Introduce self	All assignments are due by midnight of each Sunday.
Week 1 Jan 17-22	Read Ch 1 Introduction Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies
Week 2 Jan 23-29	Read Ch 2 Norms and Basic Statistics for Testing Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies
Week 3 Jan 30-Feb 5	Read Ch 3 Correlation and Regression Write discussions and replies Write article review	Discussions & Replies Article Review #1
Week 4 Feb 6-12	Read Ch 4 Reliability Write discussions and replies Research articles (Article Reviews & Evaluation of Assessment Tool)	Discussions & Replies
Week 5 Feb 13-19	Read Ch 5 Validity Write discussions and replies Write article review	Discussions & Replies Article Review #2
Week 6 Feb 20 26	Read Ch 6 Writing & Evaluating Test Items Read Ch 7 Test Administration Write discussions and replies	Discussions & Replies
Week 7 Feb 27-Mar 5	Read Ch 8 Interviewing Techniques Write discussions and replies Pilot and analyze survey questionnaire	Discussions & Replies
Week 8 Mar 6-12	Exam I (Chapters 1-8)	Exam I (Chapters 1-8)
Mar 13-19	Spring Break	

Week 9 Mar 20-26	Reach Ch 19 Test Bias Write discussions and replies Survey questions	Discussions & Replies Survey Questionnaire
Week 10 Mar 27-Apr 2	Interview questions	Interview Questions
Week 11 Apr 3-9	Read Ch 9 Theories of intelligence & Binet scale Read Ch 10 Wechsler Intelligence Scales Write discussions and replies	Discussions & Replies
Week 12 Apr 10-16	Article Review #3	Article Review #3
Week 13 Apr 17-23	Read Ch 13 Applications in Clinical and Counseling Settings Write discussions and replies Write article review	Discussions & Replies
Week 14 Apr 24-30	Evaluation of Assessment Tool	Evaluation of Assessment Tool
Week 15 May 1-7	Exam II	Exam II

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy.
If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to

honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.
Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.
Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WCOnline at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A Note about Sexual Violence at A&M-Central Texas
Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Recommended Academic Strategies:
1. According to the federal definition of a credit hour, students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class…for one semester hour of credit" (http://www.sacscoc.org/subchg/policy/CreditHours.pdf). Because this is a 3-credit hour class that is delivered fully online, students should spend at least **9 hours on coursework per week for a 16-week course. For 8 week classes, the time per week doubles to 18 hours per week in 8 weeks**. Bear in mind that this guideline is for an average class. Some students may find this course challenging and may require *significantly more time* to grasp the concepts and complete the assignments. Plan accordingly.
2. Research indicates that spaced practice is better than massed practice when learning new information. Thus, spending 3 hours a day for 6 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.
3. Be professional and use proper netiquette (i.e., internet etiquette) in all course correspondence. Your college education is grooming you for a professional career.
   a. Use standard English in all of your communications. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, revise, and edit your messages before sending them. Use proper punctuation and capitalization.
   b. Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.

     c.   Remember that you are individually accountable for all your messages and online actions. Treat all of your interactions with others in class as you would in your future professional career.

The Operation of the Online Course:

Copyright Notice: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use students' work without permission. All students should familiarize themselves and follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.

Student Learning Outcomes Rubrics

SLO 1 & 3	Competence				
Assessment Tool	No	Some	Basic	Above Average	Superior
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);					
Use of assessments for diagnostic and intervention planning purposes (IIF7e);					
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);					
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);					
Reliability and validity in the use of assessments (IIG7h)					

Use of assessment results to diagnose developmental, behavioral, and mental disorders (IIF7l);					
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (IIF7m);					
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);					
The importance of multicultural competencies (IIF2c)					
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (IIF7a);					
Use of assessments relevant to academic/educational, career, personal, and social development (IIF7i);					
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);					

SLO 2 & 4	Competence				
Survey Questionnaire	No	Some	Basic	Above Average	Superior
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (IIF7f);					

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (IIF7g);					
Reliability and validity in the use of assessments (IIG7h)					
Basic methods of effectively preparing for and conducting initial assessment meetings (IIF7b);					
Use of environmental assessments and systematic behavioral observations (IIF7j);					
Use of symptom checklists, and personality and psychological testing (IIF7k);					
The importance of needs assessments (IIF8c);					
The importance of multicultural competencies (IIF2c)					
Identifies psychological tests and assessments specific to clinical mental health counseling (CMHC:5C1e);					

CACREP Key Performance Indicators

Key Performance Indicator 1

Name _____

1	Students will demonstrate an understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations. (CACREP IIF7)				
No Competence	**Some Competence**	**Basic Competence**	**Above Average Competence**	**Superior Level Competence**	**CACREP Standard, SLO1**
1	2	3	4	5	
Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	CACREP II F7; SLO 1

COUN 5381 Key Performance Indicator 2

1	Students will demonstrate (CACREP IIF7) utilize course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument.

No Competence	Some Competence	Basic Competence	Above Average Competence	Superior Level Competence	CACREP Standard,
1	2	3	4	5	
Candidate demonstrates no understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation).	Candidate demonstrates limited understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation).	Candidate demonstrates basic understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation).	Candidate demonstrates above average understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation).	Candidate demonstrates superior understanding of course concepts and information from current empirical research to evaluate an existing psychological instrument (Assessment Instrument Evaluation). Students will utilize course concepts regarding construction of a basic measurement scale to develop appropriate assessment items for an instrument.	CACREP II F7

COUN 5381 Key Performance Indicator 3

1	Students will demonstrate an understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations. (CACREP IIF7)				
No Competence	**Some Competence**	**Basic Competence**	**Above Average Competence**	**Superior Level Competence**	**CACREP Standard,**
1	2	3	4	5	
Candidate demonstrates no understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates limited understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates basic understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates above average understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	Candidate demonstrates superior understanding of the multiple roles and functions concerning the nature and meaning of assessment and testing in counseling to include statistical concepts, and the use of environmental assessments and systematic behavioral observations	CACREP II F7