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American Public University System

The Ultimate Advantage is an Educated Mind

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>EDUC530</td>
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<tr>
<td>Assessment, Evaluation, and Testing I</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Length of Course: 8 weeks</td>
</tr>
<tr>
<td>Prerequisite: EDUC503 (may be taken concurrently); completion of an undergraduate or graduate statistics course is strongly recommended</td>
</tr>
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</table>

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<tr>
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<td>Selected Bibliography</td>
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</table>

Instructor Information

(Faculty - Please replace the apple with a picture of yourself and/or a short video introducing yourself and the course)
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(Biography)

Instructor:
Email:
Phone:
Fax:
Office Hours:

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Course Description (Catalog)

Assessment, Evaluation, and Psycho-educational Testing I examines individual and group approaches to assessment, evaluation, and the basic concepts of standardized and non-standardized educational and psychological testing. Students learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Students also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. This course pays special attention to needs assessments that can be used in an educational setting, particularly in determining student counseling needs. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. (Prerequisites: EDUC 503, which may be taken concurrently; completion of an undergraduate or graduate statistics course is also strongly recommended.)

Course Scope

This course is designed for those individuals that require knowledge of instruments of high reliability and convincing validity that can inform students, parents, teachers, administrators, and policy makers about each child’s educational needs. Students examine selection, administration and interpretation of tests and assessments. Students also present instruction on procedures for assessing ability (achievement, aptitude, and intelligence), study skills, vocational interests, and personality. It also provides instruction on how to present data and
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summary statistics about the performance of classrooms, schools, and school districts to parents, teachers, and administrators.

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Standards

State and national standards are covered in this course as listed below. The sets of standards are based on the following organizations:

- **CACREP** - Council for the Accreditation of Counseling and Related Educational Programs
- **Praxis II – Standards for School Counselors** (Test #0420)
- **West Virginia Professional Standards for Student Support Services** (WVDE Policy 5100, Appendix A-3)

### CACREP – Council for the Accreditation of Counseling and Related Educational Programs

This course meets the following General Standards for Counseling Programs:

Counseling Curriculum

F. Core Areas

2. CULTURAL DIVERSITY
   
   c. multicultural counseling competencies

7. ASSESSMENT AND TESTING

   a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
   
   b. methods of effectively preparing for and conducting initial assessment meetings

   e. use of assessments for diagnostic and intervention planning purposes
   
   f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual
assessments

g. statistical concepts, including scales of measurement, measures of central
tendency, indices of variability, shapes and types of distributions, and
correlations

h. reliability and validity in the use of assessments

i. use of assessments relevant to academic/educational, career, personal, and
social development

j. use of environmental assessments and systematic behavioral observations

k. use of symptom checklists, and personality and psychological testing

l. use of assessment results to diagnose developmental, behavioral, and
mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and
interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession,
   including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

The course assignments also require each student to demonstrate that he/she
meets the following School Counseling Program Standards (Section 5-G):

1. FOUNDATIONS
   e. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   d. school counselor roles in school leadership and multidisciplinary teams.
   f. competencies to advocate for school counseling roles

3. PRACTICE
   l. techniques to foster collaboration and teamwork within schools.
   n. use of accountability data to inform decision making
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PRAXIS II – Standards for School Counselors (Test #0420)

These standards will be addressed:

I. Foundations
II. Delivery of Services
III. Management
IV. Accountability

West Virginia Professional Standards for Student Support Services
(WVDE Policy 5100, Appendix A-3)

These standards will be addressed:

Standard 1: Program Planning, Design and Management 1.1
Standard 2: Program Delivery 2.4
Standard 3: Data Driven Accountability and Program Evaluation 3.1

Course Objectives

After successfully completing this course, you will be able to:

1. explain the fundamentals of vocational, educational and psychological test construction and administration, including the statistical concepts such as standardization and non-standardization, norm-referenced/criterion-referenced, individual and group methods
2. apply key statistical concepts such as validity, reliability, scales of measurement, measures of central tendency, indices of variability, distribution shapes and types, and correlation
3. summarize the historical perspective of educational and psychological assessment and testing
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4. evaluate student needs with consideration of developmental, social, and cultural diversity
5. select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development.
6. interpret statistics, psychological testing, and program evaluation outcomes
7. apply assessment methods to evaluate school counseling programs
8. evaluate ethical issues in selecting, administering, and interpreting assessments and tests especially as it relates to children and adolescents

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to the Forum questions (accomplished in groups through a threaded forum board) by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

There are two books required for this course.


Recommended Textbook for the degree program:

In addition to the required texts in this course, you are strongly encouraged to purchase the latest addition of the Publication manual of the American Psychological Association (Currently 6th Ed.) if you have not previously purchased this resource. The ASCA National Model: A Framework for School Counseling Programs (2nd Ed.) is also referenced and strongly encouraged.

Web Sites

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Web Site URL/Address</th>
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<tbody>
<tr>
<td>American Counseling Association (ACA)</td>
<td><a href="http://www.counselor.org">http://www.counselor.org</a></td>
</tr>
<tr>
<td>APA Format</td>
<td><a href="http://www.apa.org">http://www.apa.org</a></td>
</tr>
<tr>
<td>See also:</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.apa.org/pi/psych.html">http://www.apa.org/pi/psych.html</a></td>
<td></td>
</tr>
<tr>
<td>(Testing of language minority and culturally different children.)</td>
<td></td>
</tr>
<tr>
<td>American School Counselor Association (ASCA)</td>
<td><a href="http://www.schoolcounselor.org/">http://www.schoolcounselor.org/</a></td>
</tr>
<tr>
<td>Buros Center for Testing and Assessment</td>
<td><a href="http://www.unl.edu/buros/">http://www.unl.edu/buros/</a></td>
</tr>
<tr>
<td>Intelligence testing and the gifted child</td>
<td><a href="http://www.a-gifted-child.com/evaluations.html">http://www.a-gifted-child.com/evaluations.html</a></td>
</tr>
<tr>
<td>Fair Access to Testing (FACT)</td>
<td><a href="http://fairaccess.org">http://fairaccess.org</a></td>
</tr>
<tr>
<td>Psych Tests</td>
<td><a href="http://www.psychtests.com/">http://www.psychtests.com/</a></td>
</tr>
<tr>
<td>NOTE: Most tests have relevant information found on individual Websites. For example:</td>
<td></td>
</tr>
<tr>
<td>Wide Range Achievement Test 3(WRAT 3)</td>
<td><a href="http://www.language-usa.net/WRAT-3.html">http://www.language-usa.net/WRAT-3.html</a></td>
</tr>
</tbody>
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Evaluation Procedures

Forum Participation (8)
Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. This means that each week you should have 2 initial
posts and 4 responsive posts. Please be sure that responses are to peers initial posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

**Guidelines:**

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum and are made to initial posts.
- All forums can be accessed in the Forums section of the course.

**Forum Rubric**

**Role of the Counselor in Testing and Assessment**

This course requires the completion of a paper on the role school counselors’ play in testing and assessment. For this paper, you will be obtaining information from a variety of sources; including, the ASCA National Model, textbooks, state and local school district websites, and counseling resource sites. This paper will consist of several sections outlined below and should be between 8-10 pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support.

In your Counselor Role in Testing Paper please include the following:

1. Historical Perspectives concerning the nature and meaning of assessment and testing in counseling.
2. Identify various assessments that are administered at the elementary, middle, and high school levels to address academic/educational, career, personal, and social development (i.e. CogAT, Dibels, End of Course Exams, IQ tests, State Achievement Assessment, AP exams, etc.) Include information from interviewing a school counselor, Department of
Education and school district websites that address counselor role in testing and assessment.

3. Review ASCA National Model recommendations for the school counselor role in testing and assessment, compare with the information you research from the interview and websites, and provide recommendations on proper use of the school counselor in testing and assessment.

4. Summarize the role of the school counselor/services offered in administering assessments, interpreting assessments, sharing results with stakeholders, and follow-up activities/procedures.

Child Study Project
This course requires the completion of a mock Child Study (also known as Student Services Team (SST) or Response to Intervention (RtI) Project on the role school counselors’ play in testing and assessment. For this project, you will be practicing preparation and analysis of findings to present to educators and parents. This project will consist of analyzing and interpreting a mock student assessment where you will interpret findings and identify cultural considerations and potential interventions. This Child Study Project will consist of several sections outlined below and should be between 5-7 pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support.

Student Information:
Sydney is a 3rd grade African American male that was referred to the Child Study team by his classroom teacher as having difficulties in reading, paying attention/focusing, and completing coursework and homework. After gathering information from the parent, teacher, and student (see attached Counseling Academic Intervention Plan), the counselor needs to identify proposed goals, assessments/information needed, and target interventions (see highlighted areas on Counseling Academic Intervention Plan) to present during the follow up child study meeting.

In your Child Study Project please include the following:

1. Introduction: A review of Child Study process; strategies on building effective working teams, roles of team members and benefits of the school counselor participating in Child Study process. (CACREP 5-G)

2. Initial interpretations of case study: Interpretations drawn from the mock student information with citations supporting your conclusion. (CACREP 5-G 2g)

3. Social/cultural factors to consider in the case provided. (CACREP 2c)

4. Recommendations and selections of assessments to gather more information to address student needs. Provide information on ethical selection of assessments. (CACREP 7m)

5. Interpretations of assessment information which provide indications of evidence-based interventions to implement. (CACREP 5b)

6. Discuss research based potential interventions that are appropriate for implementation by the school counselor (small group participation, individual counseling, assignment chart with signature log for parents, student interview). Provide a sample of the intervention in an appendix (student interview template, assignment, etc.). Also, include referrals within
and/or outside the school setting to assist with meeting student needs. (CACREP 5-G 3d)

References

Assignment Addresses School of Education Professional Dispositions:

**Skill in Identifying and Using school and Community Resources that Enhance Student Success**

**Indicators:**

- Refers students and families to the appropriate school and/or community resources to promote mental, social, emotional, and physical health and wellness.
- Collaborates with a variety of individuals to advance student well-being.
- Develops and sustains school activities that make meaningful connections between school and the community.

**Child Study Project is due by 11:55PM, EST on Sunday of Week 3.**
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Technology Usage in Counseling Assessments
This course requires the completion of a Technology Usage in Counseling Assessment Project. This project incorporates technology in application as you create a needs assessment or survey instrument that can be administered to a large population to obtain feedback and adapt a counseling program based on the identified need. This project will consist of several sections outlined in the assignment section and should be between 5-7 pages, not including the title page, reference page, and appendix. Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. The Technology Usage in Counseling Assessments Project is due by 11:55PM, EST on Sunday of Week 5.

DATA Reports
In this course, you have progressively read and completed worksheets in your Making Data Work (2nd ed.) text (Young & Kaffenberger, 2009); this assignment will provide you the opportunity to demonstrate what you’ve learned as you apply the concepts in creating your own DATA Reports. For this assignment you will create 3 data reports each addressing one of the three domains of school counseling (academic, career, and personal/social needs). It’s also recommended that you address the different school levels (elementary, middle, and high); however, that isn’t required for this assignment. This DATA Reports assignment should be a minimum of 3 textual pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow the examples provided in the Young and Kaffenberger (2009) text and follow APA 6th edition standards for your title, reference, and appendix (if applicable). The DATA Reports assignment is due by 11:55PM, EST on Sunday of Week 7.

Ethics in Testing and Assessment Paper
This course requires the completion of an Ethics in Testing and Assessment Paper on the role ethics play in testing and assessment. For this paper you will discuss ethical codes/guidelines, counselor competence, considerations with minorities, ethics in interpretation and sharing of results. This Ethics in Testing and Assessment Paper should be between 5-7 pages, not including the title page, reference page, and appendix (if applicable). Please be sure to follow APA 6th edition standards and view the sample paper and APA resources in the important information forum for formatting support. The Ethics in Testing and Assessment Paper is due by 11:55PM, EST on Sunday of Week 8.

You no longer need to submit your assignments or forums to www.turnitin.com before submitting it to me. When submitting your assignments in the classroom, the turnitin originality percentage will be created for you. Your assignments should be less than a 40% similarity with other sources. This means that most of your assignment/paper is in your own words. After you submit your paper to me through our assignments tab, if you notice your originality percentage is over 40%, it will be your responsibility to review the feedback, make adjustments, and contact me to allow you to resubmit in the assignments tab. I will then reset it to allow a resubmission. Please be sure to do this prior to the due date to ensure late penalties don’t apply.
The success of this course depends on the student’s ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring your questions and concerns about their theses and positions into the forums groups. Prior to each class, I will post announcements and outline the focus of the subsequent session and direct your reading. Having prepared the readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through the Forum and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, e.g., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.
Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

**Citation and Reference Style**

Attention Please: Students will follow the American Psychological Association (APA) manual (6th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (6th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

**Plagiarism**

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:


Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
• Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
• Do not insert parts of previous students’ work or current students’ work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

**Late Assignments**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette**
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

• **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
• **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) ; ), ☺

**Disclaimer Statement**
Course content may vary from the outline to meet the needs of this particular group.
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com**: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.
<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA / Percent</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4.0 / 100 - 94</td>
<td>Very high quality, clearly above average work</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 / 93-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.53 / 89-87</td>
<td></td>
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<tr>
<td>B</td>
<td>3.0 / 86-84</td>
<td>Expected performance level</td>
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<tr>
<td>B-</td>
<td>2.67 / 83-80</td>
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<td>C+</td>
<td>2.33 / 79-77</td>
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<td>Failing</td>
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<tr>
<td>D</td>
<td>1.0 / 66-64</td>
<td>Failing</td>
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<tr>
<td>D-</td>
<td>.67 / 63-60</td>
<td>Failing</td>
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<tr>
<td>F</td>
<td>0.0 / 59-0</td>
<td>Failing</td>
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<tr>
<td>Weeks</td>
<td>Topic(s)</td>
<td>Learning Objective(s)</td>
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</tbody>
</table>
| 1     | Role of Assessment in Counseling | • summarize the historical perspective of educational and psychological assessment and testing  
• select appropriate assessment and intervention strategies to address student's academic, career, and personal/social development. | Hays ch. 1, text overview  
Young & Kaffenberger intro & section 1 | Introduction:  
1. Provide a two to three paragraph introduction of yourself.  
2. Your comfort level and experience in testing and assessment.  
3. Review the assignments you'll need to complete in the course and note two to three goals you hope to achieve in this course.  

Your original post is due by 11:55PM, EST on Wednesday of Week 1. Respond to at least two classmates postings by 11:55PM, EST on Sunday of Week 1.  

Week 1 Forum:  
This week's forum is an introductory review of the role of assessment in counseling, this will assist you with your Role in Testing and Assessment Paper due week two. For this forum, please discuss the purpose of psychological assessment, the purpose of accountability strategies, principles of psychological assessment, and the usage of assessments in career counseling and school counseling. Your original post is due by 11:55PM, EST on Wednesday of Week 1. Respond to a minimum of two |
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments/Activities</th>
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| 2    | Psychological Assessment Methods | • summarize the historical perspective of educational and psychological assessment and testing  
• evaluate student needs with consideration of developmental, social, and cultural diversity  
• select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development.  
• apply assessment methods to evaluate school counseling programs  

Hays  
ch. 2 & 8  
Young & Kaffenger section 2  

Week 2 Forum:  
From your readings this week, identify and discuss three different types of assessments that are used in school counseling and provide examples of when each would be appropriate to use. Your original post is due by 11:55PM, EST on Wednesday of Week 2. Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 2.  

Role of the Counselor in Testing and Assessment Paper:  
due by 11:55PM, EST on Sunday of Week 2. |
| 3    | Measurement and Interpretation | • explain the fundamentals of vocational, educational and psychological test construction and administration, including the  

Hays  
ch. 5 & 6  
Young & Kaffenger section 3  

Week 3 Forum:  
From your readings this week, demonstrate your understanding of statistical concepts by describing reliability, validity, norms, central tendency, and correlation. Your original post is due by 11:55PM, EST on |
<table>
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<tr>
<th>Wednesday of Week 3.</th>
<th>statistical concepts such as standardization and non-standardization, norm-referenced/criterion-referenced, individual and group methods</th>
<th>Child Study Project: Child Study Project is due by 11:55PM, EST on Sunday of Week 3.</th>
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<tbody>
<tr>
<td>Respond to classmates’ postings by 11:55PM, EST on Sunday of Week 3.</td>
<td>• apply key statistical concepts such as validity, reliability, scales of measurement, measures of central tendency, indices of variability, distribution shapes and types, and correlation</td>
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<td></td>
<td>• evaluate student needs with consideration of developmental, social, and cultural diversity</td>
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<td></td>
<td>• select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development.</td>
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<td></td>
<td>• interpret statistics, psychological testing, and program evaluation outcomes</td>
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| **Week 4 Forum:** This week's forum is a review of the different types of assessments counselors use to gather information, identify needs of different stakeholders, and to determine the impact of implemented counseling services. Based on your understanding of the readings from this week, please summarize your understanding of intake, outcome, and needs assessments. In your discussion, please be sure to include similarities and differences of each, their role in accountability, and provide examples of when each would be appropriate to implement. In addition to demonstrating your understanding of the role of these assessments in school counseling, be sure to also share examples of each.

Your original post is due by 11:55PM, EST on Wednesday of Week 4. Respond to a minimum of two classmates’ postings by 11:55PM, EST on Sunday of Week 4. |
|---|---|---|
| **4** | Initial, Outcome, and Needs Assessments | • apply assessment methods to evaluate school counseling programs  
• evaluate student needs with consideration of developmental, social, and cultural diversity  
• select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development  
• interpret statistics, psychological testing, and program evaluation outcomes  
• apply assessment methods to evaluate school counseling programs  

Hays  
ch. 7 & 15  
Young & Kaffenberger  
Sections 4 & 5  
Examine the following Websites containing informal needs assessments that examine individual needs:  
https://docs.google.com/forms/d/1l5ANpJz8FtVJvn7coTBJED_Ku0c8pp-0tLDGHvFuM9Y/viewform  
http://www.quia.com/sv/107072.html  
http://www.morehouse.edu/campus_life/counseling_serv/survey.html |
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<th>Week</th>
<th>Task</th>
<th>Details</th>
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</table>
| 5    | Cognitive Assessments                                                | - apply key statistical concepts such as validity, reliability, scales of measurement, measures of central tendency, indices of variability, distribution shapes and types, and correlation  
        - evaluate student needs with consideration of developmental, social, and cultural diversity  
        - select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development  
        - interpret statistics, psychological testing, and program evaluation outcomes  
        - apply assessment methods to evaluate school counseling  
        - Hays ch. 9 & 10                                                                 |

**Week 5 Forum:**
For this week’s forum, please provide a review of your understanding of intelligence, aptitude, and achievement assessments. Be sure to provide an example of when each would be implemented and interpreted by the school counselor. Please also complete the case example. Your original post is due by 11:55PM, EST on Wednesday of Week 5. Respond to a minimum of two classmates’ postings by 11:55PM, EST on Sunday of Week 5.

**Technology Usage in Counseling Assessments:**
The Technology Usage in Counseling Assessments Project is due by 11:55PM, EST on Sunday of Week 5.
| 6 | Career Counseling | • explain the fundamentals of vocational, educational and psychological test construction and administration, including the statistical concepts such as standardization and non-standardization, norm-referenced/criterion-referenced, individual and group methods  
• select appropriate assessment and intervention strategies to address student's academic, career, and personal/social development.  
• interpret statistics, psychological testing, and program evaluation outcomes | Hays ch 11 & 12 | **Week 6 Forum:** Provide a brief description on the use of career development measures in counseling, inventories used by school counselors in career counseling, and the use of comprehensive assessment programs in counseling. Please also complete the case example. Your original post is due by 11:55PM, EST on Wednesday of Week 6. Respond to a minimum of two classmates’ postings by 11:55PM, EST on Sunday of Week 6. |
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<tr>
<th>Week 7 Forum:</th>
<th>For this week’s forum, please provide a review of your understanding and significance of personality assessments in school counseling. Be sure to provide an example of one that would be implemented and interpreted by the school counselor. Please also complete the case example. Your original post is due by 11:55PM, EST on Wednesday of Week 7. Respond to a minimum of two classmates’ postings by 11:55PM, EST on Sunday of Week 7.</th>
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<tr>
<td><strong>DATA Reports Assignment:</strong></td>
<td>The DATA Reports assignment is due by 11:55PM, EST on Sunday of Week 7.</td>
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| Week 8 Forum: | For your final forum, discuss cultural biases in testing, guidelines for communicating test results, and |

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<th>7</th>
<th><strong>Personality Assessments and Suicidal Ideation</strong></th>
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<tr>
<td><strong>Hays</strong></td>
<td>ch. 13, &amp; 14</td>
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<tr>
<td><strong>8</strong></td>
<td><strong>Professional Considerations</strong></td>
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<tr>
<td><strong>Hays</strong></td>
<td>ch. 3 &amp; 4</td>
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</table>

- evaluate student needs with consideration of developmental, social, and cultural diversity
- select appropriate assessment and intervention strategies to address student's academic, career, and personal/social development.
- interpret statistics, psychological testing, and program evaluation outcomes
- apply assessment methods to evaluate school counseling programs
- evaluate ethical issues in selecting, administering, and interpreting assessments and tests especially as it relates to children and adolescents
- evaluate student needs with consideration of developmental, social, and cultural diversity
<table>
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<tr>
<th><strong>Social, and Cultural Diversity</strong></th>
<th><strong>Ethical Considerations in Testing</strong></th>
<th><strong>Counselor Ethical Considerations in Testing</strong></th>
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<tbody>
<tr>
<td>• Select appropriate assessment and intervention strategies to address student’s academic, career, and personal/social development.</td>
<td>&quot;Subsections of the ethical standards for the American Counseling Association (<a href="http://www.counseling.org">www.counseling.org</a>) and American School Counselor Association (<a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a>).&quot;</td>
<td>&quot;Please consider all that you’ve learned in this course and discuss some of the critical components you need to remember in testing and assessment as a professional school counselor. Your original post is due by 11:55PM, EST on Wednesday of Week 8. Respond to a minimum of two classmates’ postings by 11:55PM, EST on Sunday of Week 8. The Ethics in Testing and Assessment Paper is due by 11:55PM, EST on Sunday of Week 8.&quot;</td>
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<tr>
<td>• Apply assessment methods to evaluate school counseling programs.</td>
<td><strong>Optional Readings:</strong></td>
<td><strong>Ethics in Testing and Assessment Paper:</strong></td>
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<tr>
<td>• Evaluate ethical issues in selecting, administering, and interpreting assessments and tests especially as it relates to children and adolescents.</td>
<td>Read the Code of Fair Testing Practices in Education (<a href="http://www.apa.org/science/fairtestcode.html">www.apa.org/science/fairtestcode.html</a>).</td>
<td><strong>The Ethics in Testing and Assessment Paper is due by 11:55PM, EST on Sunday of Week 8.&quot;</strong></td>
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