Course Description

CNEP 6320: Advanced Appraisal Techniques and Psychometrics (3 SCH). This course is designed to provide an in-depth knowledge base of psychometric principles and measurement theory as applied to the design, evaluation, planning, and implementation of assessment processes at the individual, group, and program level. Advanced principles of instrument design (e.g., factor analytic techniques and item analysis procedures) will be utilized to explore critical issues related to the validity and reliability of assessment instruments. Student will learn to apply these core principles of measurement in evaluation contexts relevant to contemporary counseling practices.

Rationale

This course provides an in-depth framework for understanding the function of testing and measurement. A theoretical and practical knowledge of testing, including advanced critiquing of current measures, is emphasized. The course is available only for doctoral students.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP standards included in Section 6 (doctoral professional identity). The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 6-B-4-e**: models and methods of instrument design. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the applied instrument/scale development and validation project].

- **CACREP Standard 6-B-4-f**: models and methods of program evaluation. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the program evaluation project and paper].
Major Course Requirements

1) Knowledge-Based Quizzes (100 points)

Students will complete four knowledge-based quizzes throughout the semester. Quizzes will include multiple choice items based on the material presented in class as well as in all assigned course readings (textbook and other). Each knowledge-based quiz will assess students’ knowledge of prescribed content and is worth 25 points. Knowledge-based quizzes will be administered online through the Blackboard course shell. Deadlines for completing knowledge-based quizzes are included in the course schedule.

2) Test Review (50 points)

Students will prepare a written review (5-page maximum) of a published assessment instrument of their choosing and upload it to the Blackboard page. To complete this assignment, students will need to access information regarding assessments in either the Mental Measurement Yearbook or Tests in Print. Both sources are available in the library and online through the library’s MMY and Tests in Print database.

Examples of test reviews can be found on the Association for Assessment and Research in Counseling (AARC) website (http://aarc-counseling.org/test-reviews). These examples should help you write your own review (DO NOT copy those reviews found here).

It is important that students discuss their professional opinion of the value of their chosen assessment based on their review of the instrument. Submissions will be evaluated based on the completeness in which the instrument is reviewed. Students should submit a professional test review (prepared in APA format) addressing the four aspects of an instrument delineated below.

I. General information (10 points)
   - Title of instrument
   - Author(s) of instrument
   - Publisher or contact information
   - Forms, groups to which applicable
   - Practical features
   - General type
   - Date of publication
   - Costs, booklets, answer sheets, scoring
   - Time required to administer
   - Purpose for which evaluated

II. Purpose and Nature of the Instrument (10 points)
   - Purpose for which evaluated
   - Stated purpose
   - Description of test, items, scoring
   - Use in counseling
III. Practical Evaluation (10 points)
   • Usefulness of the manual
   • Adequacy of directions; training required to administer
   • Scoring services available and cost

IV. Technical Considerations (10 points)
   • Normative sample
   • Reliability
   • Validity
   • Generalizability

V. Evaluation (10 points)
   • Grammatically correct and free from error
   • Adherence to APA style guidelines

3) Program Evaluation Paper (100 points)

Students will be required to complete a program evaluation plan for a counseling program (school-based or community-based) of their choosing using the knowledge and skills gained throughout this course. An outline for the program evaluation plan and the rubric used to score your performance will be distributed in class and included on the course Blackboard page.

Point Allocation

| Knowledge-Based Quizzes | 100 points |
| Test Review             | 50 points  |
| Scale Development Project | 150 points |
| Program Evaluation Paper | 100 points |
| **TOTAL**               | **400 points** |

Grade Distribution

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>360-400</td>
<td>320-359</td>
<td>280-319</td>
<td>210-279</td>
<td>Below 210</td>
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Required or Recommended Readings

**Textbook:**

**Recommended or supplemental readings:**
American Educational Research Association, American Psychological Association, & National


**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**School Counselor Standard III: Learner-Centered Process**
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

**TExES Competencies (COE)**

**Competency 004 (Program Management):** The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.
Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

CACREP Standards

This course is designed to meet 2016 CACREP standards included in Section 2 (Professional Counseling Identity) and Section 6 (Doctoral Training Standards). The following standards are covered in this course, with standards shown in **bold type** representing the targeted course objectives that will be assessed throughout the semester.

Course Policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.

For absences that are not excused, the follow attendance policies are in place:

- The first **unexcused** absence will result in a 5% reduction in the student’s final grade.
- A second **unexcused** absence will result in a 10% reduction in the student’s final grade.
- Following a third **unexcused** absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an **unexcused absence**.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an **unexcused** absence will be issued.

**NOTE:** Please note, unexcused absences may adversely affect your performance as examinations missed or failure to submit assignments by their due date will result in a grade reduction.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their
questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended,
the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/.

For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
### Tentative Course Schedule (Summer 2019)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
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<tbody>
<tr>
<td>July 8</td>
<td>Introduction to course&lt;br&gt;Psychological testing and assessment&lt;br&gt;Historical, cultural, legal/ethical considerations</td>
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<tr>
<td>July 10</td>
<td>Review of basic statistical and measurement concepts&lt;br&gt;Knowledge-Based Quiz #1 Deadline: July 14 @ 11:59pm</td>
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<tr>
<td>July 15</td>
<td>Test theory and development&lt;br&gt;Item generation and validation</td>
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<tr>
<td>July 17</td>
<td>Instrument design and validation consultation session #1&lt;br&gt;Knowledge-Based Quiz #2 Deadline: July 21 @ 11:59pm</td>
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<tr>
<td>July 22</td>
<td>Exploratory factor analysis&lt;br&gt;Confirmatory factor analysis&lt;br&gt;Test Review Paper Due July 22 @ 11:59pm</td>
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<tr>
<td>July 24</td>
<td>Instrument design and validation consultation session #2&lt;br&gt;Knowledge-Based Quiz #3 Deadline: July 28 @ 11:59pm</td>
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<tr>
<td>July 29</td>
<td>Program evaluation</td>
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<tr>
<td>July 31</td>
<td>Program evaluation consultation session #1&lt;br&gt;Instrument Development Paper Due August 4 @ 11:59pm&lt;br&gt;Knowledge-Based Quiz #4 Deadline: August 4 @ 11:59pm</td>
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<tr>
<td>August 5</td>
<td>Program evaluation consultation session #2</td>
</tr>
<tr>
<td>August 7</td>
<td>Student presentations of instruments&lt;br&gt;Program Evaluation Paper Due August 7 @ 11:59pm</td>
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Program Evaluation Assignment Rubric

Select a program to evaluate. This can be an educational training program, or a clinically-based program. Once you have selected your program, you will develop an evaluation plan that can be used to assess the efficacy of that program. Your program evaluation plan is expected to include the following components:

1. **Program Rationale**
   
   In this section you should provide context for the evaluation. Describe what is being evaluated, where the program is delivered/offered, who is offering the program, who the program participants/clients are, and what the delivery schedule looks like for this program. Include a logic model diagram to support the narrative in this section.

   Score (out of 20 points) ________________

2. **Program Goals and Objectives**
   
   In this section describe the rationale and expected outcomes for your program. What are the organization-defined goals for the program? What objectives are in place to facilitate meeting these goals? When considering program objectives, be sure to include both short-term and long-term objectives.

   Score (out of 20 points) ________________

3. **Program Hypotheses**
   
   In this section you will include the hypotheses you develop for this program evaluation. Based on your understanding of the program, its intended goals, and your understanding of its track record of success, what do you hypothesize you will find in your evaluation?

   Score (out of 20 points) ________________

4. **Evaluation Design**
   
   In this section describe your plans for evaluating your chosen program. What evaluation design model will you be following? What is your overarching evaluation design question (are you evaluating progress, improvement, or minimal gains)? How do you plan to conduct formative evaluations and summative evaluations (discuss methods, techniques, and instruments to be used and the data you expect to gain from each of these sources)? How is fidelity accounted for in your overall evaluation design? What internal and/or external threats were controlled for in your design plan?

   Score (out of 20 points) ________________
5. **Summary**

In this section describe what you intend to do with the results you gain. How will you determine whether your program was effective? How will you address any potential sources of error in your analyses? What conclusions would you want to be able to draw from your results? What would be important to share with stakeholders who have an investment in the program and its ability to successfully achieve its goals?

Score (out of 20 points) __________

TOTAL SCORE __________