

Eastern Illinois University  
**REVISED COURSE PROPOSAL**  
**CSD 5900**  
**Appraisal**

Please check one:  New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5900

2. Appraisal

3. Appraisal

4. 3-0-3

5. Term(s) to be offered:  Fall     Spring     Summer     On demand

6. Initial term of offering: Fall  Spring  Summer  Year: 2012

7. Course description:

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

c. Who can waive the prerequisite(s)?

No one     Chair     Instructor     Advisor     Other (Please specify)

d. Co-requisites: none

e. Repeat status:  Course may not be repeated.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply):  Standard letter     C/NC     Audit     ABC/NC

**11. Instructional delivery method:** (Check all that apply.)

- lecture  
  lab  
  lecture/lab combined  
  independent study/research  
 internship  
  performance  
  practicum or clinical  
  study abroad  
 Internet  
  hybrid  
  other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

Students will:

- a. examine and discuss the historical perspectives concerning the nature and meaning of assessment.
- b. examine and discuss basic concepts of standardized and non-standardized 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.
- c. examine and discuss basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- d. examine and discuss reliability (i.e., theory of measurement error, models reliability and the use of reliability information).
- e. examine and discuss validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
- f. examine and discuss social and cultural factors related the assessment and evaluation of individuals, groups, and specific populations.
- g. examine and discuss ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. Students will examine and discuss historical perspectives concerning the nature and meaning of assessment.	<b>Learning Assessment</b>
b. Students will examine and discuss basic concepts of standardized and non-standardized 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.	<b>Test Interpretation Project; Scale Development Project; Learning Assessment</b>

c. Students will examine and discuss basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	<b>Scale Development Project; Learning Assessment</b>
d. Students will examine and discuss reliability (i.e., theory of measurement error, models reliability and the use of reliability information).	<b>Scale Development Project; Learning Assessment</b>
e. Students will examine and discuss validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	<b>Scale Development Project; Learning Assessment</b>
f. Students will examine and discuss social and cultural factors related the assessment and evaluation of individuals, groups, and specific populations.	<b>Test Interpretation Project; Learning Assessment</b>
g. Students will examine and discuss ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	<b>Test Interpretation Project; Learning Assessment</b>

- **Test Interpretation Project:** Students will administer three instruments to one person. The three instruments they will administer are: the Sixteen Personality Factor Questionnaire, the Multidimensional Aptitude Battery II and the Self-Directed Search. After students have administered and scored these measures, they will be required to provide feedback to their examinee. Student will be required to turn in a written report containing an interpretation of the test scores along with a summary of your feedback session.
- **Scale Development Project:** Groups of 4 – 5 students, each, will be formed to complete this project. Each group will construct **two** 10-item scales and global measures designed to measure selected psychological constructs. Students will develop an operational definition of each construct, write items, develop an instrument, administer their instrument containing the 20 items, analyze the data, and write a report summarizing the development process and results. Each group will present their results to the class.
- **Learning Assessment:** The Learning Assessment is an opportunity for students to show what they have learned about appraisal concepts and practices.

**3. Explain how the instructor will determine students’ grades for the course:**

Grades will be based on the following criteria:

Test Interpretation Project	105 points
Test Development and/or Critique Project	105 points
Learning Assessment	<u>90 points</u>
	300 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:  
N/A
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:  
N/A
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.  
NA

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

<b>Week</b>	<b>Lecture Topic</b>
1	Introduction to the Course
2	Assessment in Counseling; History of Assessment, Ethical Issues
3	Instrument Selection; Initial Assessment
4	Basic Measurement Principles
5	Basic Measurement Principles (continued)
6	Reliability
7	Validity
8	Validity (continued)
9	Break
10	Data Analyses (descriptives, reliability, validity)
11	Intelligence, Ability Testing
12	Achievement, Aptitude testing
13	Clinical Measure and Diagnosis
14	Projective techniques
15	Group presentations: Scale Development Project
16	Learning Assessment

### **PART IV: PURPOSE AND NEED**

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. None at graduate level.
- b. Revised course only.

**4. Impact on Program(s):**

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Dr. Steven Conn and Dr. Catherine Polydore

**2. Additional costs to students:**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

Whiston, S.C. (2000). *Principles and applications of assessment in counseling*. Belmont , CA: Wadsworth

**PART VI: COMMUNITY COLLEGE TRANSFER**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school:** 1/18/12

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA:**                      **CGS:**

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disability/>

**581-6583**