William Paterson University  
College of Education  
Department of Special Education and Counseling

Preparing Inquiring Educators: Knowledge, Understanding, and Application

Course of Study

1. Course Title and Number of Credits:
   CSP 604 Assessment and Appraisal in the Helping Profession  3 Credit Hours

2. Course Description:

   This course introduces students to assessment and appraisal in a counseling setting. Validity and reliability of measurements, as well as basic quantitative statistics will be explored. Interpretation of test scores will be introduced and appropriate use of assessments with diverse populations will be explored. Ethical issues regarding testing will also be examined.

3. Prerequisites and Restrictions:  CSP 601, CSP 602, and 603 or permission of instructor

4. Course Objectives:  (CACREP standards addressed)
   1. To recognize appropriate assessment materials for educational and mental health settings, including substance abuse and suicide risk assessments (II.G.3.g., G.4.f., G.7.b., CMH G.1., G.2., G.4.)
   2. To understand the nature of mental health and educational assessments and the technologies available for computer-administered tests (II.G.7.a.).
   3. To understand basic statistics such as measures of central tendency, variability, standard error, correlation, and standard scores. (II.G.7.c.,G.8.c., SC I.4.)
   4. To understand basic principles of test construction, test norms, validity, and reliability. (II.G.7.b., G.7.d., G.7.e.)
   5. To understand the issues involved in using standardized assessments with diverse populations. (II.G.2.a., G.7.f., CMH G.2., K.4., SC A.6., E.4.)
   6. To understand the ethical and legal issues in assessment and appraisal, interpretation of assessments, and storage of assessment materials and scores. (II.G.1.i.,G.7.g.)
   7. To find and understand materials relating to the strengths and limitations of different educational and mental health assessments. (II.G.7.b., CMH G.2.)
   8. To recognize different techniques in assessment and interpretation of tests. (II.G.7.b., G.7.f., SC A.6., E.4.)

5. Student Learning Outcomes:  Student will be able to:
   1. Demonstrate an ability to do basic statistical operations such as finding measures of central tendency and measure of variability as measured by performance on quizzes and exams
2. Evaluate appropriate use of tests in school and agency settings for a diverse population as measured by class and online discussion (CMH H.1., H.4., SC H.1. H.2.)
3. Plot test scores on a normal curve as measured by performance on quizzes and exams
4. Demonstrate an understanding of percentages and percentile rankings as measured by performance on quizzes and exams
5. Read and demonstrate an understanding of assessment result interpretation as demonstrated by performance in classroom and online discussion (SC H.1., H.3., H.5.)
6. Identify different types of assessments such as ability, achievement or personality as measured by performance on quizzes and exams (SC H.6.)
7. Demonstrate an ability to make decisions about the ethical use of test results as measured by class and online discussion (CMH H.1., SC H.5.)

6. Course Content:
1. History of educational and psychological assessment
2. Basic statistics: Mean, median, mode, variance, standard deviation, frequency distributions, standard scores, percentages, percentiles, and normal distributions
3. Test construction, validity and reliability
4. Administering and scoring tests
5. Norms, reliability and validity
6. Standardized achievement tests
7. Intelligence assessment
8. Personality assessment – Interests and attitudes
9. Observation, Interviews and checklists
10. Assessing for pathology
11. Assessment with special populations
12. Assessment in a multicultural society
13. Ethical and legal issues in assessment
14. Use of computers in assessment
15. The role of functional assessments

7. Teaching/Learning Methods:
1. Lecture and discussion
2. Multimedia presentations
3. Small group discussion
4. Online discussion
5. Test material demonstrations

8. Evaluation Methods:
1. Quizzes and examinations
2. Attendance and participation

9. Required Texts/Readings:

10. **Preparer’s Name and Date:** Paula R. Danzinger, Ph.D., Fall, 1999

11. **Department Approval Date:** February, 1999

12. **Reviser’s Name(s) and Date:** Henry Heluk, Jr. Ph.D., Karen Decker, M.Ed. & Paula R. Danzinger, Ph.D., Fall, 2008
   Paula R. Danzinger, Ph.D., Fall, 2000

13. **Revision Approval Date:**

14. **Bibliography:**


