



COUN 317: Introduction to Assessment

Course Syllabus: Fall 2026

August 20, 2026 – December 11, 2026

Web Based Course

INSTRUCTOR INFORMATION

Instructor: Weiping Lam, LPC, PhD Candidate

Office Location: Virtual Office

Office Hours: By Appointment

University Email: Weiping.Lam@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 business hours

COURSE INFORMATION

Materials, Textbooks, Readings, Supplementary Readings

Required Textbooks

Sheperis, C. J., & Drummond, R. J. (2026). Assessment procedures for counselors and helping professionals (10th ed.). Pearson.

Optional Texts and/or Materials:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Catalog Description of the Course

COUN 317: Introduction to Assessment

3 semester hours.

Introduction to Assessment. Three semester hours. (1, 2) Emphasis will be given to the use of standardized and nonstandardized procedures to assess and appraise human behavior. Use of test and non-test data will also be covered. Emphasis will also be given to the use of appraisal and assessment methods in a variety of settings, including school, business, mental health, and human services.

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Student Learning Outcomes (SLOs):

Students will demonstrate the following competencies:

- Understand the importance and role of assessment in counseling.
- Distinguish between standardized and nonstandardized operational definitions.
- Identify relevant historical issues of assessment and the importance of assessment today.
- Identify competencies related to assessment practices.
- Identify ethical and legal codes affecting assessment.

Key performance Indicators (KPIs):

List the KPI and related CACREP 2024 Standards in this section.

2024 CACREP Standards addressed in COUN 317

CES/CMHC Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.G.1 Historical perspectives concerning the nature and meaning of assessment and testing in counseling	• Readings (Sheperis & Drummond, 2026, Ch. 1). • Online Discussions	• Week 1 Discussion • Quiz 1 (Ch. 1–4)	• Online Discussion Rubric • Quiz 1 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations
3.G.3 Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes of distributions, and correlations	• Readings (Sheperis & Drummond, 2026, Ch. 5, 6) • Online Discussions	• Week 5, 6 Discussions • Quiz 2 (Ch. 5-8)	• Online Discussion Rubric • Quiz 2 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations
3.G.4 Reliability and validity in the use of assessments	• Readings (Sheperis & Drummond, 2026, Ch. 6, 7, 8, 9) • Online Discussions	• Week 6, 7, 8, 9 Discussions • Quiz 2 • Quiz 3 (Ch. 5-8)	• Online Discussion Rubric • Quiz 2, 3 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations
3.G.5 Culturally sustaining and developmental considerations, adaptations, and	• Readings (Sheperis & Drummond, 2026, Ch. 1, 2, 3) • Online Discussions	• Week 1, 2, 3 Discussions • Quiz 1	• Online Discussion Rubric • Quiz 1 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet

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accommodations in assessment selection, administration, and interpretation				or exceed expectations
3.G.6 Ethical and legal considerations in assessment selection, administration, scoring, interpretation, and reporting	- Readings (Sheperis & Drummond, 2026, Ch. 1, 2, 9) - Online Discussions	- Week 1, 2, 9 Discussions - Quiz 3	- Online Discussion Rubric - Quiz 3 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed expectations
3.G.7 Use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.	- Readings (Sheperis & Drummond, 2026, Ch. 9) - Online Discussions	- Week 9 Discussions - Quiz 3	- Online Discussion Rubric - Quiz 3 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed expectations
3.G.8 Use of assessments relevant to academic/ educational, career, personal, and social development.	- Readings (Sheperis & Drummond, 2026, Ch. 10, 11, 12, 16) - Online Discussions	- Week 10, 11, 12, 16 Discussions - Quiz 3 - Quiz 4 (Ch. 13-15)	- Online Discussion Rubric - Quiz 3, 4 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed expectations
3.G.9 Use of environmental assessments and systematic behavioral observations.	- Readings (Sheperis & Drummond, 2026, Ch. 13, 14) - Online Discussions	- Week 13, 14 Discussions - Quiz 4	- Online Discussion Rubric - Quiz 4 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed expectations
3.G.10 Use of structured interviewing, symptom checklists, and psychological testing	- Readings (Sheperis & Drummond, 2026, Ch. 4, 10, 11, 12, 13, 14, 15) - Online Discussions	- Week 4, 10, 11, 12, 13, 14 Discussions - Quiz 1, 3, 4	- Online Discussion Rubric - Quiz 1, 3, 4 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed expectations
3.G.11 Diagnostic processes, including differential diagnosis and the use of current diagnostic	Readings (Sheperis & Drummond, 2026, Ch. 15)	Quiz 4	Quiz 4 Grading Key	1., 2., &3. $\geq$ 80% of average rubric scores will either meet or exceed

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classification systems.				expectations
3.G.13 Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide.	Readings (Sheperis & Drummond, 2026, Ch. 15,16, 17)	Quiz 4	Quiz 4 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations
3.G.14 Procedures for assessing clients' experience of trauma.	Readings (Sheperis & Drummond, 2026, Ch. 15, 16, 17)	Quiz 4	Quiz 4 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations
3.G.15 Procedures for identifying and reporting signs of abuse and neglect.	Readings (Sheperis & Drummond, 2026, Ch. 16, 16, 17)	Quiz 4	Quiz 4 Grading Key	1., 2., &3. ≥ 80% of average rubric scores will either meet or exceed expectations

INSTRUCTIONAL METHODS

This course will utilize mainly lectures and class discussions; however, additional activities that help enhance the learning experience may be used.

STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course include the following:

1. Maintain a professional, ethical disposition representative of yourself, the university, and the counseling profession. Take time to adequately prepare for classes.
2. Please complete all assignments by the deadline.
3. Adhere to the university student code of conduct.
4. Actively engage! During face-to-face classes, you are expected to participate in all activities and discussions. In the online format, you are expected to participate in all online discussions/activities with cameras on. This is crucial to your learning.
5. All writing assignments must be done according to the guidelines provided by the APA 7th edition handbook.

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6. Regularly check your University email (i.e., at least daily).
7. Keep up with the reading to be able to actively participate in discussions and class activities in a meaningful way.
8. Complete work ahead of the deadline.
9. Be open to the process. *This degree takes time, work, effort, and growth.*

ASSIGNMENTS / ASSESSMENT

****Note.** Assignments must be submitted to D2L.

1. Online Discussions (100 points):

DUE: DAY, DATE, TIME in D2L

The exchange of ideas, opinions, questions, and information is an important piece of professional development. Therefore, students are expected to attend class each week and actively participate in our weekly discussions. Full points will be awarded to students who submit a substantive response to the weekly prompt and thoughtfully respond to at least two classmates. See Flexible Course Calendar for specific due dates.

ONLINE DISCUSSIONS: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations (0 - 69)	2 – Meets Expectations (70 - 89)	3 – Exceeds Expectations (90 - 100)
Initial Post Content & Prompt Responsiveness (40 Points Max)	3.G.1, 3.G.3, 3.G.4, 3.G.5, 3.G.6, 3.G.7, 3.G.8, 3.G.9, 3.G.10, 3.G.11, 3.G.13, 3.G.14, 3.G.15	0 – 27 Points Initial post is late, missing, or incomplete. Fails to answer key parts of the prompt or shows significant misunderstandings of the course readings and topic. Lacks supporting examples.	28 – 35 Points Initial post directly addresses the prompt. Integrates course readings and key concepts accurately. Demonstrates a solid understanding of the topic.	36 – 40 Points Initial post is thorough, original, and insightful. Demonstrates exceptional understanding of course material and provides thoughtful analysis with strong examples.
Peer Engagement: Response to Classmates (30 Points Max)	3.G.1, 3.G.3, 3.G.4, 3.G.5, 3.G.6, 3.G.7, 3.G.8, 3.G.9, 3.G.10, 3.G.11, 3.G.13, 3.G.14, 3.G.15	0 – 20 Points Responds to fewer than two peers, or responses are superficial (e.g., "I agree"). Does not add new ideas or ask meaningful questions.	21 – 26 Points Responds thoughtfully to at least two classmates. Peer responses offer helpful feedback, ask clarifying questions, and keep the conversation moving.	27 – 30 Points Responds to two or more classmates with rich, detailed comments. Advances the discussion by bringing in new perspectives, resources, or insightful questions.

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Professionalism & Tone (15 Points Max)	3.F.	0 – 10 Points Tone is unprofessional, dismissive, or disrespectful of others' views. Shows poor engagement or communication habits.	11 – 13 Points Maintains a polite, respectful, and professional tone throughout. Shows respect for diverse viewpoints.	14 – 15 Points Exemplary communication. Fosters a welcoming, highly inclusive environment for group discussion.
Writing Quality & APA Formatting (15 Points Max)	3.F.	0 – 10 Points Frequent errors in grammar, spelling, or structure that make the post hard to read. Missing or incorrect citations and references.	11 – 13 Points Well-written and clear. Minor grammar or spelling errors that do not hinder understanding. Uses proper APA style for citations and references.	14 – 15 Points Clear, well-structured, and error-free graduate-level writing. Correctly applies APA formatting for all citations and references.

2. Quizzes (100 points):

DUE: DAY, DATE, TIME in D2L

To check for understanding of course content, there will be four quizzes posted in D2L throughout the semester. See Flexible Course Calendar for specific dates.

3. Counseling Assessment Paper (100 points):

DUE: DAY, DATE, TIME in D2L

The Counseling Assessment Paper is a 5–7-page paper (including title and reference page) over one of the Assessments covered in this course. The paper should (1) summarize the basic tenets of the assessment, (2) provide a brief historical background on the selected assessment, and (3) discuss why this specific assessment fits well with the students. The paper must be written in APA 7 format and include a minimum of 3 professional sources. The Counseling Assessment Paper will be graded utilizing a rubric that is provided.

COUNSELING ASSESSMENT PAPER: RUBRIC

Assignment Component/Task	Associated CACREP 2024 Standard(s)	1 – Does Not Meet Expectations (0 - 69)	2 – Meets Expectations (70 - 89)	3 – Exceeds Expectations (90 - 100)
Basic Tenets & Features of the Assessment (30 Points Max)	3.G.3, 3.G.4, 3.G.5, 3.G.6, 3.G.7, 3.G.8, 3.G.9, 3.G.10, 3.G.11,	0 – 20 Points Summary of the assessment is incomplete, inaccurate, or superficial. Key features (e.g., purpose, target population, administration, or scoring	21 – 26 Points Accurately summarizes the core features and basic tenets of the assessment. Clearly describes its main purpose, target	27 – 30 Points Provides an exceptionally thorough, precise, and comprehensive summary of the assessment. Clear and detailed explanation of purpose, scope, target

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	3.G.13, 3.G.14, 3.G.15	procedures) are missing or poorly explained.	population, and general administration/scoring procedures.	audience, scoring, and clinical utility.
Historical Background (20 Points Max)	3.G.1	0 – 13 Points Historical background is missing, extremely brief, or inaccurate. Fails to discuss the origin, authors, or development of the assessment over time.	14 – 17 Points Provides a clear and accurate overview of the assessment's history, including its originators, development, and evolution over time.	18 – 20 Points Offers a detailed and insightful historical context. Articulates the evolution, major revisions, and historical significance of the instrument within the field.
Personal & Professional Fit (20 Points Max)	3.G.5, 3.G.6, 3.G.7, 3.G.8	0 – 13 Points Section is vague, minimal, or missing. Provides little to no reflection on why the assessment fits the student's personal orientation or future counseling practice.	14 – 17 Points Reflects thoughtfully on why the assessment fits well with the student. Explains alignment with future counseling goals, theoretical orientation, or target client populations.	18 – 20 Points Provides deep, highly engaging self-reflection. Articulates a strong, well-reasoned connection between the assessment, personal strengths, theoretical framework, and intended clinical practice.
Scholarly Sources & Research Integration (15 Points Max)	3.F.	0 – 10 Points Fewer than 3 professional sources used, or sources are non-academic/unreliable. Literature is poorly integrated into the paper.	11 – 13 Points Includes at least 3 professional, peer-reviewed sources. Effectively integrates research to support the history, tenets, and clinical application of the instrument.	14 – 15 Points Exceeds requirements with robust support from high-quality professional sources. Seamlessly integrates scholarly literature to support all sections of the paper.
Writing Quality, Page Length & APA 7 Formatting (15 Points Max)	3.F.	0 – 10 Points Paper fails to meet length requirements (outside 5–7 pages). Frequent errors in grammar, spelling, or structure. Significant APA 7 errors in formatting, citations, or references.	11 – 13 Points Meets the 5–7 page requirement. Writing is clear and well-organized with minor grammatical or mechanical errors. Proper APA 7 format applied to title page, citations, and references with few errors.	14 – 15 Points Meets page length guidelines perfectly. Exceptional graduate-level writing that is clear, concise, and well-structured. Flawless application of APA 7 formatting throughout.

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Online Discussions	100 points
Quizzes	100 points
Counseling Assessment Paper	100 points
Total	300 points

90%-100% A

80%-89% B

70%-79% C

60%-69% D

< 60% F

Total points corresponding to the final letter grades

A = 270-300 points

B = 240-269 points

C = 210-239 points

D = 180-209 points

F = < 180 points

NOTE: Assignments are due on the day noted in the syllabus. All assignments are due on/before the deadline. Late assignments will have 10% of the grade deducted per day late from the final score. After one (1) week late, the student will receive a 0.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of



concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or [CES Handbook](#), or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance:

HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an ETAMU campus open computer lab, etc.

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Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@etamu.edu
Website: [Student Disability Services](https://www.etamu.edu/student-disability-services/)
<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url: <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy [May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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COUN 317 OUTLINE / CALENDAR

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Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1 8/20	Concept: Course Overview/Syllabus Activity: Introductions/ Wellness Check-in	3.G.1, 3.G.5, 3.G.6	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 1: Intro to Assessment	Complete Student Information Google Form (link will be provided) Week 1 Discussion Post due in D2L Sunday by 11:59pm
Week 2 8/27	Concept: Ethical and Legal Issues in Assessment	3.G.5, 3.G.6	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 2: Ethical and Legal Issues in Assessment	Week 2 Discussion Post due in D2L Sunday by 11:59pm
Week 3 9/3	Concept: Assessment Issues with Diverse Populations	3.G.5	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 3: Assessment Issues with Diverse Populations	Week 3 Discussion Post due in D2L Sunday by 11:59pm
Week 4 9/10	Concept: Methods and Sources of Assessment Information	3.G.10	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 4: Methods and Sources of Assessment Information	Quiz 1 due in D2L Sunday by 11:59pm
Week 5 9/17	Concept: Statistical Concepts	3.G.3	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 5: Statistical Concepts	Week 5 Discussion Post due in D2L Sunday by 11:59pm
Week 6 9/24	Concept: Understanding Assessment Scores	3.G.3, 3.G.4	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 6: Understanding Assessment Scores	Week 6 Discussion Post due in D2L Sunday by 11:59pm

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Week 7 10/1	Concept: Reliability/Precision	3.G.4	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 7: Reliability/Precision	Week 7 Discussion Post due in D2L Sunday by 11:59pm
Week 8 10/8	Concept: Validity	3.G.4	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 8: Validity	Quiz 2 due in D2L Sunday by 11:59pm
Week 9 10/15	Concept: Selecting, Administering, Scoring and Interpreting Assessment Results	3.G.4, 3.G.6, 3.G.7	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 9: Selecting, Administering, Scoring and Interpreting Assessment Results	Week 9 Discussion Post due in D2L Sunday by 11:59pm
Week 10 10/22	Concept: Assessment of Intelligence and General Ability	3.G.8, 3.G.10	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 10: Assessment of Intelligence and General Ability	Week 10 Discussion Post due in D2L Sunday by 11:59pm
Week 11 10/29	Concept: Assessment of Achievement	3.G.8, 3.G.10	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 11: Assessment of Achievement	Week 11 Discussion Post due in D2L Sunday by 11:59pm
Week 12 11/5	Concept: Assessment of Aptitude	3.G.8, 3.G.10	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 12: Assessment of Aptitude	Quiz 3 due in D2L Sunday by 11:59pm
Week 13 11/12	Concept: Career and Employment Assessment Personality Assessment	3.G.9, 3.G.10	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 13: Career and Employment Assessment Chapter 14: Personality Assessment	Week 13 Discussion Post due in D2L Sunday by 11:59pm
Week 14 11/19	Concept: Clinical Assessment	3.G.10, 3.G.11, 3.G.13, 3.G.14, 3.G.15	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 15: Clinical Assessment	Quiz 4 due in D2L Sunday by 11:59pm

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Week 15 11/26	Thanksgiving Break			11/26 – 11/27
Week 16 12/3	Concept: Assessment in Education Communicating Assessment Results	3.G.8, 3.G.13, 3.G.14, 3.G.15	Sheperis, C. J., & Drummond, R. J. (2026), Chapter 16: Assessment in Education Chapter 17: Communicating Assessment Results	Counseling Assessment Paper due in D2L Sunday by 11:59pm

**Syllabus subject to change by instructor.