



# Course Syllabus

## CSL 601 L1.

### Appraisal and Assessment Techniques

### Fall 2025

#### Class Information

**Day and Time:** Mondays 10am-12:30pm

**Room Number:** E204

#### Contact Information

**Instructor Name:** Dr. Brenda Smart

**Instructor Email:** [bsmart@criswell.edu](mailto:bsmart@criswell.edu)

**Instructor Phone:** 972-989-5484

**Instructor Office Hours:** [By Appointment Only](#)

**Course Description and Prerequisites** Reviews the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests, and personal characteristics, which may include the use of both non-testing approaches and test instruments. (Prerequisites: CSL 616)

#### Course Objectives

- General Education: Define what is meant by appraisal and assessment.
- General Education: Demonstrate how the interpretation of scores on various mental health exams can aid in the proper appraisal and assessment of those seeking therapy.
- General Education: Discuss the historical, legal, ethical, and diversity standards of psychological assessment.
- Academic Advancement: Distinguish between the various standardized assessment models and techniques and recognize when they should be used.
- Academic Advancement: Complete a full psychological history of a client and present it in an organized manner, in written form.
- Academic Advancement: Implement and adhere to a concise, strict, ethical code of conduct while assessing clients in the church, in the counseling office, by phone, or in casual nonprofessional encounters.
- Academic Advancement: Adhere to the various social and cultural implications of such a code of conduct.
- Academic Advancement: Utilize basic statistical tools to eliminate bias and to increase reliability in assessing clients' psychological, spiritual, and clinical problems and needs.
- Integration: Evaluate how standardized testing procedures may help or hinder our understanding of mankind from a Christian worldview

## Required Textbooks

Whiston, S. C. (2017). Principles and Applications of Assessment in Counseling 5th ed. Belmont, CA: Brooks/Cole, Cengage Learning

## Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's semester grade is based on class participation that will include quizzes, exit tickets, article analysis, and assessment evaluations to encourage consistent attendance and timely completion of reading assignments. To earn full credit for this component, students must be physically present in class and actively engaged. Credit will not be awarded for quizzes or in-class assignments missed due to absences, tardiness, or leaving early. Students may request the material covered to aid in preparation for the mid-term and final exams. However, the lowest class grade will be dropped for this category at the end of the semester.
2. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of a Mid-term exam. The first section of the exam will test knowledge of the historical, legal, ethical, and diverse standards of psychological assessment. The second section of the exam will test understanding and synthesis that will distinguish between the various standardized assessment models and techniques, and how the interpretation of scores on different mental health exams can aid in the proper appraisal and assessment.
3. Twenty-five percent (25%) of the student's grade will depend upon the completion of a Comprehensive Final Exam. The first section of the exam will test knowledge of appraisal and assessment techniques. The second section of the exam will test your understanding and synthesis, which will include creating a Psychological Report using the results from the various assessments covered this semester.
4. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper and Class Presentation. First, the student will write a Research Paper on a topic related to the course: appraisal and assessment. Students must choose a topic within the first three weeks of class that is approved by the Professor. In addition to the textbook assigned for the class, the research paper should have an additional 5 sources. These sources are to be books and peer-reviewed journal articles (as opposed to "research" retrieved from the internet). The body of the paper will be approximately 2000 words, double-space, according to APA Style and Format. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:  
<https://owl.english.purdue.edu/owl/resource/560/01/>.

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style. Hence, the following structure and associated questions are important to keep in mind:

- a. Introduction: \_\_\_\_\_ (10 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic to appropriately introduce and grab the reader's attention?
- b. Body of the Text: \_\_\_\_\_ (20 pts.) Does the paper address the most important dimensions and key concepts regarding the topic from the assigned textbooks? Are these resources cited throughout the body of the paper according to APA style? Does the student link together the author's thoughts in a clear manner without using first person, instead using third person? Does the student use substantive

research/resources to support the textbooks from at least 5 additional sources, either books or journal articles? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?

c. Practical Application: \_\_\_\_ (20 pts.) Did the student apply the knowledge from research in a real-life situation? What was the strategy? What were the steps? Did the student protect the confidentiality of all participants? What were the results?

d. Conclusion and Implications for the Profession: \_\_\_\_ (20 pts.) Did the student provide a summary of the main points, and practical suggestions for counselors, teachers, and/or ministers to keep in mind when serving individuals, couples and/or families? Did the student summarize the key insights, principles, and practical steps? In other words, does the student adequately, and effectively answer the “So what?” question for this Research Project?

e. Grammar and Style \_\_\_\_ (10 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style?

f. Presentation \_\_\_\_ (20 Pts.) Did the student hit the highlights for the topic? Was the presentation interesting and creative? Did the presentation finish and end in a timely fashion (30 minutes with a time for questions)? Was there a PowerPoint and handout? Did the presenter handle the questions from the class in an effective manner? Was the written portion of this Research Project presentation submitted to the professor before the time of the presentation?

The following rubric will also be used to score the research paper:

<https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&>

(APA Style Rubric)

## **Course/Classroom Policies and Information**

### **Late Policy**

To ensure fairness and consistency in my grading policies. I would like to inform you of my policy regarding late submissions of work. Coursework submitted after the original due date will incur a 10-point reduction per day. Any submission after one week from the original due date will receive a grade of zero. Also, there will be no extra credit given. This policy is designed to promote timely submissions while allowing some flexibility for minor delays. If you anticipate any challenges that may impact your ability to submit assignments on time, please contact me as soon as possible to discuss your situation. Extension requests will be considered on a case-by-case basis, but proactive communication and valid justification are essential. Be prepared to provide supporting documentation. My goal is to support your academic success and ensure that you have the best opportunity to excel in your studies.

## Class Participation

Active participation is a vital component of the learning process and is essential for student success in this course. As such, students are expected to contribute meaningfully and consistently to all class sessions. Students are required to attend all scheduled class sessions unless prior arrangements have been made or an emergency arises. Excessive absences may negatively impact the participation grade. Participation includes engagement in individual and group activities, contributing to class discussions, asking relevant questions, responding thoughtfully to peers, and demonstrating active listening as well as completing any in-class assignments. All contributions should be respectful and considerate of diverse perspectives. Disruptive or inappropriate behavior will not be tolerated.

## Technology Use

Laptops, mobile devices, smart watches and smart glasses should only be used for class-related activities with prior approval from the professor. Non-academic use of devices may impact your participation score.

## Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

## Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

## Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

## Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

## Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

## Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

**Important Note:**

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

**Canvas:**

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
  - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
  - Use Zoom in Canvas for all “live” (synchronous) class sessions

**Important Note:**

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

### **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

### **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

### **Course Policy on the use of Artificial Intelligence (AI)**

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.

- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

Week	Date	Reading	Content	Assignment
#1	8/18	No Reading Chapter 1	Introductions & Review Syllabus Assessment in Counseling	Note-Taking

#2	8/25	Chapter 2	Assessment Principles <i>Aug 28<sup>th</sup> last day to drop</i>	Note-Taking *Exit Ticket
#3	9/1	No School	<i>*Labor Day</i>	<i>No school</i>
#4	9/8	Chapter 3 Chapter 4	Reliability Validity	*Quiz#1 (Chp 1-2) Note-Taking / *Assessment Evaluation *Research Topic Due
#5	9/15	Appendix A Chapter 5	ACA Code of Ethics (Section E) Ethical & Legal Issues	Note Taking \ *Article Analysis Due
#6	9/22	Chapter 6 Appendix C	Assessment & Diverse Pops AACE Standards	Note taking *Exit Ticket
#7	9/29	Chapter 7  Chapter 8	Selecting, Administering, & Scoring Initial Assessment *Review for Midterm	Note taking Review Notes *Quiz#2 (Chp 3-6)
#8	10/6	Chapter 9	Midterm Exam Intelligence & Ability Testing	<i>*Midterm Exam</i> Note Taking/ *Assessment Evaluation
#9	10/13	NA	<i>*Student Development Week</i>	NA
#10	10/20	Chapter 9&10	Intelligence & Ability Testing Achievement & Aptitude <i>*Oct 23<sup>rd</sup> is the last day to withdraw</i>	*Note Taking / *Article Analysis#2
#11	10/27	Chapter 11 Chapter 12	Career Counseling Appraisal of Personality	Note Taking / *Quiz #3 (Chp 7-10)
#12	11/3	Chapter 13	Behavioral Assessment	Note Taking
#13	11/10	Chapter 14	Marriage & Family	Note Taking *Quiz#4 (Chp 11-14)
#14	11/17	Chapter 15 -16	Diagnosis Monitoring & Evaluating Coun	Note Taking / Research Discussion
#15	11/24	<i>Fall Break</i>	<i>Fall Break</i>	<i>Fall Break</i>
#16	12/1	Research Project	Student Research Presentation	*Research Paper & Presentation Due

#17	12/8	Review the chapters covered and In-class notes	<i>*Last Day of Class</i>	Review and discuss the chapters covered and in class notes
#17	12/11	Final Exam	Final Exam	Final Exam