Texas A&M University-Commerce
PSY 572 Psychological Assessment/Measurement
SPED 572 Principles of Assessment/ Measurement
Spring 2018

Online Class

Instructor: Kayla Nichols, PhD
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Class: Online
Email: Kayla.nichols@tamuc.edu

Office Hours:
Wednesday in Commerce: 11:00 am until 4:00 pm

Also available by email Monday-Friday. Please allow a 24-hour response time. Emails sent during the weekend will receive a response by Tuesday.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for individuals with disabilities. In addition, this legislation requires that all students with disabilities are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact Ms. Rebecca Tuerk, Director-Office of Student Disability Resources and Services-Gee Library, Room 132. Telephone Number: 903.886.5150 or 903.886.5835 Fax Number: 903.468.8148. Email Address: StudentDisabilityServices@tamuc.edu

Course Catalog Description: This course is the first required course in the sequence of assessment courses and is planned to provide a framework for the development of assessment practices. Attention will be given to issues of measurement, identifying appropriate sources of diagnostic information, reliability, validity, identifying and selecting test instruments, conducting the assessment process in an ethical and considerate manner, interpreting norm references and criterion-referenced test scores.

PREREQUISITE
Graduate standing.

Required Text

Cohen, R. J. & *Swerdlik*, M. E. (2018). Psychological Testing and Assessment: An Introduction to Tests and Measurement (Ninth Edition). New York: McGraw-Hill.

Supplemental Readings:
American Psychological Association (2002). Ethical Principles of Psychologists and Code of Conduct. www.apa.org/ethics/code2002.html
(Standard 9: Assessment)

National Association of School Psychologists (2000). Principles of Professional Ethics. https://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf (Principle II.3

National Certification of Educational Diagnosticians Board (2007). Nationally Certified Educational Diagnostician (NCED) Program CODE OF ETHICS. http://www.ncedb.org/pdfs/ncedethics.pdf

Cross-Battery Assessment Software System (X-BASS) Video Tutorials http://www.wiley.com/WileyCDA/Section/id-826000.html

Class Goals:
1. To develop an understanding of the principles of assessment.
2. To develop beginning competency in the application of assessment principles to selecting and using assessment instruments.
3. To develop an understanding of Cross-Battery Assessment

Learning Objectives:
a. Historical perspectives concerning the nature and meaning of assessment;
b. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).
f. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
g. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status; and
i. Ethical and legal considerations.
j. Introduction of Cross-Battery Assessment as it relates to special education assessments within public schools.

Online Class Expectations:
This class is a web-based class. Online courses are a lot of work due to their fast pace. You have to be disciplined to be successful. If you are not, this may not be the course for you. Do not get behind in this course. If you do, you will not succeed. **All assignments/discussions/quizzes, and midterms must be submitted by 11:59pm on Sunday of the syllabus week. The final exam must be submitted by 11:59pm on the last weekday of finals week.**

Computer Competencies:
To participate in this course, you will need to have access to a computer that is connected to the Internet. The University can also act as an ISP for students that are in the DFW area or live near Commerce, but there are some limitations to this service (primarily, on-line time limits). Students should know how to send and receive email, access the internet, send and receive files, and use software needed to produce research, papers, and instructional presentations. You must also possess the computer skills necessary to attach Word documents into the Dropbox, access websites, navigate D2L, and spend the time needed to complete all assignments. If you are

having technical difficulties, you need to get it corrected ASAP. Do not wait until the last minute to complete your assignments, as you will not be able to do an adequate job. In addition to the chapters, we will also be looking at other multimedia selections. Please refer to the course shell for those links**.**

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check   http://help.D2L.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset
Running the browser check will ensure your internet browser is supported.

    Pop-ups are allowed.

    JavaScript is enabled.

    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player   https://get.adobe.com/shockwave/
  - Apple Quick Time   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff.

Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio   https://secure.D2L.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (D2L) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select D2L. Then on the upper left side of the screen click on the My Courses tab.   http://www.tamuc.edu/myleo.aspx

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (D2L) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

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, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio
Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

MyLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success. http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

FREE Mobile APPS
The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online

• View and respond to all discussions in individual Courses

• View Instructor Announcements in individual Courses

• View Graded items, Grades and comments in individual Courses

• Grade to Date

• View Events (assignments) and Calendar in individual Courses

• View Activity Feed for all courses

• View course filters on activities

• View link to Privacy Policy

• Ability to Sign out

• Send Feedback

LearningStudio Notifications
Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

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.
http://www.tamuc.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: Netiquette
http://www.albion.com/netiquette/corerules.html

Academic Integrity
Students at Texas A&M University-Commerce 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

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Plagiarism is representing another's work as one's own. You may use the ideas and words of another author so long as you give the appropriate credit, typically via citation. If you are going to use another's words, present it as a quotation. If you are going to use any person's ideas, provide credit to that person. Always cite, in the text, ideas drawn from other author's work. Plagiarism is a serious academic violation. It is listed as the first, in a long list of offenses, in the Student Handbook. University policy provides that the professor determines whether plagiarism has occurred. Plagiarism will result in a grade of F for the assignment and possibly the course. If the professor and the department head agree, the issue can be referred to the University Discipline Committee. For graduate students, plagiarism commonly results in dismissal from the program. Ignorance is no excuse. Please see:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

When referencing the work of others, please cite your references in APA format. If you do not have an APA Manual 6th edition, there are many resources available on the Internet without having to purchase the book.

Attendance:
It is expected that you attend all classes per online weekly expectation. If you are to miss a class/discussion for any reason you must contact me prior to the class start time/end time either by email or phone call (email is the best way to reach me). Failing to do this will result in not being allowed to make up the work/assignment. If you have excessive absences you may be dropped from the class at the discretion of the instructor. Excessive absences will negatively impact your grade. More than three absences – incomplete assignments will automatically result in your failing the course.

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Late Assignments: Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

Dropping or Withdrawing from Class: Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of "F". Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

For Your Information: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Nondiscrimination Notice
Texas A&M University-Commerce 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 Texas A&M University-Commerce 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 A&M-Commerce 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.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

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

Methods of Evaluation:
The instructor will attempt to provide feedback on all assignments within the week after they are turned in.

Students are expected to complete all readings. Course grades will be determined by performance in the following areas:

Exams. There will be two exams during the semester, a midterm and final. The exams may include multiple choice, true/false, fill in the blank, and/or short answer questions.
You are responsible for all lecture and reading materials. Exams must be completed during the allotted time period. Late exams and make-ups will **not** be accepted or allowed unless there is **a verifiable medical or legal excuse** (excused absence). **Verifiable means that written documentation is provided (e.g., signed doctors' notes, court appearance tickets, newspaper obituaries). The final decision concerning make-up exams rests with the instructor.**

Written report. Each student will write a 2 – 4-page paper, in proper APA style, on an assessment instrument of your choice. The 2 – 4 pages **does not** include the title page, abstract, or references. The guidelines for constructing and submitting this paper will be uploaded to D2L. If you do not turn in your paper on time and have no valid excuse, you will receive a grade of zero. Upload your written report as a word document so that feedback can be provided via Track Changes.

Presentations. Each student will create one PowerPoint or Prezi presentation that needs to be uploaded to D2L. The topic of the presentations should relate to the field of assessment. Examples might include: multicultural issues in assessment, controversies in assessment, or the use of a specific instrument (provide a brief overview of its intended use as well as its technical features). If you choose an assessment instrument, you **cannot** use the same instrument as your written report. I encourage you to pursue a topic that is of interest to you. If you are unsure about the appropriateness of a topic, just ask. The presentation must also include discussion questions or activities designed to further the class's understanding of the material. Do not forget to include references in APA format.

Discussions. There will be 10 discussion posts during the semester for a total of 100 points. Discussions will account for 30% of your grade. Your comments should be substantive and civil, as different viewpoints will be expected and encouraged. Posts that are not civil, per my

judgment, will receive a score of 0. The purpose of the discussion post is to get you focused on the content. Your posts will be graded for depth of understanding/thought and detail. **For each discussion you will create a thread to answer the discussion question and you must respond to THREE separate classmates**. All discussions and responses must **be submitted by 11:59pm on Sundays;** so it would be wise not to wait until the last minute.

<u>**Assignments.**</u> You will be expected to turn in assignments by 11:59pm on Sundays. Assignments will be graded on completion and acceptability. Acceptability means that it was completed with thoughtful, intelligent, and relevant answers. In other words, quality.
<u>**Your grade will be determined as follows:**</u>

Midterm 15%	100(.15) = 15
Final Exam 15%	100(.15) = 15
Written Report 10%	100(.10) = 10
Discussions 30%	100(.30) = 30
Presentation 15%	100(.10) = 10
Assignments 20%	100(.20) = <u>20</u>
	100

Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

NASP Standards Covered (for School Psychologists)
Course Objectives (Links to NASP Model 10 Domains of Practice):

1: Data-Based Decision Making & Accountability: *You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

5: School-Wide Practices to Promote Learning *You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

8: Diversity in Development and Learning *You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity*

TExES Competencies for Diagnosticians
Competency 002: The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.

Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Competency 004: The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.

Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' behavioral and social skills.

Competency 008: The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.

Spring 2019 Course Schedule PSY/SPED 572 (Subject to Change)

Week	Topic	Reading
1 Jan 14 – Jan 20	Psychological Testing and Assessment	Chapter 1 Articles will be provided
2 Jan 21 – Jan 27	Historical, Cultural, and Legal/Ethical Considerations **Due: HW #1**	Chapter 2, APA, NASP, NCED (codes of ethics)
3 Jan 28 – Feb 3	Statistics Refresher	Chapter 3
4 Feb 4 – Feb 10	Of Tests & Testing	Chapter 4
5 Feb 11 – Feb 17	Reliability **Due: HW #2**	Chapter 5 Articles will be provided
6 Feb 18 – Feb 24	Validity	Chapter 6 Articles will be provided
7 Feb 25 – Mar 3	Test Development	Chapter 8
8 Mar 4 – Mar 10	**Midterm due by March 10th at 11:59 PM**	Covers Weeks 1 - 7
9 Mar 11 – Mar 17	Intelligence & Its Measurement ****Presentation Due****	Chapter 9
10 Mar 18 – Mar 24	*SPRING BREAK!!!*	
11 Mar 25 – Mar 31	Assessment for Education **Due: HW #3**	Chapter 10
12 Apr 1 – Apr 7	Cross-Battery Assessment	Provided Readings
13 Apr 8 – Apr 14	Personality Assessment **Due HW #4**	Chapter 11
14 Apr 15 – Apr 21	Personality Assessment	Chapter 12
15 Apr 22 – Apr 28	Suicide Assessment **** Written Report Due****	Provided readings
16 Apr 28 – May 3	Neuropsychological Assessment	Chapter 14 Articles will be provided
17 May 4 – May 10	**Final Exam Due by 11:59 PM on May 10th**	Covers Weeks 9-17

SYLLABUS POLICY CHANGE

***The syllabus is a guide. Circumstances and 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. ***