

Psych & SPED 572 Psychological Assessment and Measurement

Tentative Syllabus

Summer 2014 Meets 7/7/2014 through 8/7/2014

Instructor: William G. Masten

Office: Henderson 209

Texas A&M University-Commerce, Commerce, Texas 75429.

E-mail address william.masten@tamuc.edu.

Tentative Office hours: **Tuesday and Thursday 3:30 to 5 pm, Friday 3 to 5 pm and by appointment.**

I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the syllabus to know the class content, quizzes, discussions, and course requirements. You should go ahead and begin the first assignment. (Scroll down to find topics.) I will be responding to questions sent to my email (william.masten@tamuc.edu).

Notice: online versions this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

Course Description: This course is first required course in the sequence of courses and is planned to provide a framework for the development of assessment practices. Attention will be given to the selection, use, and evaluation of published tests. Content includes the nature of the assessment process, measurement issues; legal and ethical considerations in assessment, basic descriptive measures associated with norm referenced tests, types of test scores, interpretation and use of norms, reliability, and validity. Other content may be included as time permits.



A fireside chat on plagiarism:

The internet has made it much easier to “copy and paste” sentences or paragraphs from all varieties of sources. Since 1992, I have noticed an increase in this phenomenon. Now with online courses, there has been an exponential growth in acts of plagiarism! This is hard to fathom, because no one cares if you borrow someone’s idea as long as you credit the source. In addition, in this course one must not use direct quotes. Simply put things in your own words.

Academic Misconduct

If I detect academic misconduct, you will automatically FAIL this course.

Honesty and Plagiarism: As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be referred to the Dean of Students for disciplinary actions. I need to emphasize that there is the assumption that answers to assignments are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the assignments or Dropboxes. You must provide a reference for every idea borrowed from a source. A simple statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person’s idea used without a reference is plagiarism.

Plagiarism: Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined, you committed plagiarism or cheated, you will get you an F in this course.

Plagiarism is a complicated issue. 1. If you use a direct quote without using quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism. 2. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook. 3. Using an essay you have used before is plagiarism. 4. Using a paper from a "paper mill" is plagiarism (i.e. term_papers_are_us.com). 5. Using a paper or essay someone wrote for you is plagiarism. Using a paper or essay for 2 courses is plagiarism. You may not open or use another student's files.

How to avoiding plagiarism: 1) Always cite the source. 2) Never use direct quotes. 3) Do not open or use another student's files.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, coping test items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. You may not open, view, download, save or use another student's files. If you do this is cheating and will fail this course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

On the use of direct quotes: Be advised do not copy direct quotes from any source. Any use of direct quotes in an essay will gain the user a grade of 0.

The virtual office is open for your use. You may ask any questions about the course. I will answer the questions so everyone may see the answers. This should save your time and prevent more than one student from asking the same question.

People First Language In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in "people first" language as described in the federal special education law, I.D.E.A. 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, you would never discuss a person as "an A.D.H.D. student", but refer to them as "a student with A.D.H.D."

Diagnosis in Special Education We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, I.D.E.A. used mental retardation and autism. Outside of class, you may use the words you wish. Required assignments: Read and learn all assigned chapters, study all documents under doc sharing, complete all assignments, discussions and quizzes under specific units.

Dropboxes, questions, and quizzes. Always refer to this syllabus to know the due dates. The quizzes. There will be three quizzes; the first one will be on A.P.A. style and the syllabus. The other two are on the textbook, PowerPoint and documents in doc sharing. All the quizzes will have

multiple-choice questions. The quizzes must be taken at the time designated, not before, not after (college does not have the flexibility to allow students to take a quiz on different dates). At 11:00 pm on the quiz day, your ability to access the quiz will end. After you take a quiz, you will receive your score. If you attempt to copy or print any items of the quiz, this is cheating and it is a violation of copyright. I will set up the quizzes to determine which students do this. The items are not provided because the quiz has not been designed to be a learning experience. Rather, they are designed to measure learning. If you want a learning activity, make up questions before you begin reading a chapter, go to the textbook web site, or use the study guide. The textbook web site and the study guide may have practice quizzes so you can measure learning. The chapters have questions (learning objectives), practice items, and key terms and concepts. Memorize the answers, and then use these to measure how well you have learned the chapter.

Study tips: Reading the assigned chapters, documents and PowerPoint presentations are crucial to academic success in this class.

Criteria for Dropbox Essays

Type your Essays in MS Word and use the grammar and spellcheck. Post your essay under Dropbox. Do not use websites from the Internet. Use of websites = 0. Use only journal articles and books.

Essays will be graded as follows: Every Dropbox essay for which factual information is required must have a reference. No reference = 0. On Dropbox questions for which factual information is required do not put your personal beliefs, experiences, or opinions. I will read the Dropbox essays and evaluate individual performance. This is a subjective evaluation.

Never, never use direct quotes from the textbook, journals, or books. Always, always, put the answer in your own words. It must be a "real" journal, Not Psychology Today or Time. Do not use websites from the Internet. Use only journal articles and books. Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

Questions Is it ok to submit an outline instead of an essay?

Answer No. outlines = 0. Always submit a written essay, not an outline.

What are the expectations for the Dropbox responses? The questions should be answered completely, accurately and in the greatest detail possible for the highest score.

On the use of abbreviated English or slang in essays. When you write your essays, avoid short hand English (i.e. R for are, U for you, cant for cannot, 5 mth for five months) or slang. This is fine in email messages or text messages to your friends, but not in a formal Dropbox essay where you are graded. Think of the Dropbox essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

Grading Plan: If you go the extra mile on every Dropbox essay, you will be rewarded. If you have everything "down pat" from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Some students indicate they do not have enough time to study. In that case, wait to take the course until you have enough time.

Dropboxes will be graded as follows.

100-95: No typos, the essay is beyond minimum requirements, additional references added, excellent knowledge of topic, essay is clearly completed with much forethought, one of the top papers in class, independent of class size, A.P.A. style is used appropriately, submitted on time, independent of excused or unexcused absence.

94-90: Great job. No typos, built upon minimum requirements, met reference requirements, good knowledge of topic, completed with forethought, great paper, top 10% in class, A.P.A. style requirements met.

89-80: Good job, writing good, although at times not too clear, offered basic understanding of major points, ideas at times choppy, few typos, top 25% in class, A.P.A. style requirements met, all questions answered, met reference requirement.

79-70: Paper attempted but completed poorly, several typos, did not followed directions, part or the entire question not answered, if there is more than 1 question, part was just not answered; paragraphs are not paragraphs just sentences, no independent thought, a collection of ideas from others. Did not meet the reference requirement.

Below 70: Paper not completed with forethought, numerous typos, student barely meeting minimum requirements, not reflective of college-level performance, Paper turned in, but too many distractions. Did not meet reference requirements. Did not answer both parts of a question.

0 for assignments not answered by the due date;

0 for essays that have direct quotes from a book, an article, etc.

Each essay has a value of 90 points. Your response to another student is 10 points (90 + 10=100).

Notes on acceptable Dropbox essays: I expect your Dropbox essays to be written at a college level. You must post your answers in Dropbox, not Doc Sharing, not Discussions, do not send me the essay via email. Do not attach files in Dropbox. Use 12 font size, Arial font for your essays and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment.

Grades will be based on quality of responses, not length of responses. Length is not the measure; completeness and accuracy are the measures.

On the use of direct (or verbatim) quotes. Do not cut and paste direct quotes from a book or an article (unless you want a 0). More than 3 words in a row require quotation marks. Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

On the use of websites: No use of websites, *Psychology Today*, or *Ladies Home Journal* type magazines to answer questions. Do not use websites, Wiki, blogs, etc. from the Internet. Use of websites = 0. Use only journal articles and books.

Final letter grade = average of percentage of all discussions and quizzes, not the total number of "points". 100-90% = A; 80-89% = B; 70-79%=C; 60-69%=D; below 60% = F.

Factual knowledge versus opinion: when questions ask for factual knowledge, do not give your personal opinion. Save your personal opinions for responses to other students. When questions ask students to support a specific view, some students think they can support the opposite of the view. Be sure you do not fall into these mistakes.

Finding the Assignments Where is Assignment? Look under Course Home and you will see Unit 1. Hit Unit 1. Hit the "Assignment" tab. There will be a "drop down menu" then scroll to the appropriate Assignments. Assignment demarcations will obviously change with the assignment numbers, such as Assignment for units 2, 3, 4, etc. If you need help, first phone call to technical support may be necessary for further clarification. From time to time Ecollege may not work. When this happens, be sure to notify me. You will not lose points if you explain the problem, the time, and date of the problem

Using Dropbox. All of your Dropbox essays will be submitted via Dropbox. Where is Dropbox? Look towards the top of this page and you will see it. Hit the "Dropbox" tab. Look for "unit 1 Dropbox" and

then scroll to appropriate Dropbox. Do not forget to push "post response". Essay demarcations will obviously change with the Dropboxes, such as units 2, 3, 4, etc.

Each time you post an essay, copy and paste the question. In this way, everyone will know which question you are answering. Always save the essay on your hard drive just in case you lose the essay in ecollege. The easiest way is to simple paste your response from Word to Dropbox. Each one of the essays has been designed to enhance your skills and abilities in various areas which correspond to the course objectives. I may make comments on the Dropbox answers.

Technical Troubles: If you need help, first send a message to technical support. If your problem cannot be solved there, phone for technical support for further clarification. If that does not work, send an email message to me. From time to time Ecollege may not work. When this happens, be sure to notify me.

Email Policy: I will attempt to return emails with 48 hours (except weekends, holidays, breaks, etc.). Please do not send second emails etc. Please, do not request grades be send via email. I will post grades only on Ecollege. From time to time, I will send you email messages so be sure to check your email messages daily.

Students with disabilities: If you have a disability you should notify the instructor at least 6 weeks before the semester begins (considerable time is necessary to prepare the course). 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, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 (903) 886-5150 or (903) 886-5835 (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu

Assumptions Related to Successful Completion of this Course:

1. You have reliable access to a computer with an internet connection. There are a number of computer labs on campus.
2. Ability to use "MS Word" word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. These questions (and the answers) are listed as every semester students present numerous inquiries along the following lines of thought:
 - a. I do not have a computer and I did not know a computer was required for the course! Are there are computers in the library I may use? Yes.
 - b. I am not accustomed to writing essays. Can you prepare an alternative task for me? No.
 - c. I am working 40 hours per week, taking 18 semester hours, and have three children. Can you reduce the course workload for my situation? No.
 - d. I just do not have the time to do all the requirements of the course. May I do less? No.
 - e. Can I take this course without reading the book or support materials? No.
 - f. You really do not expect me to read all the assignments, do you? Yes.
 - g. I do not like to read, may I avoid the readings? No.
 - h. I cannot take the test on the days indicated. Take another section of this course; or take it in another semester, there are many.

The previous quotes are taken from actual emails received in the past. Anything I do for one student, I must do for all students. Each student will receive 3 credits for this course. There will not be an *

next to the course on your transcript, indicating you did less than the requirements. If you are not able to meet the course requirements, then you are encouraged to drop this course.

Study Recommendations:

1. Study the syllabus and know the Dropbox and quiz due dates.
2. Do not wait until the last minute to post your Dropbox essays. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

Office preference: Since this is an online course, the expectation is that everything can be completed online. For that reason, if you have a general question about the class, post it under virtual office. For specific questions, use my email address. Thanks.

Late assignments: If the assignment is late, you may receive a 0 on that assignment. Assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. I recognize things happen. Even if late, be sure to post your assignment! If your response is there when I grade it, it will be graded. Do not wait weeks to post a discussion and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded. If you miss an assignment due to death, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, you may receive 0 points. If you miss two (2) or more assignments without a valid excuse, you may be dropped from the course. If you cannot get in Ecollege, go to technical support and then contact me.

Respect for Others The topics of conversation may be emotional and controversial. Loosely quoting Voltaire, I may not agree with what you have to say, but I will fight to the death for your right to say it. I encourage you to disagree with me and other students. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. If you make racial, sexist, or non-scholarly comments or derogatory statements, I will refer you to Dean of Students. I encourage you to offer your opinion, or disagree with me or other students, or even offer your opinion strongly, be respectful to your classmates and your teacher. At the end of the semester your will be asked, "If you were provided with a safe and caring online "class environment" that was open for learning." I expect all will answer yes, If not, you should contact me during the semester to tell me why you did not see the class environment as safe and caring.

APA Format: You are required to use A.P.A. format to cite the source of all ideas including our textbook and journal articles. If you fail to list references for a source, then you will lose all possible points. If you improperly use A.P.A. format, then you will lose a few points. If it is not your idea, then you must cite the source by using a reference. Below are sites that discuss the A.P.A. Style. Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies.

Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Conduct: The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:

Academic cheating and plagiarism.

Malicious destruction, damage, unauthorized possession, or misuse of University property, including library and laboratory materials, or of private property on the campus.

Abuse, whether physical, mental, or otherwise, of another person in the University community.

Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.
Violation of local, state, and federal laws on or off campus.
Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.
Failure to respond to a summons by letter, telephone call, E-mail, or personal messenger from a University administrative official or faculty member.
Sexual or racial harassment.

Course Description: This course is first required course in the sequence of courses and is planned to provide a framework for the development of assessment practices. Attention will be given to the selection, use, and evaluation of published tests. Content includes the nature of the assessment process, measurement issues, legal and ethical considerations in assessment, basic descriptive measures associated with norm referenced tests, types of test scores, interpretation and use of norms, reliability, and validity. Other content may be included as time permits.

Goals, Competencies and QEP Learning Objectives for Psychology 572/Sped 572

Learning Objectives for the Quality Enhancement Plan

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

1. Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.
3. Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

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.

Cultural Diversity:

Be aware of the effect of ethnicity on assessment.

Be aware of the procedures in the assessment of Limited English Proficient, non English speakers or bilingual students.

TEXES Competencies for Diagnosticians

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.

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

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

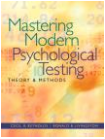
The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

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

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.

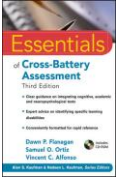
Assignments, Dropbox questions and quizzes.

Review the due dates and do not make plans to be somewhere you cannot complete the assignments, Dropbox essays or quizzes.



Textbooks for Psy/Sped 572:

1. Reynolds, C. R., & Livingston, R. B. (2012). Mastering modern psychological testing: Theory and Methods. Upper Saddle River, NJ: Pearson. **Reading assignments:** Chapters 1 to 18 and all documents under doc sharing.



2. Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). Essentials of cross-battery assessment (3rd ed.). John Wiley & Sons, Inc. Hoboken, NJ. **Reading assignments:** Chapters 1 to 7 and Appendix A to Appendix M, and the book's CD Rom.

Unit 1: To begin this course there are 4 Assignments. 1) Ecollege tutorial, 2) SmartMeasure, 3) A.P.A. references & 4) Avoiding Plagiarism.

1) **Ecollege tutorial** due 7/11/2014 at 11:00pm. When finished, post a statement under discussion unit 1, saying you finished the ecollege tutorial.

Go to the ecollege tutorial

Sign in to ecollege from My Leo

Click on My courses

Go down to My Course List

My Course List

Special Courses

NExT Student Orientation Tutorial - eCourse.NExT

Under special courses, you will find the tutorials

NExT Student Orientation Tutorial - eCourse.NExT SOT Student Orientation Tutorial - eCourse

2) Complete **SmartMeasure** due 7/11/2014. You must complete your own SmartMeasure tutorial and put your name on the SmartMeasure certificate. Copy the certificate and paste the certificate under Unit 1 discussion. SmartMeasure (Formerly known as READI) is a web-based tool, which assesses a learner's likelihood for succeeding in an online course/program. The tool indicates an individual student's skills, attributes, and knowledge of technical skills as well as time-management and motivation. You may not open or use another student's files.

1. Click on this link: <http://tamuc.readi.info/>

2. Log in at "First Time User Login"

3. User name: tamuc

4. Password: online

5. Click Login

6. Upon logging in, you will be required to complete a personal information page, which will send you a unique password "pin".

7. Click on Finish

3) Complete **Avoiding Plagiarism tutorial**. Due 7/11/2014. How to Recognize Plagiarism (<https://www.indiana.edu/~istd/>). You must complete your own Plagiarism tutorial and put your name on the Avoiding Plagiarism certificate. This tutorial is divided into sections. Complete each section,

and then take the test. Copy the results and paste them under Unit 1 discussion. You may not view, open, or use another student's files.

Definition

Overview: when and how to give credit; recommendations; decision flowchart

Plagiarism Cases: links to Web sites describing real plagiarism cases

Examples: word-for-word and paraphrasing plagiarism -- 5 examples each

Practice with feedback: identifying plagiarism -- 10 items

Test: when you pass, save the certificate, send the results (Avoiding Plagiarism, SmartMeasure, ecollege tutorial) in one posting under discussion to get all possible points.

Resources: Web sites, books, dictionary links, references

4) References to be put in A.P.A. style, due 7/11/2014.

Complete this tutorial Go to <http://owl.english.purdue.edu/owl/resource/560/18/>

Then complete these modules

Reference List: Basic Rules

Reference List: Author/Authors

Reference List: Articles in Periodicals

Reference List: Books

To write your paper use APA style as discussed in this tutorial.

[http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.121603741.1358988402.1358988402.1358988402.1&__utmb=185732729.12.10.1358988402&__utmc=185732729&__utmz=185732729.1358988402.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&__utmvl=-&__utmk=217676182](http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.121603741.1358988402.1358988402.1358988402.1&__utmb=185732729.12.10.1358988402&__utmc=185732729&__utmz=185732729.1358988402.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmvl=-&__utmk=217676182).

On putting the references in APA style: Put the references below in A.P.A. style. Do not change the order of the authors' names. Do not include [Journal Article] or (Book). These are to help you know what kind of a reference each citation is. Do not use references from someone else, another course or a past semester. Do not look at or copy another student's list of references; this is cheating.

APA style web site <http://www.lib.usf.edu/ref/apa.html>

Put in A.P.A. style, then copy the references list and paste them under Unit 1 Dropbox.

References

Emotional faces as measures of Depression. Casey, Jennifer. *Journal of Neuroscience & Social Behavior*, 8(3). 2014. 28-39. [Journal Article]

Threat, panic sensitivity and depressive disorders. Ankman, Nelson. *International Experimental & Clinical Psychology Journal*, 2(2), 2014. 32-38. [Journal Article]

Sexual behavior among Latino immigrants. Rhos, Omar. *Journal of Health Behavior & Social Behavior*, 7(3), 2014. 40-43. [Journal Article]

Mediating processes, depression symptoms and self-reported competence. Oak, Catherine, V. Wolosz, Michael. *International Journal of Educational Psychology*, 5(2), 2014. 2-6. [Journal Article]

Educational Psychology, 12th Edition, Anita E. Woolfolk, Pearson, 2013. (Book)

Psychology Applied to Modern Life: Adjustment in the 21st Century, 10th Edition. Wayne Weiten, Dana S. Dunn, Elizabeth Y. Hammer. 2012. (Book)

Reynolds, C. R., & Livingston, R. B. (2012). *Mastering modern psychological testing: Theory and Methods*. Upper Saddle River, NJ: Pearson.

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment (3rd ed.)*. John Wiley & Sons, Inc. Hoboken, NJ.

Additional assignments

Additional assignments will be given once the semester begins on 7/7/2014.