

Psy & SPED 572 Psychological Assessment and Measurement

Spring 2016

Instructor: William G. Masten

Office: Henderson 209

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

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

Office hours: TBA 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, assignments, essays, 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 cross battery assessment, 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.

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.

Important Announcement

All quizzes in this course are timed, usually 1 minute per item. If you are a “slow reader” or have other problems taking tests, be sure contact Office of Student Disability Resources and Services or call Trio at 903-886-5833 or the Community Counseling & Psychology Clinic (903) 886-5660 or Texas A&M University-Commerce Counseling Center, Student Services Building, Room 204, Phone: 903-886-5145.

Instructor:

William G. Masten, Ph.D. Department of Psychology and Special Education, Texas A&M University-Commerce, Commerce, Texas 75429. E-mail address william.masten@tamuc.edu. Office hours: TBD.

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. If you have continued trouble you may need to go to the library of a computer lab.

Academic Misconduct

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

On independent work

Everything you do in this course is completed without the aid of others, except the Tamuc Writing Lab. You may not have aid on essays or quizzes. You may not use books, notes or other help on the quizzes.

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 Dropbox essays 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 Dropbox essays. You must provide two references, in APA style for every Dropbox essay. 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 cheating 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) You may 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 or your work from another course. 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

Do not copy direct quotes from any source. Any use of direct quotes in a Dropbox 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 you 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 not 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. 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 autism, not autism spectrum disorder.

Required assignments

Read and learn all assigned chapters, study the PowerPoints, study all documents under doc sharing, complete all assignments, Dropbox essays and quizzes under specific units.

Discussions, Dropbox essays, and quizzes. Always refer to the Units to know the due dates.

The quizzes

There will be a number of quizzes; the first one will be on the Unit 1 topics: APA style references, PsycINFO searches, plagiarism, and the syllabus. The others 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 (Ecollege does not have the flexibility for students to take a quiz on different dates). You may not enter a quiz early, to do so is cheating. 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. The items are not provided because the quiz has not been designed to be a learning experience. Rather, they as 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 website and the study guide may have practice quizzes to measure learning. 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.

Late quiz

If you miss a quiz for reasonable reason, or lose the internet during the quiz and wish to complete it, notify me on the day of the quiz and I will arrange things for you. Otherwise, you may receive a 0.

Study tips

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

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 weeks 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

Criteria for Dropbox Essays

Type your Dropbox Essays in MS Word and use the spellcheck. Do not use websites from the Internet. Use of websites = 0. Use only journal articles and books. Two or three sentences do not constitute an essay.

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). 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

Do not use websites from the Internet as references. No use of Psychology Today, or Ladies Home Journal type popular magazines or websites, blogs, videos, Facebook, etc. as references for Dropbox Essays. Use of these = 0. Use only journal articles and books.

Questions

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

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

What are the expectations for the Dropbox essays? 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

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 Essays where you are graded. Think of these essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

Guidelines for essays

Factual knowledge versus opinion

Every Dropbox Essays requires factual knowledge. Do not give your personal opinion, personal experience, etc. Save your personal opinions for Discussions. Other times, when Dropbox Essays 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.

1. Put all your essays for a Unit in 1 file under Dropbox
2. Each essay should have at least 200 words.
3. Each essay should have at least 2 references

4. No use of direct or verbatim quotes, no use of videos, PowerPoints presentations, or websites as references even if they are in the syllabus or in Doc sharing.
5. No use of websites as references.
6. No use of dissertations or thesis as references
7. No use of outlines instead of essays.
8. No use of screen shots.

Grading of Dropbox Essays

If you go the extra mile on every Dropbox Essays, 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. Each time you post a Dropbox Essays, 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. Each one of the Dropbox 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 Essays.

Essay Scoring Criteria or Rubric

Essay Score = 100%-95%.

This essay is a highly effective response to the assignment, no errors were noticed, has more than 1 reference. It has the following additional characteristics:

- Good organization and overall coherence.
- Clear explanation and/or illustration of main ideas.
- Variety of sentence syntax.
- Facility in language usage.
- Complete freedom from mechanical mistakes.
- No Errors in word usage and sentence structure.

Essay Score = 90%-94%.

This essay shows competence in responding to the assigned topic but may have minor errors, has 1 reference. It has the following additional characteristics:

- Competent organization and general coherence.
- Fairly clear explanation and/or illustration of main ideas.
- Some variety of sentence syntax.
- Facility in language usage
- General freedom from mechanical errors.
- Minor errors in word usage and sentence structure.

Essay Score = 89%-80%

This essay displays competence in response to the assignment, has 1 reference. It has the following additional characteristics:

- Adequate organization and development.
- Explanation and illustration of some key ideas.
- Adequate language usage.
- Some mechanical but inconsistent errors and
- Mistakes in usage or sentence structure.

Essay Score = 79%-70%

This essay shows some competence but is plainly flawed, has 1 reference. Additionally, it has the following characteristics:

- Inadequate organization or incomplete development.
- Inadequate explanation or illustration of main ideas.
- A pattern of mechanical mistakes or errors in usage and sentence structure.

Essay Score = 69%-60%

This essay shows limited competence and is severely flawed. Additionally, it has the following characteristics:

- Poor organization and general lack of development.
- Little or no supporting detail.
- Serious mechanical errors and mistakes in usage, sentence structure, and word choice

Essay Score = 59%-50%

This essay shows a fundamental lack of writing skill. Additionally, it has the following characteristics:

- Practically nonexistent organization and general incoherence.
- Severe and widespread writing errors.

Essay Score = "0"

A "0" essay does not address the topic assigned.

A "0" essay does not have a reference, or used a website.

A "0" essay did not complete the assignment.

A "0" for assignments not answered by the due date.

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

Final letter grade = average of all discussions, essays and quizzes, 100-90% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F.

Notes on acceptable Dropbox essays

Your essays will be written at a college level. You must post your answers in Dropbox, not Doc Sharing, not, Discussion, do not send me the essay via email. You must submit essays using 12 font size, Arial font type, 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.

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

Stereotyping

Stereotype: to believe unfairly that all people or things with a particular characteristic are the same. A **stereotype** is a thought that can be adopted about specific types of individuals or certain ways of doing things. In reality, there are very few characteristics

of humans that we can say that is true for everyone. For example, we cannot say all human beings have 46 chromosomes. Most people do, but some have 47 chromosomes. In biology, we can accurately say that (biologically) men have a Y chromosome, because in biology maleness is defined as having a Y. Most males have an XY combination, but not all. Some males have a XYY configuration. Another way of explaining stereotyping is “jumping to conclusions.” You can quickly appreciate the danger of stereotyping! Educated people know the difference between stereotypical statements and facts.

Factual Knowledge Versus Opinion in Dropbox Essays **“I always support my statements with empirical data.”**

Every Dropbox Essays requires factual knowledge supported by scientific data. Therefore, do not give your personal opinion as if it were fact. Any statement of fact you make in a Dropbox Essays must be supported by **empirical data**. Empirical data does not mean your personal experience. For example, a student wrote in his essay “all students who are LEP have low academic self-concepts.” He based this on observations he made in his classroom. The problem is that he is generalizing from his classroom to all LEP students. What about the student who comes from Mexico, both his parents have PhDs and are professors. He was an honors student (GPA=4.0) in Mexico, lettered in 3 sports, was captain of the baseball team, class president and was popular among his peers? Is his academic self-concept low?

Another example from **my experience**: about 80% of bilingual Mexican Americans referred for special education evaluation had low verbal intelligence tests scores compared nonverbal scores. However, **I cannot say** all bilingual Mexican Americans have low verbal intelligence tests scores. This simple is not proven by my small sample.

One student in class said, “all crack heads don’t have teeth.” This statement cannot be made unless she had data to support this assertion. This student should have said “all crack heads I know don’t have teeth.” Alternatively, “some crack heads I have seen are missing a number of teeth.” Part of this problem is stereotyping. We have a tendency to believe the entire world is congruent with our experience. Most of the time, it is not!

Use references such as books and journal article in your Dropbox essays. Save your personal opinions for Discussions. Other times, when Dropbox Essays 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.

Use of Discussion

The purpose of discussion is to provide students an opportunity to interact with each other. The discussion topics are your chance to give your opinion. For full credit, give your opinion and comment on another students post. To obtain the maximum points make sure your responses are **more** than simply agreeing or disagreeing with others’ comments. Give the logic of reacting to others’ ideas and demonstrate your critical thinking in your Discussion comments.

All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see Unit 1. Hit the "Discussion" tab. Look for "Unit 1 Discussion" and then scroll to appropriate Discussion. Do not forget to push "post response." Demarcations will obviously change with the Discussions, such as units 2, 3, 4, etc. Do not attach files in Discussion. All students must be able to see your Discussions. For every Discussion, be sure to respond to one of your fellow students about some aspect of the topic. If you neglect to post a response to at least one of your fellow students for every Discussion question, expect fewer points.

Email Policy

I will attempt to return emails with 48 hours. If you send a message on Friday night or the weekend, do not expect a reply until Monday. Do not send a message on Saturday and expect it to be answered on Sunday. Please do not send second emails etc. Do not request grades 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. If there is a problem with a quiz, email me. I will fix it ASAP.

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 or (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu.

Assumptions Related to Successful Completion of this Course:

1. You have access to a computer with a reliable 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.

These questions 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! Where should I go? Use the computers in the library.
- b. I am not accustomed to writing essays. Can you prepare an alternative task for me? Unfortunately, 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? Regrettably, No.
- d. I just do not have the time to do all the requirements of the course. May I do less? Lamentably, No.
- e. Can I take this course without reading the book or support materials? Regrettably, 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, I do not see how.
- h. I cannot take the test on the days indicated. Take another section of this course; 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 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, units and know the due dates.
2. Do not wait until the last minute to post your Discussions or 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. All assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. However, I recognize things happen. Even if late, be sure to post your assignment. If your response is there when I grade it, the essay will be graded. Do not wait weeks to post a discussion or Dropbox essays 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. I encourage you to disagree with me and other students. I may not agree with what you have to say, but you have a right to say it. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. This course has

Discussions for your opinions. Do not confuse opinions with facts. If you make racist, sexist, ageist (Ageism), non-scholarly comments or derogatory statements, I will refer you to Dean of Students. I encourage you to offer your opinion, but be respectful to your classmates and your teacher.

APA Format

You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). Any time you cite facts, you need a reference. If it is not your idea, then you must cite the source by using a reference. If you fail to list a reference, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. 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.

Learning Objectives

Learning Objectives

1. Learning Objectives for Quality Enhancement Plan (QEP)

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

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Goals, Learning Objectives, 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 select and use assessment instruments.

Cultural Diversity:

- 1) Be aware of the effect of ethnicity on assessment.
- 2) 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:

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.

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.