



PSY/SPED 572: PSYCHOLOGICAL ASSESSMENT/MEASUREMENT

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Matthew Morris Office
Location: Virtual
Office Hours: By Appointment
University Email Address: Matthew.Morris@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: 48 hours

COURSE INFORMATION

Class Meeting Time: This is an asynchronous course with no class meetings.

Prerequisite: Graduate standing

Textbook(s) Required:

Cohen, R. J., Tobin, R. M., & Schneider, W. J. (2022). Psychological Testing and Assessment: An Introduction to Tests and Measurement (Tenth Edition). McGraw-Hill.

Other Required Readings:

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

Purdue Online Writing Lab (APA 7th Edition Resource)

https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html

National Certification of Educational Diagnosticians Board (2020). Nationally Certified Educational Diagnostician (NCED) Program CODE OF ETHICS.

<https://www.ncedonline.org/wp-content/uploads/2020/12/NCED-Code-of-Ethics.pdf>

The syllabus/schedule are subject to change.

Course 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, and interpreting norm-referenced and criterion-referenced test scores.

Student Learning Outcomes

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.

Student Learning Objectives

1. Historical perspectives concerning the nature and meaning of assessment;
2. 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;
3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
4. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
5. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
6. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
7. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
8. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status;
9. Ethical and legal considerations; and
9. Introduction of Cross-Battery Assessment as it relates to special education assessments within public schools.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

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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 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.

GRADING

Your grade will be determined as follows:

Assignment	Points Possible
Syllabus Acknowledgment Quiz	5
Discussions	160
Midterm Exam	50
Chapter Presentation	50
FOA Presentation	50
Final Exam	50
Total Points Possible	365

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

*Grades will not be rounded up.

Assessments

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:

Course Activities & Assignments:

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1. **Acknowledgement of Syllabus Quiz:** You are responsible for reading the syllabus and completing the Acknowledgement Quiz, confirming that you have read and understand what is being required of you **no later than 2/4 at 11:59 pm**. If you do not provide acknowledgement by this time, 5 points will be deducted from your course grade and you will still be held responsible for all material contained in the syllabus. If anyone has a question regarding the syllabus or due dates, please do not hesitate to contact me.
2. **Exams:** There will be two exams during the semester, a midterm (3/25 - 3/31) and final (5/4 - 5/10). **Exams must be taken during their designated timeframes. Do NOT attempt to take the exams before the dates indicated in this syllabus. If you do, the exam will time out and you will receive a ZERO.** The exams are multiple choice and include approximately 100 questions. While the exams will ask a few questions that require knowledge of definitions, the majority of the questions test your application of the material. You are responsible for all lectures, field of assessment presentations, and reading materials. 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 dated within 24 hours of missed exam, court appearance tickets, obituaries, etc.). The final decision concerning make-up exams rests with the instructor.**
3. **Chapter Presentation:** Each student will create a **narrated or videoed** presentation (PowerPoint, Prezi, Google Slides, etc.) for the weekly topic that they have chosen to present. Presentations should NOT be submitted as PDFs or in any other format. If they are, 10 points will be deducted per day, until the correct format is submitted.

Presentations for the assigned week, along with the discussion question(s) must be uploaded to D2L by 11:59 pm on the Sunday prior, as the class will be using your discussion question(s) for the upcoming week. **For instance, if you are responsible for week 3, you should upload your presentation and discussion question(s) by 11:59 pm on 2/11. You will upload your presentation and discussion question both as an assignment to get graded and then in the corresponding discussion topic that week.** Do not forget to include references in APA format in your presentation. Please be sure to utilize the Purdue Online Writing Lab which is provided on page 1 of this document for help with APA style references.

Choosing your topic: Chapter presentations begin the 3rd week of class. There will be a discussion post in D2L under Chapter Presentation entitled **Chapter Presentation Topic**. Please provide your 1st, 2nd, and 3rd options when making selections. Please review the syllabus and indicate which chapter you want to cover for your chapter presentation in this forum. **Please make your selection**

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no later than 11:59 pm on 2/4. If you do not make a selection by the designated time, I will make the selection for you. These topics will be chosen on a first come, first served basis, so please complete this ASAP. Once topics have been chosen, I will input the presenter information in the syllabus and upload the updated syllabus with this information.

In the event that a student does not submit their chapter presentation on time, the highest possible grade will be a C (79%). To calculate the final presentation grade, the instructor will deduct points from the 79%. For example, if a student submits their chapter late and their presentation, based on the rubric, loses 10 points, their grade will be recorded as 69%.

Presentation Grading: Presentations will be graded using the rubric that is posted under “Rubrics and Guidelines.” Students are responsible for reviewing the rubric before submitting their presentations to ensure that guidelines have been met. The goal of this presentation is **not to merely reiterate information in the chapter**, but to summarize important information, give examples, and expand its application with illustrations, current events, etc. The same rubric is used for the field of assessment presentation.

**In the event there are fewer students enrolled in the course than the number of chapters, alternate activities may be assigned to ensure content/topics of each chapter are covered.

4. **Field of Assessment Presentation (FOA):** Each student will create one presentation which will be uploaded to the FOA presentation discussion in D2L. The topic of the presentations should relate to the field of assessment and **cannot be a topic that is covered in the chapter presentations, but it may be a specialization of a topic.** For instance, chapter 14 covers an overview of neuropsychological assessment but does not discuss neuropsychological assessment in children or geriatric patients in detail, therefore, a student could present on the subspecialty. Examples of presentations might include: multicultural issues in assessment, controversies in assessment, assessment of PTSD in children/adolescents, etc. 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 (e.g., videos, assessments) designed to further the understanding of the material.** Do not forget to include references in APA format.

There will be a discussion forum created under the FOA presentation tab (field of assessment selection) on D2L for students to designate their topic. Each topic will only be covered once so it is wise to post your selection ASAP. Be sure to post your presentation topic no later than week 4. If you do not, 10 points will be deducted from your total presentation grade. In order to see the feedback on

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your PowerPoint, select “review” on the toolbar and then select “show comments.” If you create a Prezi, feedback will be provided on your rubric.

5. **Discussions:** You are responsible for responding to 16 discussion posts during the semester for a total of 160 potential points. 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 and to engage with your classmates. Your posts will be graded for depth of understanding/thought and detail. **For each Chapter Discussion Question, you will create a thread to answer the discussion question and you must respond to at least TWO separate classmate’s discussion threads.** In the event that there are 2 Chapter Discussion Questions in a given week, students must respond to each discussion in its respective thread to receive credit. Credit will be given for each of the discussion questions. All discussions and responses must **be submitted by 11:59 pm on Sundays. Your week 1 introductory video and responses to other students’ videos count as that week’s discussion.**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

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

ACCESS AND NAVIGATION

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.

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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.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Dr. Morris will communicate via email to all students. Please allow 48 hours for a response.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments: Late assignments, with the exception of chapter presentations, will result in a 10-point grade deduction from the total points earned for each day that it is late. For example, if an assignment is due by 11:59 pm on Sunday and it is submitted between the hours of 12am and 11:59 pm on Monday, it will be 1 day late and will receive a 10-point grade deduction. If the same assignment is submitted between the hours of 12am and 11:59 pm on Tuesday, it will receive a 20-point deduction from the total points earned and so forth. It is up to you as a graduate student to ensure that you stay on top of your assignments to earn the grade you desire.

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 by email. 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 or incomplete assignments will automatically result in your failing the course.

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Online Class Expectations: This class is a web-based class, which is a lot of work due to its fast pace. You must be disciplined to not get behind in this course. All assignments/discussions/quizzes, and midterms must be submitted by 11:59 pm on Sunday of the syllabus week, with the exception of chapter presentations which must be submitted the prior Sunday (please see page 4, under Chapter Presentation for an example).

Methods of Communication: The instructor will send out communication correspondence via Leomail and D2L. As such, students are expected to check their TAMUC email and D2L announcements at least once every 24-hours. In addition, students are expected to respond to individual emails sent by the instructor within 24hours. If the email is sent on a Friday, students are expected to respond Monday. Email correspondence should have a professional tone and be respectful. Communication that the instructor deems to be inappropriate and/or disrespectful in nature will result in a letter grade deduction per occurrence.

Syllabus Change Policy

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.

University Specific Procedures

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

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Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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>

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](#)

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

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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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 or 9-1-1.

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A&M-Commerce Supports Students' Mental Health

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

Links to TExES Competencies for Diagnosticians

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

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

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

COURSE OUTLINE / CALENDAR

Week	Topic/Assignment/Activities	Readings
1 1/29 - 2/4	Course and student Introductions Introductory video, Acknowledgement of Syllabus Quiz, and Chapter Presentation Topic due 2/4 by 11:59 PM	Syllabus
2 2/5 - 2/11	Psychological Testing and Assessment Presenter Ch 1:	Chapter 1 Articles on D2L

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3 2/12 - 2/18	Historical, Cultural, and Legal/Ethical Considerations Presenter Ch 2:	Chapter 2 Articles on D2L
4 2/19 - 2/25	Statistics Refresher & Of Tests & Testing Presenter Ch 3: Presenter Ch 4:	Chapters 3 & 4 Articles on D2L
5 2/26 - 3/3	Reliability Presenter Ch 5:	Chapter 5 Articles on D2L
6 3/4 - 3/10	Validity and Utility Presenter Ch 6: Presenter Ch 7:	Chapters 6 & 7 Articles on D2L
7 3/11 - 3/17	Spring Break – No Class	
8 3/18 - 3/24	Test Development Presenter Ch 8:	Chapter 8 Articles on D2L
9 3/25 - 3/31	Midterm Exam due 3/31 by 11:59 PM	Covers weeks 1-8 (Chapters 1-8)
10 4/1 - 4/7	Intelligence and Its Measurement & Assessment for Education Presenter Ch 9: Presenter Ch 10:	Chapters 9 & 10 Articles on D2L
11 4/8 - 4/14	FOA Presentation Due by 11:59 PM on 4/14	None
12 4/15 - 4/21	Personality Overview & Personality Assessment Methods Presenter Ch 11: Presenter Ch 12:	Chapters 11 & 12 Articles on D2L

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<p>13 4/22 - 4/28</p>	<p>Clinical and Counseling Assessment Presenter Ch 13:</p>	<p>Chapters 13 Articles on D2L</p>
<p>14 4/29 - 5/3</p>	<p>Neuropsychological Assessment Presenter Ch 14: Assessment, Careers, and Business Presenter Ch 15: LAST WEEK OF CLASS</p>	<p>Chapters 14 & 15 Articles on D2L</p>
<p>15 5/4 - 5/10</p>	<p>Final Exam</p>	<p>Covers weeks 10-14 (Chapters 9-15)</p>

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