



EAST TEXAS A&M

PSY/SPED 572: Psychological Assessment/Measurement

Course Syllabus: Fall 2026

Online Class

INSTRUCTOR INFORMATION

Instructor: Kendra V. Saunders, Ph.D., NCSP, Assistant Professor, Licensed Psychologist

Office Location: Henderson 213

Office Hours: Tuesdays & Thursdays 11:00am – 1:30pm (online), or by appointment. If you have any questions or difficulties with the course material, please contact me.

University Email Address: Kendra.Saunders@etamu.edu

Preferred Form of Communication: University e-mail

Communication Response Time: 24 to 48 hours, excluding weekends and holidays

COURSE INFORMATION

Textbook(s) Required: (Inclusive Access Text)

Cohen, R.J., Schneider, W.J., Tobin, R., Swerdlik, M., & Sturman, E. (2022). Psychological testing and assessment: an introduction to tests and measurement (tenth edition). New York: McGraw-Hill.

Supplemental Texts and/or Materials:

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

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

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) Washington, D.C.: Author.

Purdue Online Writing Lab (APA 7th Edition Resource)

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

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

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considerate manner, and interpreting norm-referenced and criterion-referenced test scores. In addition, this course will introduce students to the concept of Cross Battery Assessment, which offers practitioners the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with other tests in a way that is consistent with the CHC theory. Prerequisite: Graduate standing.

Student Learning Outcomes:

1. The student will develop an understanding of the principles of assessment.
2. The student will develop a beginning competency in the application of assessment principles to considerations, selection, and utilization of assessment instruments.
3. The student will develop a basic understanding of Cross-Battery Assessment.

Student Learning Objectives:

By the end of this course, students will be able to understand:

1. Historical perspectives concerning the nature and meaning of assessment;
2. Basic concepts of standardized and non-standardized testing and other assessment techniques;
3. Statistical concepts related to assessment and measurement;
4. Reliability
5. Validity
6. Factors related to the assessment and evaluation of individuals, groups, and specific populations (e.g., age, gender, ethnicity, language, disability, culture);
7. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
8. Understanding of general principles and methods for case conceptualization, assessment, and/or diagnosis of mental and emotional status;
9. Ethical and legal considerations; and
10. Introduction to Cross-Battery Assessment as it relates to special education assessment within public schools.

COURSE REQUIREMENTS

Minimal Technical Skills Needed:

To participate in this course, you will need access to a computer with an Internet connection. The University can also serve as an ISP for students in the DFW area or those who live near Commerce, but this service has limitations (primarily online time limits). Students should know how to send and receive email, access the Internet, send and receive files, and use the software needed to produce research papers and instructional presentations. You must also possess the computer skills necessary to attach Word documents to the assignment Dropbox, access websites, navigate D2L, and spend the time needed to complete all assignments. If you are experiencing technical difficulties, you will need to address them ASAP. Do not wait until the last minute to complete your assignments, as you may not be able to submit quality work. In addition to the chapters, we will also be accessing other multimedia selections. Please refer to the course shell for those links.

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ASSIGNMENT AND GRADING POLICIES

The instructor will attempt to provide feedback on all assignments within one week of submission. Students are expected to complete ALL readings. Course grades will be determined by performance in the following areas:

Acknowledgment of Syllabus Quiz:

Students are responsible for reading the course syllabus and completing the Syllabus Quiz, which confirms that you have read and understand the expectations outlined for this course. The Syllabus Quiz is due by 08/30/26 at 11:59pm. This quiz is worth 5 points toward your course grade. Please contact me if you have any questions regarding the syllabus, due dates, or course expectations.

Discussions:

You are responsible for responding to 10 discussion posts during the semester for a total of 100 possible points. It is your responsibility to track the number of discussions you have responded to and the due dates throughout the semester. Your comments must be substantive and civil, as different viewpoints are expected and encouraged. Posts that are not civil, in my judgment, will receive a score of 0. The purpose of the discussion post is to focus you on the content and engage with your classmates. Your posts will be graded for depth of understanding and thought, as well as detail. **For each Chapter Discussion Question, you will create a thread to answer the question and respond to at least TWO separate classmates' discussion threads. All discussions and responses must be submitted by 11:59 pm on Sundays. The initial post must be at least 400 words, and the responses to your peers must be substantive. Additionally, the post must include citations using APA formatting. While you may choose to use a word processor to complete the assignment, you may not submit your discussion as an attachment. Additionally, the use of generative AI to create your posts is prohibited.** Your week 1 introductory video and responses to other students' videos count as the first discussion.

Exams:

There will be two exams during the semester, a midterm (10/12/26 – 10/18/26) and a final (12/07/26 - 12/10/26). 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 50 to 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 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 the missed exam, court appearance tickets, obituaries). The final decision concerning make-up exams is at the instructor's discretion.

Field of Assessment Presentation (FOA):

Each student will create a narrated or video-recorded presentation (PowerPoint, Prezi, Google Slides, etc.) and upload it to the FOA presentation discussion in D2L. **The topic should relate to the field of assessment and cannot be one covered in the chapter presentations, though it may be a specialization of a topic.** For example, chapter 14 covers an overview of neuropsychological

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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: social issues in assessment, controversies in assessment, assessment of PTSD in children/adolescents, etc. I encourage you to pursue a topic that interests you. If you are unsure about the appropriateness of a topic, please ask me. The presentation must also include discussion questions or activities (e.g., videos, assessments) designed to further understanding of the material.

Presentations CANNOT be submitted as PDFs or in any other format. If submitted incorrectly, 10 points will be deducted per day until the correct format is submitted. Please include references in APA format in your presentation. Please be sure to utilize the APA Publication Manual and the Purdue Online Writing Lab for help with APA style references.

You will submit two files for your FOA presentation: 1) the slides of your presentation, and 2) the actual presentation with video recording. If you complete the presentation as a voice-over with PowerPoint, the one file will suffice. **Under no circumstances may you use an AI voice-over to complete the presentation. Generative AI may be used to create slides. However, the content must be researched and created by you.**

A discussion forum will be created under the FOA presentation tab (field of assessment selection) on D2L for students to designate their topic. Each topic will be covered only once, so it is wise to post your selection ASAP. Be sure to post the topic of your presentation no later than week 3. If you do not, 10 points will be deducted from your total presentation grade.

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 merely to reiterate information but to summarize key points, provide examples, and expand on their application through illustrations, current events, and other relevant contexts.

The FOA presentation is due by **11:59pm on 11/08/26**. If a student does not submit their presentation on time, the highest possible grade will be a C (79%). To calculate the final presentation grade, the instructor will deduct points from 79%. For example, if a student submits their presentation late and, based on the rubric, the presentation loses 10 points, the final grade will be recorded as 69%.

Grading

Your grade will be determined as follows:

Assignment	Points Possible
Syllabus Acknowledgment Quiz	5
Discussions	100
Midterm Exam	50
FOA Presentation	100
Final Exam	50
Total Points	305

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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 = 59% and below

Total points corresponding to the final letter grades:

A = 275 - 305 Points

B = 244 - 274 Points

C = 214 - 243 Points

D = 183 - 213 Points

F = 182 or fewer Points

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.edu.

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, an East Texas A&M University campus open computer lab, etc.

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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>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Late Assignments: Late assignments/work will NOT be accepted without prior written notice and arrangements with the instructor. If a student needs additional time to submit an assignment, this must be addressed with the instructor in writing BEFORE the due date so that a new due date can be generated. Without prior notice, the student must provide adequate documentation allowing the late work to be excused (a doctor's note in case of illness). In the event your absence/work is excused due to extenuating issues, the missing assignment or exam must be completed within 1 week of your return to class, or the student will receive a grade of "F" for the assignment. Please note it is the student's responsibility to obtain information on any missed assignments. Semester grades of incomplete (I) will be given only under special circumstances (e.g., medical emergencies) and are provided at the instructor's discretion.

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.

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>

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>

Academic Integrity

Students at East Texas A&M University 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 student academic dishonesty policy

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[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Graduate student academic dishonesty form:
<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

East Texas A&M University Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

East Texas A&M University 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).

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.

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 learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@etamu.edu

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Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



East Texas A&M University Supports Students' Mental Health

The Counseling Center at East Texas A&M University, 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

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.

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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 East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR (subject to change)

Date	Topic & Readings	Assignment Due
Week 1: 8/20 - 8/30	Syllabus Course and Student Introductions	Acknowledgment of Syllabus Quiz Discussion 1 - Introductory Video
Week 2: 8/31 – 9/6	Ch 1: Psychological Testing and Assessment Articles on D2L	Discussion 2
Week 3: 9/7 – 9/13	Ch 2: Historical, Cultural, and Legal/Ethical Considerations Articles on D2L	FOA Topic due by 11:59pm on 9/14/25
Week 4: 9/14 – 9/20	Ch 3: Statistics Refresher Ch 4: Of Tests and Testing Articles on D2L	Discussion 3
Week 5: 9/21 – 9/27	Ch 5: Reliability Articles on D2L	Discussion 4
Week 6: 9/28 – 10/4	Ch 6: Validity Ch 7: Utility Articles on D2L	Discussion 5
Week 7: 10/5 – 10/11	Ch 8: Test Development Articles on D2L	Discussion 6
Week 8: 10/12 – 10/18	Midterm Due by 11:59pm on 10/18/26	Midterm Exam (Chapters 1-8)
Week 9: 10/19 – 10/25	Ch 9: Intelligence and Its Measure Articles on D2L	
Week 10: 10/26 – 11/1	Ch 10: Assessment for Education Articles on D2L	Discussion 7
Week 11: 11/2 – 11/8	Ch 11: Personality Overview Articles on D2L <u>FOA Presentation due by 11:59pm on 11/08/26</u>	FOA Presentation DUE
Week 12: 11/9 – 11/15	Ch 12: Personality Assessment Methods	Discussion 8
Week 13: 11/16 – 11/22	Ch 13: Clinical & Counseling Assessment Articles on D2L	Discussion 9
Week 14: 11/23 – 11/29	Thanksgiving Break—Enjoy!	NONE

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Date	Topic & Readings	Assignment Due
Week 15: 11/30 – 12/6	Ch 14: Neuropsychology Ch 15: Assessment, Careers, & Business Articles on D2L	Discussion 10 Course Evaluation
Week 16: 12/7 - 12/11	Final Exam Due by 11:59pm on 12/10/26 Complete Course Evaluation	Final Exam (Chapters 1-15) Course Evaluation

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