Course Information:
PSYC 4301.001: Tests & Measurement
Spring 2016
Monday & Wednesdays, 3:30 – 4:50 pm

Instructor Information:
Ron Livingston, Ph.D.
Office: BEP 252
Office Hours: M 3:00-3:30  T 4:30-5:00  W 5:00 – 7:00 (other times by arrangement)
Office Phone: 566-7258
E-mail: rlivingston@uttyler.edu (preferred contact)

Course Catalog Description: This course reviews major issues in psychological and educational measurement with an emphasis on test development and the evaluation of psychometric properties. A secondary emphasis is on the application of various psychological tests. Prerequisites: PSYC 1301 & PSYC 3354.

Student Learning Outcomes: The goal of this course is to teach the principles of psychological and educational tests and measurement with special emphasis given to an introduction of psychometric theory and the construction, evaluation, and use of tests. This is an introductory course in tests and measurement. It does not prepare students to administer or interpret psychological tests, this occurs in graduate level courses. It is strongly recommended that students have a statistics course prior to taking this course.

By the end of this course, students should be able to:
- define basic terms and demonstrate an understanding of concepts and issues related to tests and measurement
- apply and interpret statistical procedures related to measurement
- explain, apply, and interpret the results of procedures for assessing the psychometric properties of tests (e.g., reliability, validity, item analysis)
- discuss major assessment applications.

Evaluation & grading: Your grade in this class will be determined by your performance in the following areas:

1) Test 1 and Test 2 will each count as 25% of your grade, and Test 3 will count as 15%.

2) The comprehensive final exam will count as 35% of your grade.

Grade assignment: A = 100 - 90, B = 80 - 89, C = 70 - 79, D = 60 - 69, F < 60.

The course is largely lecture based, but I believe that student participation greatly enhances student achievement. My recommendations for doing well in this class include:
• The material is cumulative - don't get behind in your reading or miss class.
• While there is considerable overlap between the readings and lectures, there is unique material in both. To perform well you need to master the information in both the readings and lecture (i.e., the tests contain questions covering material from both sources).
• Read the assigned material several times until you have a good grasp of it. This will be the first time many of you are introduced to these concepts.
• Keep in mind Bloom's Taxonomy - go beyond rote memorization and work towards application, analysis, and synthesis of the concepts.
• Come to class prepared to discuss the material - then engage in active discussions. If something is unclear, please speak up. If I go too fast, please let me know.
• If you ask a question and my explanation is unclear or inadequate, please ask me to clarify or expand on it. This will be appreciated, not resented.
• Attend the tutorial sessions that are offered during the semester.
• Contact the instructor if you are having difficulty. Don't wait until you have several poor grades to seek help. I have office hours immediately before class and will typically be available for consultation (appointments recommended).

**Reading Materials:** Specific readings will be posted on UTT BlckBoard.com. These will serve as the primary readings for the course.

**Topical Outline:** The following schedule should be viewed as a flexible guide and adjustments will likely be necessary.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20/16</td>
<td>Orientation &amp; Review of Syllabus</td>
</tr>
<tr>
<td>1/25/16</td>
<td>Introduction to Psychological Assessment (Part 1)</td>
</tr>
<tr>
<td>1/27/16</td>
<td>Introduction to Psychological Assessment (Part 2)</td>
</tr>
<tr>
<td>1/2/16</td>
<td>Basic Statistics of Measurement (Part 1)</td>
</tr>
<tr>
<td>2/1/16</td>
<td>Basic Statistics of Measurement (Part 2)</td>
</tr>
<tr>
<td>2/3/16</td>
<td>Understanding Test Scores (Part 1)</td>
</tr>
<tr>
<td>2/8/16</td>
<td>Understanding Test Scores (Part 2)</td>
</tr>
<tr>
<td>2/10/16</td>
<td><strong>Review for Test 1</strong></td>
</tr>
<tr>
<td>2/15/16</td>
<td><strong>TEST 1</strong></td>
</tr>
<tr>
<td>2/17/16</td>
<td>Classical Test Theory &amp; Measurement Error</td>
</tr>
<tr>
<td>2/22/16</td>
<td>Reliability</td>
</tr>
<tr>
<td>2/24/16</td>
<td>Reliability &amp; SEM/Confidence Intervals</td>
</tr>
<tr>
<td>2/29/16</td>
<td>Validity</td>
</tr>
<tr>
<td>3/2/16</td>
<td>Validity (Part 2)</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>3/14/16</td>
<td>Item Analysis</td>
</tr>
<tr>
<td>3/16/16</td>
<td>Item Analysis</td>
</tr>
<tr>
<td>3/21/16</td>
<td><strong>Review for Test 2</strong></td>
</tr>
<tr>
<td>3/23/16</td>
<td><strong>TEST 2</strong></td>
</tr>
<tr>
<td>3/28/16</td>
<td>Assessment of Intelligence &amp; Achievement (Part 1)</td>
</tr>
<tr>
<td>3/30/16</td>
<td>Assessment of Intelligence &amp; Achievement (Part 2)</td>
</tr>
<tr>
<td>4/4/16</td>
<td>Neuropsychological Assessment</td>
</tr>
</tbody>
</table>
Course Policies

ATTENDANCE: Class attendance is expected.

MISSED EXAMS: This schedule is tentative and is subject to change. The scheduling of exams will be announced and/or verified in class. At the instructor's discretion, a missed exam may be counted as a zero or may be replaced by a make-up exam. To qualify for a make-up exam, you must notify the instructor prior to missing an exam and provide documentation (e.g., physicians note).

College & Departmental Statements

College of Education and Psychology Mission Statement: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

Psychology B.S./B.A. Program Mission Statement: The mission of the undergraduate program in Psychology is to provide students with a demonstrable knowledge and understanding of the science of behavior and the mind, including content in Memory and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers. Psychology B.S./B.A. Program Learning Outcomes may be found at: http://www.utttyler.edu/psychology/BSBAPsychPLO
Selected University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average.
Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar’s Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar’s Office if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.
I value your feedback about this course. While we complete formal course evaluations near the end of the semester I appreciate your feedback throughout the course. If you have any suggestions for how I can make this a better learning experience, please share them with me. This can be done in person or you can provide your suggestions anonymously through this form (or an informal note).

1) What do you like about this course?

2) What do you dislike about this course?

3) What can the instructor do to make the course better?

4) Please provide any additional feedback you have for the instructor.