LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum: http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml

LEARNING OUTCOMES: B.A./B.S. PSYCHOLOGY DEGREE
Goal 2: Scientific Inquiry and Critical Thinking

INSTRUCTOR
Dr. Mark A. Whatley
Office: Psychology Building, Room 2220
Phone: (229) 293-6320 or 333-5930 (Secretary)
E-mail: mwhatley@valdosta.edu
Office hours: MW, 12:00 - 2:00; T 2:30 - 5:00; or by appointment.
Website: http://mypages.valdosta.edu/mwhatley

COURSE DESCRIPTION
Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement. **Prerequisite: PSYC 3500 with a grade of "C" or better.**

REQUIRED TEXTBOOK

COURSE OBJECTIVES
This course is designed to introduce the student to basic concepts involved in psychological assessment and measurement. The general goals of this course are to introduce students to the nature, problems and potential of psychological testing. The course will include both a traditional teaching model (i.e., textbook, lecture and tests) as well as a strong experiential component (hands-on projects, test development, etc.). By the end of this course, students will:

1. Understand basic concepts of test/measure construction.
2. Understand concepts of standardization and interpretation of norms.
3. Understand how to evaluate the "goodness" of a measure.
4. Gain experience in developing and evaluating a measure.
5. Become familiar with the various theoretical, ethical and professional issues in assessment.
6. Be able to evaluate the psychometric characteristics of published psychological measures.

“Positively Impacting Learning Through Evidence-Based Practices”
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

There will be four examinations over the material covered in this class. You also will have assignments involving the evaluation of psychometric properties of measures. You will be required to use SPSS throughout the semester.

Makeup Work: Makeup work or alternative assignments will be given only under special circumstances. For example, “I was in a car accident” is an example of a special circumstance; whereas, “I forgot” or “my friend needed a ride/help, etc.” is not. Such activities will be determined at the sole discretion of the professor. These assignments may not exactly duplicate the original and will not entitle other students to the same alternatives, because they may not have experienced the same situations.

Class exercises. You will be given several homework assignments that will enhance your knowledge of measurement.

Chapter quizzes. There are chapter quizzes during the course, so do not fall behind in the readings.

If you fail to do two or more assignments, then you will be penalized one grade level at the end of the course. All course assignments are due within 10 minutes of the beginning of class. After that time, a 20% penalty will be applied to the assignment. Any assignment more than one day late WILL NOT be accepted.

Test construction. As part of a class project, you will participate in designing and evaluating a measure that will result in a research-style paper including a title page, method, results, and tables/appendices. Papers that are late WILL NOT be accepted.

Although the paper will be relatively short, it will require a good deal of effort on your part. All papers will be written in a clear and concise manner.

The test construction project will be typed on standard size paper, double-spaced, and 1” margins and follow APA Style. Unless conveyed to you, each assignment should have a cover page that contains a title, your full name with middle initial (e.g., Mark A. Whatley), and course identification (i.e., PSYC 3900). DO NOT hand in rough drafts; all submitted papers should be free of spelling, typographical, and grammatical errors. Papers or other assignments that contain more than three major errors (e.g. spelling, grammatical, or otherwise) or do not fulfill the assignment will be given a 65% at best. Keep an electronic or hard copy backup for all of your assignments. Some helpful suggestions to guide you:

Helpful writing tips:  http://mypages.valdosta.edu/mwhatley/writing.htm

The Elements of Style:  http://www.bartleby.com/141/index.html

1. Avoid "it" - e.g., It has been shown...
2. Avoid "ing" words - e.g., Writing in the book, she....
3. Avoid indefinite references - e.g., they have requested...
4. Begin each paragraph with a topic sentence followed by 3 or 4 sentences of material supporting and/or relating to the topic sentence.
5. Use headings.
6. Proofread carefully.
7. Consult your dictionary and thesaurus.
8. Pay attention to the structural aspects of your writing; how you say something can be as important as what you say. Eliminate unnecessary words.
Important advice you should follow. The written assignments will require you to go through more than one or two drafts. Hence, the written assignments will require time and effort on your part. If you decide to wait until the last minute to begin working on a written assignment, then DO NOT expect a favorable grade. I will not be sympathetic to stories about malfunctioning computer equipment, professional typists, boyfriends or girlfriends who did not finish your typing job when promised. If you plan ahead, then you have a much greater chance of avoiding any last minute problems. Remember, you are the sole person responsible for your performance in this class; do not look for a scapegoat.

A very important part of your career in psychology involves the ability to write clearly and concisely. If you fail to write clearly and concisely, then your success in your chosen career and this class will be questionable.

COURSE EVALUATION

Quizzes. The chapter quizzes consist of 15 questions, taken online in BlazeVIEW, and have a 17 minute time limit. You are allowed to take each chapter quiz twice. However, BlazeVIEW is configured to draw a random sample of questions from the question pool, so you are unlikely to get the exact same quiz. The chapter quizzes are based entirely on the material in the textbook. There are no make-up quizzes; your lowest quiz grade will be dropped.

Exams. There will be four exams, including the final exam, which are taken online in BlazeVIEW, and timed. All exams consist of 60 multiple-choice items plus 5 extra-credit questions, and have a 70 minute time limit. The exams are designed more toward testing your understanding and ability to apply concepts than testing strict memorization. The exams are not cumulative and are based on material covered in the textbook, lectures, and videos.

Makeup exams will be given only under special circumstances. For example, “I was in a car accident” is an example of a special circumstance; whereas, “I forgot,” “I was sleeping,” or “my friend needed a ride/help, etc.” is not. If an exam must be missed, then you must notify me before the exam time.

Assessment protocol. Even though most of the assessments are taken online, they are not designed to be open-book or a group effort. On all exams (not the quizzes), you may prepare and use one 8.5” x 11” cheat-sheet. The assessments will be taken online from start to finish. Do not "copy" the test or distribute it to anyone. If something happens during your exam (e.g., internet interruption, aliens abduct you, etc.), you are responsible for documenting the interruption like is required for documenting an illness by having a doctor's note. In addition to the above mentioned points, you may not:

- be in close proximity to another classmate while completing an assessment.
- use additional technology to complete the assessment (e.g., phone, texting, internet, etc.).
- have another student complete the assessment for you.
- use a book or lecture notes on a quiz or exam.

Violation of assessment protocol. The statistics feature in BlazeVIEW monitors and reports how you take this exam and can be used to demonstrate you violated the assessment protocol. For example, it logs IP addresses that can be used to trace the location from which the exam was completed to show if you were sitting in close proximity to another classmate while taking the exam. This and other features in BlazeVIEW can be used to show you violated assessment protocol. If you violate assessment protocol, you will receive a "zero" on the exam, quiz, or homework assignment. If you violate it a second time, you will receive an automatic "F" in the course.
Recover points. You can earn back some of the points you missed on Exam 1 only, excluding any extra-credit questions. The make-up is due the Monday after the exam date, no exceptions. You can email it to me earlier, so plan ahead. If you email the assignment to me, you must save the file as your last name underscore first name (e.g., Whatley_Mark) in order to get credit. The instructions are available in the "Recover Points" folder in content browser in BlazeVIEW. You can see your exam results by clicking on “Quizzes” then click on the down arrow next to the assessment (e.g., Exam 1 1-2-3). This should bring up two options: Submissions and Reports. Click on the Submissions option and then click on “Attempt 1” that will appear as a hyperlink near the top of the page. The questions that appear are those that you answered incorrectly.

Midterm Date: October 13th - THURSDAY

Final Exam Date and Time: WEDNESDAY, DECEMBER 7th - BLAZEVIE

Final grades will be based on:

A = 90%  B = 80%  C = 70%  D = 60%  F = below 60%

Point totals

Exam 1  60
Exam 2  60
Exam 3  60
Exam 4  60
Quizzes  165
Paper  50

Homework Assignments: Partial List

Library Assignment  10
GFD Assignment  25
Calculating Percentiles  10
Calculating Standard Scores  25
Sensation Seeking Scale Assignment  10
Test-Retest and Inter-rater Reliability  20
Validity Worksheet  12
Reliability Worksheet  25
Item Analysis Worksheet  30
Personality Assessment: Myers-Briggs  10

ATTENDANCE POLICY

There are only two kinds of absences: excused and unexcused. An excused absence is due to five possible reasons: (a) illness of student or serious illness of a member of the student’s immediate family; (b) death of a member of the student’s immediate family; (c) attendance on a sponsored University trip; (d) major religious holidays; and (e) any other circumstance which the
instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

**Important information.** As stated in the Undergraduate Catalog, if you miss more than 20% of the scheduled classes, then you will automatically receive an “F” in the course.

**Course Withdrawal Policy.** Students who withdraw from the course must follow Valdosta State University’s withdrawal policy:

http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php

**PROFESSIONALISM**

All emails will be written in a manner expected of a college student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me “professional correspondence.” The email will start with a proper greeting or salutation, such as “Dr. Whatley,” “Hi,” “Hello,” etc. Although used frequently among friends and acquaintances, “Hey” or “What’s Up” are not formal greetings. Please do not send me irrelevant emails, or forward emails that you think are “cute,” etc.

However, when you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the following in the subject line of your email:

```
PSYC 3900: Course Question
```

*Note: Emails that do not follow the above guidelines will be ignored.*

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**


Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. This policy can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section. The most severe academic action that may be administered by any faculty member is a grade of “F” in the course. The most severe disciplinary action that may be administered by the VSU Judicial Committee is expulsion or suspension.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend, or some other resource. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.
Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

ACCESSIBILITY STATEMENTS

Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit: http://www.valdosta.edu/access or email: access@valdosta.edu

Title IX: Valdosta State University is an equal opportunity educational institution and is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. The intent of the institution is not to discriminate against any applicant for admission or any student or employee of the institution as required by applicable laws and regulations, such as Title IX. The University’s Title IX Coordinator is responsible for coordinating compliance efforts and receipt of inquiries concerning nondiscrimination policies. If you need assistance, then contact the Director of the Office of Social Equity at 229-333-5463 or titleix@valdosta.edu. For more information, please visit: https://www.valdosta.edu/administration/social-equity

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at: http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

A FINAL WORD

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting a change in some of these procedures or policies, but you should not count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me as soon as possible should any difficulties arise in your life that might interfere with your performance in the course. I reserve the right to add, remove, or modify course assessments as necessary.
# TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week of</th>
<th>Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/15</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Psych. Testing and Assessment</td>
</tr>
<tr>
<td>08/22</td>
<td>Chapter 1: Psych. Testing and Assessment</td>
</tr>
<tr>
<td></td>
<td>Project Discussions/Work</td>
</tr>
<tr>
<td>08/29</td>
<td>Chapter 2: Hist., Cultural, and Legal/Ethical Considerations</td>
</tr>
<tr>
<td></td>
<td>Project Discussions/Work</td>
</tr>
<tr>
<td>09/05</td>
<td>Monday – No Class, Labor Day</td>
</tr>
<tr>
<td></td>
<td>Chapter 3: Statistics Refresher</td>
</tr>
<tr>
<td></td>
<td>Class Project Work</td>
</tr>
<tr>
<td>09/12</td>
<td>Chapter 3: Statistics Refresher</td>
</tr>
<tr>
<td></td>
<td>EXAM #1 – Thursday (BlazeVIEW)</td>
</tr>
<tr>
<td>09/19</td>
<td>Chapter 4: Of Tests and Testing</td>
</tr>
<tr>
<td>09/26</td>
<td>Chapter 5: Reliability</td>
</tr>
<tr>
<td>10/03</td>
<td>Chapter 6: Validity</td>
</tr>
<tr>
<td></td>
<td>Class Project Work</td>
</tr>
<tr>
<td>10/10</td>
<td>Fall Break – No Class Monday and Tuesday</td>
</tr>
<tr>
<td></td>
<td>EXAM #2 – Thursday (BlazeVIEW)</td>
</tr>
<tr>
<td>10/17</td>
<td>Chapter 8: Test Development</td>
</tr>
<tr>
<td>10/24</td>
<td>Chapter 9: Intelligence and Its Measurement</td>
</tr>
<tr>
<td>10/31</td>
<td>Chapter 10: Tests of Intelligence</td>
</tr>
<tr>
<td>11/07</td>
<td>Chapter 10: Tests of Intelligence</td>
</tr>
<tr>
<td></td>
<td>EXAM #3 – Thursday (BlazeVIEW)</td>
</tr>
<tr>
<td>11/14</td>
<td>Chapter 12: Personality Assessment: An Overview</td>
</tr>
<tr>
<td>11/21</td>
<td>Chapter 12: Personality Assessment: An Overview</td>
</tr>
<tr>
<td></td>
<td>Chapter 13: Personality Assessment Methods</td>
</tr>
<tr>
<td></td>
<td>Thanksgiving Holiday Break – Wednesday, Thursday, &amp; Friday</td>
</tr>
</tbody>
</table>

“Positively Impacting Learning Through Evidence-Based Practices”
Final Exam Date and Time: WEDNESDAY, DECEMBER 7th - BLAZEVIEW
<table>
<thead>
<tr>
<th>Program and Course</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests and Measurements (PSYC 3900)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VSU General Education Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will use computer and information technology when appropriate.</td>
<td>Homework Assignments, Recover points.</td>
<td>The instructor uses appropriate grading criteria to evaluate students’ work.</td>
</tr>
<tr>
<td>4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.</td>
<td>Class Discussion, Homework Assignments.</td>
<td>The instructor uses appropriate grading criteria to evaluate students’ work.</td>
</tr>
<tr>
<td>5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.</td>
<td>Homework Assignments, Recover point.</td>
<td>Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students’ work.</td>
</tr>
<tr>
<td>7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.</td>
<td>Homework Assignments, Recover points. Project.</td>
<td>Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students’ work.</td>
</tr>
<tr>
<td>BA/BS Psychology Degree Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2: Scientific Inquiry and Critical Thinking. 2.2 Demonstrate psychology information literacy.</td>
<td>Homework Assignments: Reliability and Validity</td>
<td>The instructor uses appropriate grading criteria to evaluate students’ work.</td>
</tr>
</tbody>
</table>

**Educational Outcomes of BA and BS Psychology Degrees**

*Identified courses address listed outcomes explicitly.*

| Goal 1. Knowledge Base in Psychology |
| Goal 2. Scientific Inquiry and Critical Thinking |
| Goal 3. Ethical and Social Responsibility in a Diverse World |
| Goal 4. Communication |
| Goal 5. Professional Development |

“Positively Impacting Learning Through Evidence-Based Practices”