



Summer 2016, Literacy Cohort EDUC 549-W1: Applied Measurement Techniques	
Instructor: Renée N. Jefferson, Ph.D.	Class Meetings: Asynchronous
Office: Capers 327-D Telephone: 953-7124	Office Hours: CitLearn Chat, by appointment
Email: renee.jefferson@citadel.edu	Credit Hours: 3

PREREQUISITES: None

REQUIRED MATERIALS & RESOURCES

Readings

All reading materials will be provided in CitLearn.

Style Manual

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

LiveText e-Portfolio System

*Available at the Citadel Bookstore (<http://thecitadel.bncollege.com/>) and LiveText's website (www.livertext.com).

*Need to purchase the *Student Membership*.

Course Management System

CitLearn (<http://citadel.blackboard.com>) will be used for all class activities, except the e-portfolio.

COURSE DESCRIPTION & RATIONALE

This course is designed to help prepare graduate students in education to comply as practitioners with the "Code of Fair Testing Practices in Education." The course is designed to enhance, professional decision-making skills in the development/selection of tests, interpretation of test scores, fair and equitable use of tests, and appropriate communication with test-takers.

Rationale for Catalog Description: *Applied Measurement Techniques* is designed to provide students with information that will enable them to understand basic measurement concepts and principles, and develop and evaluate assessment instruments.

Conceptual Base: The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;

- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-12 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Relationship of Course to Conceptual Base: Students will have the opportunity to comprehend and apply the major theories, concepts, and principles of educational research. They will conduct a research study that focuses on an educational issue or problem. In addition, students will demonstrate knowledge of current practices in educational research by presenting their research study in written and oral formats.

Course Goals with Evaluation Methods: The overall goal of this course is to assist students with their acquisition and application of the knowledge, skills, and dispositions to effectively apply and conduct educational research. The specific goals are to:

Goals	Evaluation Methods
1. Foster an understanding of the role of measurement and its usefulness in educational settings (CF 1, 4, 7).	Exercises, Testing Project
2. Assist the student in acquiring a basic understanding of the measurement concepts and techniques (CF 1, 4, 3, 7, 12).	Exercises, Testing Project
3. Acquaint the student with the strengths and limitations of measurement in education (CF 4, 7, 10).	Exercises, Testing Project
4. Prepare the student to analyze and evaluate critically measurement techniques so that he or she will be an intelligent consumer throughout his or her professional career (CF 1, 5, 7, 10).	Exercises, Testing Project
5. Provide an opportunity to apply rigorous thinking and analytical methods to the solution of measurement problems (CF 5, 7, 8, 10, 12).	Exercises, Testing Project

EDUC 549 is a required course for graduate students enrolled in Counselor Education, and an elective course for graduate students enrolled in the Literacy program. The course goals are designed to address research standards for Counselor Education and Literacy programs. Program areas and corresponding standards are listed in the following table.

Program	Standard
Counselor Education	CACREP 2016 Standards: Section II.F.7 Assessment and Testing (f, g, h, i, & m)
Literacy	ILA 2010 Standard 3.3

INSTRUCTIONAL UNITS & ASSESSMENTS

Course Schedule: The schedule represents an overview of the topics that will be covered. The schedule is subject to change based on class needs. The majority of the assignments are due on a Friday at 11:59pm.

Dates	Topics	Activities/Assignments
Unit 1 5/9 – 5/15	Getting to Know Your Classmates Course Overview CitLearn Basics	Due: Introduction Blog-Part 1 (5/11) Due: Introduction Blog-Part 2 (5/13) Due: Research Competency Pretest (5/14)
Unit 2 5/16 – 5/22	Measurement Concepts & Basic Statistics Correlations	Readings: Kaplan & Saccuzzo, Chapters 1 & 2 Chapter 3, pp. 65-69 Due: Testing Project Exercise 1 (5/20)
Unit 3 5/23 – 5/29	Creating Testing Project Groups Reliability & Validity	Readings: Kaplan & Saccuzzo, Chapters 4 & 5 Due: Testing Project Groups Formed (5/24) Due: Testing Project Exercise 2 (5/27)
Unit 4 5/30 – 6/5	Memorial Day, 5/30 Testing Project Topic & Description	Due: Testing Project Exercise 3 (6/3)
Unit 5 6/6 – 6/12	Annotated Bibliography Draft	Due: Testing Project Exercise 4 (6/10)
Unit 6 6/13 – 6/19	Educational & Psychological Tests and Web Resources Draft	Due: Testing Project Exercise 5 (6/17)
Unit 7 6/20 – 6/23		Due: Research Competency Posttest (6/23) Due: Testing Project Portfolio (6/23)

Assessment Process: Grades for EDUC 549-W1 are based on a variety of assignments. The relative weights used for calculating the final course grade are as follow:

Assignment	Possible Points	Percent of Final Grade
Introduction Blog	5	5%
Testing Project Exercises	55	55%
Testing Project Portfolio	40	40%
Research Competency Pretest & Posttest	--	--
Total	100	100%

Introduction Blog (CF 1, 2, 4, 7): Students are required to post educational and professional information to the discussion board and discuss current general testing issues.

Testing Project Exercises (CF 1, 2, 4, 7, 10, 12): Students are required to demonstrate comprehension, application, and analysis of the educational and psychological tests, concepts, and techniques.

Testing Project Portfolio (CF 1, 2, 4, 10, 15): Students are required to design and create a portfolio on a topic related to literacy, educational or psychological testing (e.g., nonverbal ability tests or career interest inventories) using LiveText. This is a group project.

Research Competency Pretest & Posttest (CF 13, 15): The Research Competency Pretest and Posttest are designed to assess students' knowledge, skills, and abilities prior to enrolling in and after completing a research course in the School of Education. All students enrolled in School of Education Programs are required to take the test.

Grades

The grading scale used is: A (90-100), B+ (85-85.9), B (80-84.9), C+ (75-79.9), C (70-74.9), and F (< 69.9).

Preparation: Students are expected to read and study the course textbook(s) and all additional readings as assigned. All material submitted for evaluation must be the original, creative works of the student whose name appears on the document. Students are expected to remain knowledgeable at all times of The Citadel's academic dishonesty policy as explained in the graduate catalog.

Submission: Students are expected to complete all examinations, course assignments and requirements, and to complete them on time. Assignment submitted after specified due date and time, without the permission of the instructor, will have its total score reduced by 5% for each day that it is late. **Any assignment submitted MORE THAN ONE WEEK after the deadline will not be accepted for grading, and a failing grade will be recorded;** that is, unless a student has received an extension from the instructor. This is only fair to students who submit their assignments on time.

Incomplete Grade: A grade of *Incomplete (I)* will be assigned only in those rare instances when course requirements have been very nearly met, but for authorized reasons (illness, injuries, family emergency, etc.) cannot be completed by the end of the semester. To be eligible for an *I*, a student's work must be satisfactory at the time he/she is forced to terminate participation in the course. Unsatisfactory work in a course should result in the failing grade of *F*. It is the student's responsibility to present the *authorized reason* for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the instructor, the final grade will reflect the grade of zero on all missing work.

WRITING FORMAL (APA) PAPERS

Students may encounter problems with writing collegiate-level papers and theses. Should the professor deem that the student's work does not meet minimum program requirements; the student will be required to seek the services of The Academic Support Center at the Citadel. The Academic Support Center has as its primary focus the enhancement of writing skills in the Citadel community. All students identified encountering writing problems are eligible to attend individual tutorials and group workshops. Because of the interdependence of writing, reading, and study skills; the Academic Support Center has parallel but subsidiary responsibilities to assist students in the development of reading comprehension and learning strategies. To schedule an appointment, go to Room 117 Thompson Hall, call 953-5305, or email ascenter@citadel.edu.

HONOR STATEMENT

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at:
<http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

DISABILITY DISCLOSURE STATEMENT

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Academic Support Center located in room 117 Thompson Hall or call 953-5305 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.