

EDUC549: Applied Measurement Techniques

Summer 2020

Three Credit Hours

Instructor: Fei Zhao
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Office Hours: By appointment

Class Time(s): Online
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ONLINE COURSE OVERVIEW

Prerequisites: *None.*

Required Textbook/Materials (Daniel Library, www.library.citadel.edu)

Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications, and issues* (8th ed.). Belmont, CA: Wadsworth. (*Chapters 1 – 5*)

Recommended Textbook/ Materials

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

Course Catalog Description: Students will examine and utilize tests and other evaluation techniques in counseling, in educational planning, in curriculum assessment, and in school-wide testing programs. Controversial issues in measurement will be appraised in the context of basic principles and actual use.

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: Developing Principled Educational Leaders for P-12 Schools—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 professional field of 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. Seek opportunities to extend professional 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. Demonstrate an awareness of and adherence 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 this course to the conceptual base

Students will have the opportunity to comprehend and apply the major theories, concepts, and principles of applied measurement. They will conduct a study that focuses on this area. In addition, students will demonstrate knowledge of current practices in educational testing and measurement by presenting their study in written and/or oral formats.

Online Course Requirements

- Computer
- Reliable Internet connection and software (DSL, LAN, or cable connection desirable)
- Access to Canvas

Course Structure

This course will be delivered entirely online through the Citadel’s Learning Management System, Canvas. You will need your Citadel CWID and password to login to the course from the Canvas home page (<https://citadel.instructure.com/>).

Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

- Email the Helpdesk
- Visit the Canvas tutorials found in your course on the left hand navigation bar and on the Getting Started Page

Course Goals and Standards

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

The specific goals are to:

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

Course Learning Outcomes

Goals	Evaluation Methods
1. The learner will be able to understand the role of measurement and its usefulness in educational settings (<i>CF 1, 4, 7</i>).	Exercises, Testing Project
2 The learner will be able to acquire a basic understanding of the measurement concepts and techniques (<i>CF 1, 4, 3, 7, 12</i>).	Exercises, Testing Project
3. The learner will be acquainted with the strengths and limitations of measurement in education (<i>CF 4, 7, 10</i>).	Exercises, Testing Project
4. The learner will be prepared to analyze and evaluate critically measurement techniques so that he or she will be an intelligent consumer throughout his or her professional career (<i>CF 1, 5, 7, 10</i>).	Exercises, Testing Project
5. The learner will have an opportunity to apply rigorous thinking and analytical methods to the solution of measurement problems (<i>CF 5, 7, 8, 10, 12</i>).	Exercises, Testing Project

COURSE SCHEDULE

Note: Schedule subject to change. Additional reading/activities will be assigned as needed.

Dates	Topics	Activities/Assignments
Module 1 6/29 –7/5	Getting to Know Your Classmates Course Overview Canvas Basics	Due: Introduction Exercise-Part 1 (7/2) Due: Introduction Exercise-Part 2 (7/5)
Module 2 7/6– 7/12	Measurement Concepts & Basic Statistics Correlations	Readings: Kaplan & Saccuzzo, Chapters 1 & 2 Chapter 3, pp. 65-69 Due: Testing Project Exercise 1-Part 1(7/12) Due: Testing Project Exercise 1-Part 2 (7/12)
Module 3 7/13 – 7/19	Creating Testing Project Groups Reliability & Validity	Readings: Kaplan & Saccuzzo, Chapters 4 & 5 Due: Testing Project Groups Formed (7/15) Due: Testing Project Exercise 2 (7/19)
Module 4 7/20 – 7/26	Literature Review Testing Project Topic & Description	Due: Testing Project Exercise 3 (7/26)
	Annotated Bibliography	Due: Testing Project Exercise 4 (8/2)
Module 5 7/27 – 8/2	Educational & Psychological Tests Web Resources	Due: Testing Project Exercise 5 (8/2)
Module 6 8/3 – 8/9	Testing Project Portfolio Final	Due: Testing Project Portfolio Final (8/9)

Attendance and Participation Requirements

On-time completion of activities serves as class attendance. Active participation in group discussions and activities is an expectation of this course.

Course Grades

Assignment	Possible Points	Percent of Final Grade
Introduction Exercise	5	5%
Testing Project Exercises	55	55%
Testing Project Portfolio	40	40%
Total	100	100%

Grading Scale

Final CGC Grading is based on the following scale:

A= 90-100%

B+= 87-89%

B=80-86%

C+= 77-79% %

C=70-76%

F=69 and below

COURSE EXPECTATIONS AND REQUIREMENTS

Disability Policy

The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to his/her professor and also make requests for academic accommodations to Services for Students with Disabilities during the first three weeks of the semester, except for unusual circumstances, so we can ensure these accommodations and facilitate student success.

Code of Conduct

Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester And All Students, Including Cadets, for Maymester or Summer School," which can be found online at: <http://www.citadel.edu/root/images/BOV/Policies/03-provost/3-107-regulations-for-non-cadets.pdf>.

Academic Integrity Statement

Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-tolerance. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, will, in almost all cases, will result in a 0-point F for the assignment, and may be referred as an honor violation. The complete Honor Manual may be found at: <http://citadel.edu/r3/honor/manual.shtml> and the Honor Code can be found in the Course Catalog; <http://www.citadel.edu/root/images/cgc/cgc-academic-catalog.pdf>

Complete Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Missed or Late Work Policy

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.

COURSE RESOURCES

Writing/Tutoring Assistance

I strongly encourage you to visit the Writing Lab and Tutoring Center (in the Academic Support Center in Thompson Hall), which offers one-on-one and group tutoring and consultations for students working on writing assignments. This service is also available online.

Canvas /Citadel's Approved Learning Management System

Over the course of the semester, I will post reading materials, discussion prompts, self-guided lectures, grades, and other administrative information on the course Canvas site. Students must check Canvas each lesson for pertinent updates and other critical information daily.

COURSE COMMUNICATION

Instructor-Student Communication

I will respond to student emails to the best of my abilities and within 24 hours Monday- Friday unless there is an extenuating circumstance. I will do my best to respond within 48 hours on weekends.

Announcements

Announcements will be posted in Canvas on a regular basis. They will appear on your course homepage. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course we will use Canvas to send emails to your Canvas email account. Please check your messages regularly.

- Assignments will not be accepted via email.
- Check your Citadel email frequently and at least once daily.

Netiquette (Internet Etiquette)

Participants are expected to demonstrate appropriate netiquette when interacting with each other. Written communication will be conducted using standard business English. Here are some basic guidelines:

- Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or question that is off topic, do not reply. The instructor will reply in private to the participant.
- Treat the other participants in the forum in a polite and respectful manner.
- Model the same standards of behavior online you would follow in a face-to-face discussion.
- Do not use ALL CAPS when posting as this is considered "shouting."
- Do not "flame" others in forums. Flaming is the "act of responding in a highly critical, sarcastic, or ridiculing manner."

Questions

In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q and A Forum which you can access by clicking Q and A button on the left hand navigation bar or your course. This is an open forum, and you are encouraged to give answers and help each other. If more attention is needed or more details will be given, contact me offline to get it resolved as early as possible.

Discussion Forums

Discussion Forums are a way for you to engage with each other about the course content.

You can access each forum by clicking on the Discussion Board link in the course navigation links. In order to get full credit for each discussion listed in the assignment section below, you will need to post a thoughtful, well-written response to the prompt and follow the criteria outlined on the course assignment.

Virtual Office Hours

By appointment