1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)
Three hours lecture per week
Prerequisite: Upper Division standing
Covers the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational settings. Survey the administering, scoring, and interpreting of these measures. Language and culture issues related to testing will be explored.
GenEd: D, E and interdisciplinary

2. Mode of Instruction.

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
<th>Hours per Unit</th>
<th>Benchmark Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

Elective for Psychology majors
This course covers measurement and assessment issues that are of both current and historical importance. Chief among these issues are: (1) the relevance and risks associated with high-stakes testing; (2) how to interpret what test scores do and do not mean; (3) the difference between what a test is purported to assess and what it test actually assesses; and (4) how to select tests and measures appropriate to the situation. Through this course, students will be able to:

1. Acquire the statistical concepts and skills necessary to explain basic psychometric properties such as reliability, validity, and norms.
2. Describe how psychological and educational tests are constructed and used.
3. Evaluate the usefulness of tests in various educational and psychological settings.
4. Understand the social and cultural costs and consequences of high-stakes testing programs.
5. Describe the differences between objective and projective tests.
6. Evaluate the quality of a test based on its psychometric characteristics.
7. Compare and contrast the purposes of educational and psychological tests.

4. Is this a General Education Course  YES  NO

If Yes, indicate GE category:

<table>
<thead>
<tr>
<th>Category Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (English Language, Communication, Critical Thinking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B (Mathematics &amp; Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C (Fine Arts, Literature, Languages &amp; Cultures)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D (Social Perspectives)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>E (Human Psychological and Physiological Perspectives)</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

NEWCRSFR 9/30/02
5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

- Brief history of testing
- Basic statistics (and I do mean basic) necessary to understand tests and measures
- Basic psychometric properties of tests and measures
- Norms and norm-referenced tests and criterion referenced tests
- Methods of test construction
- The cultural and social meaning of tests and test scores
- Personality measurement
- Assessment of cognitive ability and aptitude
- Career development measures and programs
- Ethical test standards

6. References. [Provide 3 - 5 references on which this course is based and/or support it.]


7. List Faculty Qualified to Teach This Course.

- Psychology faculty

8. Frequency.

   a. Projected semesters to be offered: Fall **X** Spring **X** Summer _____

9. New Resources Required.

   a. Computer (data processing), audio visual, broadcasting needs, other equipment
   b. Library needs
   c. Facility/space needs

10. Consultation.

    Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Harley Baker 05 January 2003
Proposer of Course Date