

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**NEW COURSE PROPOSAL**

PROGRAM AREA \_\_\_\_\_

- 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.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	<u>3</u>	<u>1</u>	<u>25</u>
Seminar	_____	_____	_____
Laboratory	_____	_____	_____
Activity	_____	_____	_____

- 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:

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	<b>X</b>
<b>E (Human Psychological and Physiological Perspectives)</b>	<b>X</b>

**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.]*

Domino, G. (2000). *Psychological testing: An introduction*. Upper Saddle River, New Jersey: Prentice-Hall.  
Walsh, W. B., & Betz, N. E. (2001). *Tests and assessments* (4<sup>th</sup> ed.). Upper Saddle River, New Jersey: Prentice-Hall.  
Suzuki, L. A., Ponterotto, J. G., & Meller, P. J. (2001). *Handbook of multicultural assessment* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.

**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