

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 9/17/12; REV 10.3.12; REV 1.11.13

PROGRAM AREA(S): PSYCHOLOGY

Directions: All of sections of this form must be completed for course modifications. Use **YELLOWED** areas to enter data. All documents are stand alone sources of course information.

1. Indicate Changes and Justification for Each. *[Mark all change areas that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]*

<input type="checkbox"/> Course title	<input type="checkbox"/> Course Content
<input type="checkbox"/> Prefix/suffix	<input type="checkbox"/> Course Learning Outcomes
<input type="checkbox"/> Course number	<input checked="" type="checkbox"/> References
<input type="checkbox"/> Units	<input type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input checked="" type="checkbox"/> Other Effective 8.1.12 per Dan Wakelee 9.17.12/Kathy Musashi
<input type="checkbox"/> Prerequisites/Corequisites	<input checked="" type="checkbox"/> Reactivate Course
<input type="checkbox"/> Catalog description	
<input type="checkbox"/> Mode of Instruction	

Justification: Offering this course in spring 2013, reactivation of a stale course. Authroized by D Wakelee 9.17.12

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)

OLD	NEW
Prefix PSY Course# 410	Prefix PSY Course# 410
Title Psychological Testing Units (3)	Title Psychological Testing Units (3)
3 hours lecture per week	3 hours lecture per week
<input type="checkbox"/> hours blank per week	<input type="checkbox"/> hours blank per week
YES Prerequisites: PSY/MATH 202 or consent of instructor	YES Prerequisites: PSY/MATH 202 or consent of instructor
<input type="checkbox"/> Consent of Instructor Required for Enrollment	<input type="checkbox"/> Consent of Instructor Required for Enrollment
<input type="checkbox"/> Corequisites: <input type="checkbox"/>	<input type="checkbox"/> Corequisites: <input type="checkbox"/>
Catalog Description (Do not use any symbols):	Catalog Description (Do not use any symbols):
Surveys the administration and interpretation of objectives and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing.	Surveys the administration and interpretation of objectives and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing.
General Education Categories: <input type="checkbox"/>	General Education Categories: <input type="checkbox"/>
Grading Scheme (Select one below):	Grading Scheme (Select one below):
<input checked="" type="checkbox"/> A – F	<input checked="" type="checkbox"/> A – F
<input type="checkbox"/> Credit/No Credit	<input type="checkbox"/> Credit/No Credit
<input type="checkbox"/> Optional (Student's Choice)	<input type="checkbox"/> Optional (Student's Choice)
Repeatable for up to <input type="checkbox"/> units	Repeatable for up to <input type="checkbox"/> units
Total Completions <input type="checkbox"/>	Total Completions <input type="checkbox"/>
Multiple Enrollment in Same Semester Y/N <input type="checkbox"/>	Multiple Enrollment in Same Semester Y/N <input type="checkbox"/>
Course Level:	Course Level:
<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Undergraduate
<input type="checkbox"/> Post-Baccalaureate	<input type="checkbox"/> Post-Baccalaureate
<input type="checkbox"/> Graduate	<input type="checkbox"/> Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
(Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>X</u>	Lecture	<u>3</u>	<u>1</u>	<u>25</u>	<u>X</u>	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication

A-2 English Writing

A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences

B-2 Life Sciences – Biology

B-3 Mathematics – Mathematics and Applications

B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art

C-2 Literature Courses

C-3a Language

C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. Justification and Requirements for the Course. [Make a brief statement to justify the need for the course]

OLD

NEW

Psychological testing methods are a component of many programs with the idea of giving students a foundation in

testing instruction and administration.

☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

☐ Requirement for the Major/Minor
☒ Elective for the Major/Minor
☐ Free Elective

Submit Program Modification if this course changes your program.

6. Student Learning Outcomes. (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to:

OLD

1. Acquire the statistical concepts and skills necessary to explain 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. Discuss 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
8. Be able to in administering and interpreting selected APA Level A tests and measures.

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8. Be able to in administering and interpreting selected APA Level A tests and measures.

7. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

Tests and measurements.
Defining and measuring psychological attributes: Ability, interests, and personality.
Testing and society.
Basic concepts in measurement and statistics.
Scales, transformations, and norms.
Reliability: The consistency of test scores.
Using and interpreting information about test reliability.
Validity of measurement: Content and construct-oriented validation strategies.
Validity for decisions: Criterion-related validity.
Item analysis.
The process of test development.
Computerized test administration and interpretation.
Ability testing: Individual tests.
Ability testing: Group tests
Issues in ability testing.
Interest testing.
Personality testing.
Tests and educational decisions.
Psychological measurement in industry.
Diagnostic testing: Clinical applications.
Clinical assessment.

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Issues in ability testing.
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Personality testing.
Tests and educational decisions.
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Diagnostic testing: Clinical applications.
Clinical assessment.

Does this course content overlap with a course offered in your academic program? Yes ☒

No ☐

If YES, what course(s) and provide a justification of the overlap. **Some overlap of Research Methods course.**

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap. ☐

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course: ☐
- C. Program responsible for staffing: ☐

9. References. [Provide 3-5 references]

OLD Domino, G. (2000). Psychological testing: An introduction. Upper Saddle River, New Jersey: Prentice-Hall.
Walsh, W. B., & Betz, N. E. (2001). Tests and assessments (4th ed.). Upper Saddle River, New Jersey: Prentice-Hall.
Suzuki, L. A., Ponterotto, J. G., & Meller, P. J. (2001). Handbook of multicultural assessment (2nd ed.). San Francisco: Jossey-Bass.
Murphy, K. R., Davidshofer, C. O. (2001). Psychological Testing: Principles and Applications (5th ed.). Upper Saddle River, New Jersey: Prentice-Hall.

NEW

Reynolds, C. R., & Livingston, R. B. (2012). Mastering modern psychological testing: Theory and methods; Upper Saddle River, NJ: Pearson Education, xxi, 622 pp.
Miller, L. A., McIntire, S. A., & Lovler, R. L. (2011). Foundations of psychological testing: A practical problem (3rd ed.); Thousand Oaks, CA, US: Sage Publications, Inc, xviii, 613 pp.
Kaufman, J. C. (Ed.), (2009). Intelligent testing: Integrating psychological theory and clinical practice; New York, NY, US: Cambridge University Press, 2009. xii, 252 pp.
Raykov, T., Marcoulides, G. A. (2011). Introduction to psychometric theory.; New York, NY, US: Routledge/Taylor & Francis Group, 2011. xii, 335 pp.

10. Tenure Track Faculty qualified to teach this course.

Adams, Baker, De Oca, Kee-Rose, Volkan

11. Requested Effective Date or First Semester offered: **Spring, 2013**

12. New Resource Requested: Yes ☐ No ☒

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

☐

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

☐

C. Facility/Space/Transportation Needs:

☐

D. Lab Fee Requested: Yes ☐ No ☐ (Refer to the Dean's Office for additional processing)

E. Other. ☐

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes ☐ No ☒

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012.**

Last day to submit forms to be considered during the current academic year: **April 15th.**

Virgil H. Adams III

9/17/2012

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: [REDACTED]

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date