

## GE CRITERIA APPROVAL FORM

### PSY 333 Measurement and Testing of Groups and Individuals (3)

Harley Baker

**Indicate which of the following GE would be satisfied by this course by marking an "X" on the appropriate lines.** Courses may be placed in up to *two* GE categories as appropriate. Upper Division Interdisciplinary GE courses (UDIGE) may be placed in two GE categories in addition to the UDIGE category.

GE Category	
<input type="checkbox"/>	A1: Oral Communication
<input type="checkbox"/>	A2: English Writing
<input type="checkbox"/>	A3: Critical Thinking
<input type="checkbox"/>	B1: Physical Sciences—Chemistry, Physics, Geology, and Earth Sciences
<input type="checkbox"/>	B2: Life Sciences—Biology
<input type="checkbox"/>	B3: Mathematics—Mathematics and Applications
<input type="checkbox"/>	B4: Computers and Information Technology
<input type="checkbox"/>	C1: Art
<input type="checkbox"/>	C2: Literature
<input type="checkbox"/>	C3a: Language
<input type="checkbox"/>	C3b: Multicultural
<input checked="" type="checkbox"/>	D: Social Perspectives
<input type="checkbox"/>	E: Human Physiological and Psychological Perspectives
<input checked="" type="checkbox"/>	Upper Division Interdisciplinary GE
Lab Included?      Yes      _____      No <u>  X  </u>	

Please provide a brief explanation of how the proposed course meets *each* of the criteria for the selected GE categories.

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