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 415 ASSESSMENT OF CHILDREN (3)

Three hours lecture per week

Prerequisite: PSY 333 or PSY 410

An intensive study in the cognitive-intellectual, emotional, and developmental assessment of children. Topics include: testing instruments, concepts of intelligence, cognition, emotional development, and specific developmental disorders in children, issues of language and culture related to the assessment of children.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	<u>3</u>	<u> 1 </u>	25
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 in the psychology major

Through this course, students will:

- 1. Become acquainted with the types and variety of psychological tests used to assess children and adolescents.
- 2. Evaluate the quality of psychological tests based on their psychometric characteristics (e.g., reliability, evidence of validity)...
- 3. Choose appropriate tests based on the child and the needed information.
- 4. Critique, evaluate, and interpret tests used to assess cognitive development in children and adolescence.
- 5. Critique, evaluate, and interpret tests used to assess intelligence and cognitive functioning in children and adolescence.
- 6. Critique, evaluate, and interpret tests used to assess emotional and social development in children and adolescents.
- 7. Critique, evaluate, and interpret tests used to assess emotional and social development in children and adolescents.
- 8. Refine their oral, written, and critical thinking skills by class presentations, group work, and a literature review.

Is this a General Education Course	YES	NO
If Yes, indicate GE category:		
A (English Language, Communication, C	Critical Thinking	g)
B (Mathematics & Sciences)		
C (Fine Arts, Literature, Languages & C	ultures)	
D (Social Perspectives)		
E (Human Psychological and Physiological	al Perspectives)	
	If Yes, indicate GE category: A (English Language, Communication, C B (Mathematics & Sciences) C (Fine Arts, Literature, Languages & C D (Social Perspectives)	If Yes, indicate GE category: A (English Language, Communication, Critical Thinking B (Mathematics & Sciences) C (Fine Arts, Literature, Languages & Cultures)

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5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

Psychometrics of child assessment and measurement Mechanics of child assessment and measurement Ethical issues in child and adolescent assessment Family issues in child and adolescent assessment Assessing child and adolescent cognitive and intellectual functioning Assessing child and adolescent emotional functioning Assessing child and adolescent personality and psychopathology Assessing child and adolescent social development and functioning

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

Kemphaus, R. W. (2002). Clinical assessment of child and adolescent intelligence (2nd ed). New York: Allyn & Bacon.

Kronenberger, W. G., & Meyer, R. G. (2003). The child clinician's handbook (2nd ed). New York: Allyn & Bacon.

Naar-King, S. N., Ellsi, D. A., & Frey, M. A. (2003). Assessing children's well-being: A handbook of measures. New jersey: Erlbaum.

Ramsey. M. C., Reynolds, C. R., Kamphaus, R. W. (2002). Essentials of behavioral assessment. San Francisco: Jossey-Bass.

Vance, H. R., & Pumariega, A. J. (2001). Clinical assessment of child and adolescent behavior. San Francisco: Jossey-Bass.

7. List Faculty Qualified to Teach This Course.

Psychology faculty

8. Frequency.

a. Projected semesters to be offered: Fall <u>X</u> Spring <u>X</u> 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