A. Protocol

Course Name: Advanced Tests and Measurements
Course Number: PSY 721
Credits: 3
Prerequisites: Undergraduate or graduate course in Statistics
Maximum Class Size (face-to-face): 30
Maximum Class Size (online):
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Upon completion of this course students will be able to

1) Recognize basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observation;
2) Describe and apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
3) Measure and discuss reliability concepts (i.e., theory of measurement error, models of reliability, and the use of reliability information);
4) Measure and discuss validity concepts (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
5) Identify and measure the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
6) Apply ethical standards for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
7) Utilize norms in the interpretation of test scores.
8) Describe test design and item analysis.
9) Identify and discuss major categories of psychological tests including achievement, aptitude, personality, and occupational interest’s tests.
10) Use of the Mental Measurement Yearbooks to evaluate standardized tests.

C. Catalog Description:

This course is designed to provide the graduate student with an understanding of the use of tests for diagnostic studies of children, adolescents, and adults in a diverse society. It explores the ways in which tests are constructed, evaluated, administered, and interpreted. In addition, the course provides a survey of some representative tests of achievement, aptitude, personality, intelligence, and occupational interests. Students also receive practice in administering, scoring and interpreting such tests through a practicum involving an evaluation of themselves and at least one other person.
D. Outline of the Course:

1) Lecture Outline:
   a) Functions and origins of psychological tests
   b) Ethics of testing
   c) Technology and Testing
      1. Computers and test administration, scoring and interpretation
      2. Testing and the Internet
   d) Mental Measurement Yearbooks (MMY)
      1. On-line access
      2. Structure of reviews
   e) Norms and the interpretation of test scores.
   f) Reliability
   g) Validity
   h) Item analysis
   i) Test types
      1. Cognitive ability tests
      2. Aptitude tests
      3. Achievement tests
      4. Personality tests
      5. Interests tests
   j) Testing and diversity
      1. Multicultural assessment
      2. Gender differences
      3. The disabled

2) Practicum Experiences
   a. Objective: To ensure that students are able to score simple standardized tests, interpret these scores and synthesize the results of several tests and an interview into a comprehensive written report.

   Activities: Each student writes a test report (vocational profile) that provides vocational guidance to a student partner. Each student completes a battery of tests including at least one cognitive ability test, one self-report personality inventory and one vocational interest inventory and interviews her partner. Using provided answer keys and norms, the student scores the tests, interprets results, draws conclusions and makes recommendations concerning his partner’s career path. A comprehensive report is written, containing these sections: Descriptive Information, Reason for Evaluation, Assessment Techniques Used, Background Information, Behavioral Observations, Interpretation of Results and Conclusions and Recommendations.
   Method of Evaluation: See attached - Scoring Rubric: Vocational Profile (10 hours)

   b. Objective: To ensure that students are able to administer and score a brief standardized test that measures an aspect of cognitive ability.

   Activities: Each student administers a brief test, such as the Peabody Picture Vocabulary Test or the Wide Range Achievement Test, to four people including at least two children/adolescents.

   Method of Evaluation: Pass or Redo grading is used. See attached checklist. (5 hours)

rubric.


E. Assessment Activities:

1) Traditional Classroom Assessment

**Assessment** – knowledge of test construction and data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results.

a. Practicum Experiences
   1. Vocational Profile: A written report in which students summarize the results of the assessment of another student (See Section V1.B.1 above and attached scoring rubric)
   2. Test administration: Four completed test records (See Section V1.B.2 above and attached scoring rubric)

b. Written Tests
   1. Two short-answer tests and/or
   2. Multiple short-answer quizzes

c. Written summary and class presentation of MMY review(s) for one test (See attached rating form).

F. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) *each semester* to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: [http://www.calu.edu/current-students/student_services/disability/index.htm](http://www.calu.edu/current-students/student_services/disability/index.htm)
Supportive Instructional Materials, e.g. library materials, web sites, etc.


Additional Information for Course Proposals

H. Proposed Instructors:

Any Psychology Department faculty member.

I. Rationale for the Course:

J. Specialized Equipment or Supplies Needed:

K. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy
(MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.