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Action-Date: App 11/23/99
senate App 4/4/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dasen Luo Phone 357-4518

Department Psychology

II. PROPOSAL TYPE (Check All Appropriate Lines)

_____ **COURSE** Psych. Test/Measure
Suggested 20 character title

____ New Course* _____
Course Number and Full Title

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Rev.

__X__ Course Revision Psychological Testing & Measurement PC325
Course Number and Full Title

____ Liberal Studies Approval+ for new or existing course _____
Course Number and Full Title

____ Course Deletion _____
Course Number and Full Title

__X__ Number and/or Title Change PC322 Introduction to Psychological Measurement
Old Number and/or Full Old Title

PC325 Psychological Testing & Measurement
New Number and/or Full New Title

____ Course or Catalog Description Change _____
Course Number and Full Title

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Rev

_____ **PROGRAM:** _____ Major _____ Minor _____ Track

____ New Program* _____
Program Name

____ Program Revision* _____
Program Name

____ Program Deletion* _____
Program Name

____ Title Change _____
Old Program Name

_____
New Program Name

III. Approvals (signatures and date)

Paul E. Brown
Department Curriculum Committee

Department Chair

College Curriculum Committee

College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

Syllabus

I. Catalog Description

(Old)

PC322: Introduction to Psychological Measurement — 3credits, 3 lecture hours (3c-01-3sh)

Prerequisites: PC101 & MA217

Survey of psychological measurement techniques, with emphasis on theoretical assumptions underlying these techniques and discussion of interpretation and limitations of measuring instruments.

(Revised)

PC325: Psychological Testing and Measurement — 4 credits, 3 lecture hours, 2 lab hours (3c-2l-4sh)

Prerequisites: PC101 & MA217, SO Standing

The course will present a series of focused discussions on principles, methods, and issues of psychological measurement. It will also describe the major psychological tests currently in use, and illustrate the administration and scoring of these tests. The laboratory activities are intended to provide hands-on experiences in computerized analysis and evaluation of psychological tests, to demonstrate test administration and scoring in practical settings, and to enhance the understanding of psychological testing through class projects.

II. Course Objectives

Students in the class will:

a. learn the intricacy of major issues involved in psychological testing;
b. understand the principles and methods of psychological measurement;
c. familiarize with the major psychological tests currently in use;
d. learn how to construct, administer, and evaluate psychological tests.

III. Course Schedule

<u>Section I. Principles and methods of psychological measurement (4 weeks including exam)</u>

1. Lectures

a. history of psychological testing;
b. related statistical concepts;
c. norms and standardization of tests;
d. reliability;
e. validity;
f. item analysis;

g. item response models.

2. Laboratory Activities
a. computerized analysis of test scores;
b. computerized evaluation of test reliability;
c. computerized item analysis.

Section II. Tests of Intelligence (4 weeks including exam)
1 Lectures
a. theories of intelligence;
b. major tests of intelligence;
c. issues of intelligence testing.

2. Laboratory Activities
a. administering and scoring of The Wechsler Intelligence Scale for Children (WISC);

Section III. Tests of Personality (3 weeks including exam)
1. Lectures
a. theories of personality;
b. objective tests of personality;
c. projective tests of personality.

2. Laboratory Activities
a. administration and scoring of NEO Personality Inventory (NEOPI)
a. administering and scoring of The Minnesota Multiphasic Personality Inventory (MMPI);
b. illustration of the Rorschach Inkblot Test administration.

Section IV. Attitude, Vocational and Aptitude Tests (3 weeks)
1. Lectures
a. sampling schemes of attitude survey;
b. statistical analysis of survey data;
c. aptitude tests;
d. vocational tests

2. Laboratory Activities
a. construction of attitude survey questions;
b. interpretation of vocational and interest test scores.

Exam 4 will be given during the final period.

IV. Evaluation Methods
The final grades for the course will be determined as follows:

70% Tests. Four non-cumulative tests consisting of objective and essay questions. 40 points

each. Tests will cover materials presented both in lecture and lab sessions.

20% Research Paper. Each student will prepare a paper on a topic approved by the instructor. The paper will be due before the finals week. Research papers will be graded on content and mechanics.

10% Lab and Class Activities: Each student's active discussion, attendance, participation in class projects and other lab and class activities will be considered for this part of grading.

Grading Scale: A, 85-100; B, 75-84; C, 65-74; D, 55-64; F, <55.

V. Textbook, Readings, and References

1. Textbook

Kaplan, R. M. & Succuzzo, D. P. (1997). Psychological testing: principles, applications, and issues (Fourth Edition). Brooks/Cole Publishing Company

2. Readings

Anastasi, A. (1986). Evolving concepts of test validation. Annual Review of Psychology, 37, 1-15.

Kaplan, R. M. (1987). The controversy related to the use of psychological tests. In B. B. Wolman (ed.), Handbook of Intelligence: Theories , measurements, and applications; New York: Wiley.

Ben-Porath, Y. S., & Butcher, J, N. (1991). The historical development of personality assessment. In C. E. Walker (ed.), Clinical psychology: Historical and research foundations; New York: Plenum.

3. References

American Psychological Association (APA) (1974). Standards for educational and psychological tests. Washington, D.C.: American Psychological Association.

Butcher, J. N. (1989). MMPI-2 users guide. Minneapolis, MN: Natural Computer Systems.

Costa, P. U., Jr., & McCrae, R. R. (1985). The NEO Personality Inventory: Manual. New York: Psychological Assessment Resources.

Steinburg, L., & Thissen, D. (1995). Item response theory in personality research. In P. E. Shrout & S. T. Fiske (Eds.), Personality research, methods, and theory. A festschift honoring Donald W. Fiske. Hilllsdale, NJ: Lawrence Eribaum Associates.

Wechsler, D. (1991). *WISC-III manual.* San Antonio, TX. The psychological Corporation.

Summary

The course under revision will present a series of focused discussions on principles, methods, and issues of psychological measurement. It will also describe the major psychological tests currently in use, and illustrate the administration and scoring of these tests. The proposed revision updates the course content to reflect the flux of the area, and adds a laboratory component to the original course. The original course content is modified to include more recent measurement techniques, i.e., item response theory models, and some new psychological assessment instruments such as NEO Personality Inventory-Revised. The original five class units are also reorganized into four sessions, with one exam for each session. The laboratory activities are intended to provide hands-on experiences in computerized analysis and evaluation of psychological tests, to demonstrate test administration and scoring in practical settings, and to enhance the understanding of psychological testing through class projects.

Rationale for Course Revision

In recent years, there have been some fundamental changes in the area of psychological testing and measurement. With the aid of computer technology, new models of testing and measurement have brought about changes to test design, test administration, test scoring and measurement data analysis. The course is revised to reflect such changes in the area, and to add a laboratory component to the original course. An introduction to more recent models of measurement as well as some new assessment instruments will be added to the course content. The revised course will also cover more practical test materials than the original course. For example, personality assessment and vocational testing will be more intensively discussed in the revised course than they were in the original course. The laboratory activities are included to provide hands-on experiences in test administration and score analysis of psychological measurement. Students will also learn to design certain simple psychological tests during the lab sessions. Because of the changes in course content and the additional lab component, the course units are reorganized from the original five units into four units, and exams are to be administered according to the new units.

In conjunction with the proposed addition of the lab component, the course title is changed to Psychological Testing and Measurement. The previous course requires prerequisites of PC101, General Psychology and MA217. MA217 covers some basic statistical principles and is a required course for psychology majors. A knowledge of the statistical principles covered in MA217 is necessary both for the understanding of the measurement models to be discussed in the revised course, and for the data analysis training in the lab sessions of the revised course. It can therefore better prepare students for the revised course content, and should remain to be a prerequisite for the revised course. For the revised course, an additional requirement, i.e., SO standing is proposed. The emphasis of the revised course on the methodological and statistical aspect of psychological testing and measurement demands a certain level of maturity in students' learning and cognition, and students with a SO standing or higher typically have acquired a level more comparable to such a demand. A sophomore standing is therefore proposed as a prerequisite. Because of the additional lab component, the proposed course will have a load of 4 1/3 hours instead of the original 3 hour load.

Course Load

The revised course will have a load of 4 1/3 hours and will be consistent with the required overall load. My current course load is 11 2/3 hours in the fall semester (4 1/3 + 4 1/3 +3 for two sections of PC290 and one section of PC101) and 10 1/3 in the spring semester (4 1/3 + 3 + 3 for one section of PC291, one section of PC704, and release time for teaching the graduate course). With the revised course, my most likely new teaching load will be 13 hours in the fall semester (4 1/3 + 4 1/3 +4 1/3 for two sections of PC290 and one section the revised course) and still 10 1/3 in the spring semester. The annual teaching load will be 23 1/3 hours, and will be under the 24-hour-per-year limit.

Goals of the Course:

A. Introduce controversies and responsibilities in psychological testing.
B. Understand basic concepts needed to evaluate a test (e.g., reliability, validity).
C. Introduce the major psychological tests currently in use; learn to locate and evaluate new tests which are available commercially.
D. Develop an attitude scale, to illustrate practical steps in test construction.

References:

Anastasi, A. Psychological Testing (4th ed.) New York: MacMillan, 1976. (Textbook for course).
Buros, O. K. Mental Measurements Yearbook (Ed. V-VII) (In Reference section, first floor of Stabley Library)
Gormley, J., & Edelberg, W. Validity in personality trait attribution. Am. Psychologist, 1974, 28, 189-193. (Xerox copy, library reserve).
Gross, M. The Brain Watchers. New York: Signet, 1962. Pp. 9-27; 231-240. (Xerox copy, library reserve).
Scarr, S., & Weinberg, R. A. IQ test performance of black children adopted by white families. Am. Psychologist, 1976, 31, 726-739. (Xerox copy, library reserve).

Unit I: Background; Social implications of testing

Dates	Reading and topic
Sept. 8, 11	Ch. 1 (Origins of testing)
Sept. 13	Ch. 2 (Nature & use of psychological tests)
Sept. 15, 18	Ch. 3 (Social & ethical implications) Gross reading (The Brain Watchers) Appendix B, Pp. 691, 698 (EEOC Guidelines)
Exam I:	Wed., Sept. 20 (30 pts.)

Unit II: Standard scores; reliability of tests

Sept. 22, 25	Ch. 4 (Norms & interpretation of scores)
Sept. 27, 29	Ch. 5 (Reliability)
Oct. 2 & 4	Computer exercise on factors affecting reliability
Exam II:	Fri., Oct. 6 (40 pts.)

Unit III: Validity of tests

Oct. 9, 11, 13	Ch. 6 (Validity: Basic concepts) Gormly reading (Val. in person. trait attribution)
Oct. 16, 18	Ch. 7 (Validity: Measurement and interpretation)

Exam III: Fri., Oct. 20 (40 pts)

Unit IV: Tests of scholastic types of ability

Oct. 23, 25 Ch. 9 (Individual tests of "Intelligence")

Oct. 27 Pp. 281-286 (Testing the physically handicapped)
Pp. 287-298 (Cross-cultural testing)

Oct. 30 Ch. 12 (Issues in intelligence testing)
Scarr & Weinberg (IQs of adopted black children)

Nov. 3, 6 Ch. 13 (Measuring multiple aptitudes)
Pp. 398-403 (Achievement testing; readiness tests)

Exercises: (1) Administer and score parts of the Wechsler Intelligence Scale for Children.
(2) Use Buros Mental Measurements Yearbook to locate recent tests of mental ability.

Exam IV: Wed., Nov. 8 (50 pts.)

Unit V: Measuring interests & attitudes; other assessment techniques

Nov. 10, 13 Ch. 18 (Interests, attitudes, & values)

Nov. 15, 17 Construct an attitude scale

Nov. 20 Pp. 435-439 (Validation of Industrial testing)
Pp. 464-471 (Clinical diagnosis)

Nov. 27, 29 Ch. 20 (Other assessment techniques)

Exercises: (1) Construct a Likert-type attitude scale, using standardization data and results from item analysis.
(2) Use Buros MMY to evaluate two of the tests mentioned in Ch. 15 and 16.

Exam V: Fri., Dec. 1 (40 pts.)

Unit VI: Personality tests

Dec. 4, 6, 8 Ch. 17 (self-report personality inventories)

Dec. 11,13,15 Ch. 19 (projective tests)

Exercise: Complete score profiles for a multi-trait, self-report inventory.

Final Exam: Covers Unit VI, plus selected material from Units II & III (Total of 60 pts.)

Office hours: 213 Clark Hall Phone 357-2374
Mon., Wed., Fri: 10-11; 2:30-3:00
Tues., Thur.: 11-12