PSYC 421

PSYCHOLOGICAL MEASUREMENT

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
**COURSE CHART**


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
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<tr>
<td>1</td>
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<tr>
<td>5</td>
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<td>Chapter 10</td>
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<td>Individual Project: Test</td>
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Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF PSYCHOLOGY

PSYC 421
PSYCHOLOGICAL MEASUREMENT

REQUIRED TEXTBOOK

COURSE DESCRIPTION
A study of standardized tests in psychology, counseling and education. Includes personality, aptitude, general ability, achievement and interest tests. Elementary statistics necessary to test usage and interpretation will be a part of the course.

I. RATIONALE
This course directly supports Aims 1, 3, 6, 7, 8, 10 of the Liberty University Statement of Purpose. An individual’s ability to communicate effectively affects audience response dramatically.

II. PREREQUISITES
PSYC 101, PSYC 200 or PSYC 210, PSYC 355

III. LEARNING OUTCOMES
1. Develop an understanding of methodologies and statistical procedures associated with test construction and validation—understand what the criteria of a “good” test are.
2. Develop an understanding and appreciation for the uses of different types of psychological tests.

3. Learn about legal, ethical, and controversial issues in the testing field.

4. Develop familiarity with the qualitative as well as quantitative methods leading to a disciplined curiosity about human behavior and experience.

5. Comprehend the language of the discipline found in textbooks and scientific journal articles to be able to present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent publication manual of the American Psychological Association.

6. Develop the skills of gathering information from library including: computerized information sources, bibliographic systems, computerized literacy skills in word processing in APA format, conducting internet/electronic searches and utilization of various statistical packages as well as other sources from which one can present a persuasive argument.

7. Develop a growing sophistication about research strategies and their limitations, within the context of the Ethical Principles of Psychologists (APA, 1990) and the desire to adhere to those principles in psychological theory, practice, and research.

IV. MATERIALS FOR LEARNING

A. Internet access and Microsoft Word

B. Textbook

C. Calculator: T1 or Casio (stocked at Wal-Mart and Staples)

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings

B. Lecture notes

C. Non-graded homework (2)
   These assignments will be posted on Blackboard (along with the answers) to assist the student in understanding statistical concepts that will be included on Exams 1 & 2.

D. Self-Monitoring scale
   A psychological test which will help the student understand the discussion in
lecture about whether personality traits actually predict individuals’
behavior.

E. Individual project
A 5 to 10-page written evaluation of a published psychological test that
the
student will select.

F. Exams (4)

VI. Course Grading and Policies

A. Weight

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<tbody>
<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
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<td>Exam #3</td>
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<td>Exam #4</td>
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<tr>
<td>Individual Project</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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B. Scale
A = 90–100   B = 80-89   C = 70-79   D = 60-69   F = 0-59

C. Disability Assistance
Students with a documented disability may contact the DLP Office of
Disability Academic Support (ODAS) at dlpodas@liberty.edu to make
arrangements for academic accommodations.

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From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the overall level of difficulty of this course?

Level of demand = 8
The subject matter of the course includes statistics and methodology that tends to be challenging for psychology majors.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the reading requirements in this course?

Level of demand = 8
Based on student feedback, the textbook for this course is more challenging than the typical undergraduate textbook.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the lecture requirements in this course?

Level of demand = 6
Student indicate that the voice annotated PowerPoint lectures are well organized and understandable.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the online exam requirements in this course?

Level of demand = 7
Because of the challenging textbook and because most questions require students to apply concepts, the exams are more difficult than average.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the discussion board requirements in this course?

Level of demand = 3
Discussion Boards are not graded in this course. Students are encouraged but not required to participate.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?