

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

Psychology

Academic Unit

Psychology

Book 3 Listing (e.g., Portuguese)

597.02 Testing in Modern Society

Number

Title

Tests in Society

U

5

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter X

Spring

Year

2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): This course addresses the history and role of testing, both standardized and

otherwise, in the United States and across the globe.

Quarter offered:

Distribution of class time/contact hours: 2 2-hour classes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): Junior or Senior standing

Exclusion or limiting clause:

Repeatable to a maximum of NA credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement:

Yes No

GEC: Yes No

Admission Condition

Off-Campus:

Yes No

EM: Yes No

Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 42.9999 Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Until recently, there have been no 597 course offerings from the department of psychology. This is the second course of a series to be proposed to fill this gap. The topic for this course is an issue of clear global significance.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

No adjustment necessary. The course is part of the regular teaching load of a new faculty member.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Approval of GEC Category 8 status

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: 40 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):

Not Applicable

We have requested concurrences from Economics, Political Science, Sociology, and Public Policy

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair

Robert Arkin
Printed Name

22 Sept 2006
Date

2. Academic Unit Graduate Studies Committee Chair

Printed Name

Date

3. ACADEMIC UNIT CHAIR/DIRECTOR

Gifford Weary
Printed Name

9-26-06
Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE

Printed Name

Date

6. ARTS AND SCIENCES EXECUTIVE DEAN

Printed Name

Date

7. Graduate School (if appropriate)

Printed Name

Date

8. University Honors Center (if appropriate)

Printed Name

Date

9. Office of International Education (if appropriate)

Printed Name

Date

10. ACADEMIC AFFAIRS

Printed Name

Date

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Psychology

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

PSYCH 597.02

3. GEC areas(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 8: Issues of the Contemporary World

4. Attach:

- A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
- An assessment plan for the course; and
- The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. Proposed Effective Date Winter 2007

6. If your unit has faculty members on any of the regional campuses, have they been consulted? Yes

7. Select the appropriate descriptor for this GEC request:

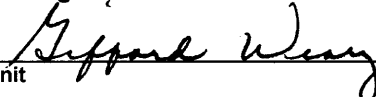
Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to ascurofc@osu.edu.

9. Approval Signatures

Academic Unit  9.22.06
Date

College Office/College Curriculum Committee _____ Date

Colleges of the Arts and Sciences Committee on Curriculum and Instruction _____ Date

Office of Academic Affairs _____ Date

Psychology 597.02 – “Testing in Modern Society”

Specific Goals

1. What contemporary issue(s) will the course address? Does the issue have worldwide significance and illustrate global interdependence?

The contemporary issue addressed in this course is “testing”. In the entire Western world, and a good portion of the East, almost every individual has been “tested” for one reason or another. Tests are used to assess academic progress in almost all schools, both public and private. Today’s college students are intimately familiar with all kinds of tests. From the standardized tests that are required for admission to college to the midterm and final exam found in many of their classes, testing has become a permanent fixture in the lives of many people worldwide. In North America, students may take half a dozen or more standardized exams in their K-12 years, with the total number of “tests” they have taken in the *hundreds* by the time they finish college. While the volume of testing is typically lighter in other countries, the stakes are often higher. Understanding the ways in which testing continues to influence public policy, education, and economics on a global scale is more important now than at any previous time in our history.

2. Is the course based in a single discipline or is it interdisciplinary in design?

The course will be approached from a primarily psychological perspective. However, it will take a wide perspective in considering the implications of testing for contemporary society. Standardized testing across the globe raises issues of relevance to educators, sociologists, economists, political scientists, and policy makers. Both instructors for the course are quantitative psychologists with extensive training in test construction and use.

3. Capstone courses must address issues having “worldwide significance and illustrate global interdependence.” This is not addressed by arbitrarily including material from other countries or cultures in a reading list. Integration of concepts is deemed critical and that integration must be indicated on the syllabus.

As mentioned earlier, testing for a broad number of purposes occurs in most cultures across the world. Globalization has further increased the demand for a common framework to allow international evaluation and comparison. These issues will be addressed throughout the course via discussions of cultural bias in testing, difficulties in questionnaire translation, and the different effects testing has had on different cultures. In addition, recent news articles will be used to show how international comparison based on some set of test results can influence national politics abroad and here in the United States.

4. What features of this course will promote interaction among students from different academic backgrounds?

Given the ubiquity of testing in the lives of college students today, this course should be of interest to a broad range of students. To facilitate interaction and encourage research, at three different points in the quarter students will be assigned to groups and set the task of discussing and writing a group essay on one of several topics (see attached syllabus for greater detail). The assignment of students to groups will change for each project and to the extent that it is possible each group will be composed of students from different majors. Successful completion of these group essays will require some research, the nature of which will vary as a function of the essay topic. In addition, to further facilitate interaction as well as to assess the extent to which the interaction has been beneficial, at least three class periods during the quarter will be devoted to class discussion of the essays.

5. What prerequisites will be specified for this course? Note: Generally speaking, the committee prefers minimal prerequisites; in most cases prerequisites should consist of lower-level courses approved for the other GEC categories.

Ideally, the course would be limited to students with senior standing. However, as is commonly the case for 597 courses, students with junior standing will be permitted to enroll as well. However, the performance of juniors in the course will be tracked and compared to that of seniors after two offerings of the course. Should juniors perform poorly relative to seniors, the prerequisite for the course will be changed to limit enrollment to seniors.

6. What writing or research component will be required as part of the course? Note: as this is intended to be a senior-level course, one should assume that all students will have completed the first and second writing skills courses and that some may have completed the third writing course. (The panel believes this component must be at least 25% of the course grade and should be so noted on the course syllabus.)

See number 4 above. The group writing assignments will receive a grade from the instructor (75%) and each group member will receive a grade from the other group members (25%). Each of these group essays will count as 10% of an individual's final grade. In addition, each student will be required to write one individual essay, which will count for 20% of the final grade. The remaining 50% of the course grade will be determined by two exams, consisting of multiple choice, short answer, and essay questions.

7. Will class size be limited to a maximum of 40 students? If larger, are the accompanying discussion sections limited to 25 students?

Class size will be limited to a maximum of 40 students. Should student demand exceed capacity, larger class size will be considered but will be implemented only if sufficient graduate course assistant support is available to permit smaller recitation sessions to be

held to supplement large group meetings and to permit the goals of this GEC category to be met.

Assessment Plan / Learning Objectives

1. *Students synthesize and apply knowledge from diverse disciplines to contemporary issues.*

The ability to synthesize the material encountered during the course with knowledge from different disciplines to better understand contemporary issues is essential for this course. To that extent, the group essay topics all require the students to use what they have learned in the course in conjunction with knowledge they already possess. For instance, in the first group project we plan on using the major of one student in the group as the basis for the test design task. This will spark a discussion among the group about the important aspects of this field and how one could best go about measuring the extent to which one has acquired those skills. Throughout the course, we will be able to continually monitor the extent to which the students are digesting the course material through in class discussions regarding group essays. A final assessment of the extent to which students have synthesized the material presented in the course with their pre-existing knowledge is their individual essay. This essay requires students to think about how testing has affected them personally as well as think critically about the benefits and drawbacks to the use of testing in general. Should performance on these essays and in class indicate that this goal is not being met for a substantial minority of students after two offerings of the course, modifications will be made as necessary.

2. *Students write about or conduct research on the contemporary world.*

All assignments in this course will require students to write or conduct research on the contemporary world to some extent. Obviously the essay assignments require writing, but to do well on these tasks some external research will also be necessary. The issues of scale validity, the use of standardized tests in admissions decisions, non-traditional testing, and personal impact of testing are all issues students will face throughout the course of their lives (and are almost guaranteed to have faced already). The course is designed to help students understand the impact of testing on the contemporary world and the assignments are designed to allow us to gauge how well they have done so. Again, should the essays indicate that this goal is not being met for a substantial minority of students after two offerings of the course, modifications will be made as necessary.

**Psychology 597.02
Testing in Modern Society
Spring Quarter, 2007**

<u>Lectures:</u>	Two 2-hour lectures per week
<u>Instructors:</u>	Nancy Betz Michael C. Edwards
<u>GEC Function:</u>	This course is designed to fulfill the following GEC requirements: Category 8: Issues in the Contemporary World

Overview of the GEC Capstone: Issues in the Contemporary World

The GEC requires that near the end of their studies, each student will select one course that considers one or more contemporary issues of broad and worldwide significance. This course is meant to provide a capstone to a student's undergraduate studies. Such capstone courses are designed to: 1) promote interaction among students and 2) have a significant writing or research component.

Course Overview

The contemporary issue addressed in this course is testing. Testing was a common aspect to 20th century life in the United States and with the No Child Left Behind Act (NCLB) of 2002, it appears testing will play an even more prominent role in the 21st century. Whether it is standardized testing in K-12 education, standardized testing for admission to higher education, psychological testing, or employment selection, testing is a fact of life for members of our society. The increased use and reliance on testing is not a uniquely American phenomenon, as many countries across the world rely on testing to some extent. This course addresses the history and role of testing, both standardized and otherwise, in the United States and across the globe.

Course Objectives

To begin to understand and discuss the role of testing in modern society, we must first have a common understanding of what tests are. The course begins with a broad overview of the history and development of testing, with an emphasis on concepts essential to understand the function of any test. While much of our discussion will focus on the testing enterprise in the United States, we will also consider the international aspects of testing. After establishing this common base of knowledge, we will turn to two particular instantiations of testing: Psychological Testing and Educational Testing. We will examine salient issues in each context and begin to better understand how to apply the abstract concepts underlying testing to specific areas in which tests are given. The final part of the course will involve applying the concepts we have discussed in class to a relevant problem in your own field of study. At the end of this course you should be able to better understand the issues involved in testing in any setting, whether it be international, national, or personal.

Students with Disabilities: This syllabus is available in alternative forms upon request. In addition, if you may need an accommodation based on the impact of a disability, you should contact the instructor immediately. Students with special needs should contact the Office of Disability Services (ODS) at 292-3307 for certification. Students without ODS certification will not be granted special accommodations.

Grading Structure

We will use the following fixed grading scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	E
93%	90%	87%	83%	80%	77%	73%	70%	67%	60%	<60%
372	360	348	332	320	308	292	280	268	240	<240

Your final grade will be based on a total of 400 points. The point breakdown is as follows:

- Exam 1: 100 points
- Exam 2: 100 points
- Group Essay 1: 40 points
- Group Essay 2: 40 points
- Group Essay 3: 40 points
- Individual Essay: 80 points

To prevent against unfair exams, we will call the grade of the second highest scorer on any exam 100% and the cutoffs will be computed from that grade. So, for example, if a given test is really hard and the second highest scores is 72%, and you get a 60%, your score on that exam will be $60/72 = 83\%$.

There will be two exams; each is worth 25% of your grade. You will also be required to write several essays on topics to be provided in class. Three of those essays will be written with a group of your classmates (you will be assigned to groups). Each group essay will be worth 10% of your grade (for a total of 30%). I will assign a group grade on each essay which will count for 75% of your essay grade. The remaining 25% of your essay grade will be given by the members of your group, so that members who fail to contribute to the project will not be able to get a grade as high as those members who do contribute. You will write one additional essay on your own, which will be worth 20% of your final grade. Essay guidelines will be provided in class.

Exams will be closed-book. In the event of a last-minute emergency, you **MUST** call your instructor, your TA, or Angie Mercer (292-4131) **BEFORE THE EXAM BEGINS**. Acceptable excuses for missing an exam are a death in your family, personal illness or the illness of your child or spouse, and unforeseen accidents like a car accident or getting stuck in an elevator on your way to the exam. We will need documented proof of these events should they occur. The form of the make-up exam is at the discretion of the instructor and *must be completed no later than three business days after the missed exam*.

Failure to complete the exam within the allotted time will result in a score of zero for that exam.

Academic Misconduct

All students at the Ohio State are bound by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Suspected violations of the Code will be reported to the Committee on Academic Misconduct.

Reading Material

Readings will be drawn from the following sources:

- 1) American Educational Research Association, American Psychological Association, & National Council on Measurement and Education (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- 2) Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. New York, NY: Harcourt.
- 3) Gould, S.J. (1996). *The mismeasure of man*. New York, NY: W.W. Norton & Co.
- 4) Jones, L.V. (1971). The nature of measurement. In R.L. Thorndike (Ed.), *Educational measurement, 2nd edition* (p. 335-355). Washington, DC: American Council on Education.
- 5) Lemann, N. (2000). *The big test: The secret history of the American meritocracy*. New York, NY: Farrar, Straus, and Giroux.
- 6) Levitt, S.D., & Dubner, S.J. (2005). *Freakonomics: A rogue economist explores the hidden side of everything*. New York, NY: HarperCollins Publishers.
- 7) Paul, A.M. (2005). *The cult of personality testing: How personality tests are leading us to miseducate our children, mismanage our companies, and misunderstand ourselves*. New York, NY: Free Press.
- 8) Sacks, P. (1999). *Standardized minds: The high price of America's testing culture and what we can do about it*. Cambridge, MA: Perseus Publishing.
- 9) Wainer, H. (2000). *Computerized adaptive testing: A primer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 10) Willingham, W.W. (1988). Testing handicapped people – The validity Issue. In H. Wainer & H.I. Braun (Eds.), *Test Validity* (p. 89-103). Mahwah, NJ: Lawrence Erlbaum Associates.

Lecture Topics by Theme and Class

I. General Issues and Ideas in Testing

Class 1. The what, where, and why of testing

Class 2. Aptitude, achievement, and personality

The Nature of Measurement (Jones, 1971)

Tests and Assessment (Chapters 1 & 2)

3. Good tests: Reliability and validity
Standards for Educational and Psychological Testing (Chapters 1 & 2)
Tests and Assessment (Chapter 3)
4. Scale construction and measurement
Standards for Educational and Psychological Testing (Chapter 3)
Measurement and Evaluation in Psychology and Education (Chapter 15)
5. Bad tests: Mismeasure of man; How to fake it
The Mismeasure of man (Chapter 3 & p.188-204)
6. Bad tests, continued: Implications & solutions
The Mismeasure of man (p.351-390)
7. Class discussion of essays

II. Education Testing and Public Policy

8. No Child Left Behind (NCLB)
Executive Summary of NCLB
Sections from Public Law 107-110 (NCLB)
9. The SAT
The Big Test (Chapters 1-3)
College Board's 2005-06 SAT Fact Sheet
College Board's The New SAT: What We've Learned
10. The GRE and computerized adaptive testing
Computerized Adaptive Testing (Chapters 1 & 10)
ETS What is the Value of the GRE?
ETS General Test Brochure
ETS Guide to the Use of Scores
11. The Consequences of High Stakes Testing
The Cheating Culture (Chapter 7)
Freakonomics (Chapter 1)
12. Fairness in Testing
Standards for Educational and Psychological Testing (Chapters 7, 9, & 10)
Testing Handicapped People – The Validity Issue (Willingham, 1988)
13. Testing around the world; Cross-cultural comparisons (TIMSS & PIRLS)
Comparing NAEP, TIMSS, and PISA in Mathematics and Science (NCES)
Selected documents from TIMSS website: <http://nces.ed.gov/timss/>
PIRLS 2001 International Report (Chapter 1)
14. Class discussion of essays

III. Selection and Classification

15. IQ testing – Part I

The Mismeasure of man (p. 222-263)

The Big Test (Chapters 4-6)

16. IQ testing – Part II

Tests and Assessment (Chapter 6)

17. Employment Screening & (Modern) Military Testing

Tests and Assessment (Chapter 10)

Introduction to ASVAB and CAT (Sands & Waters, 1997)

18. Personality assessment; Tests in the popular press

Tests and Assessment (Chapter 4)

The Cult of Personality (Chapter 1 & 3)

The Implicit Attitudes Test (Online at <https://implicit.harvard.edu/implicit/>)

IV. Concluding Thoughts

19. Standardize testing alternatives

Standardized Minds (Chapter 11)

20. Ethics: The use and abuse of testing

Tests and Assessment (Chapter 14)

Measurement and Evaluation in Psychology and Education (Chapter 14)

21. Class discussion of essays

Essay Topics

Group Essay 1: (500 word minimum)

The first project, resulting in the first essay, will be an exercise in developing a scale or measurement instrument relevant to some testing domain. As a group, students will write test items for an assigned domain (e.g., “Quantitative ability”) and discuss how these items are to be validated. The essay will describe the measure and how it would be validated.

Group Essay 2: (500 word minimum)

Imagine you are a college admissions committee and that you are considering the elimination of standardized tests as a requirement for admission. Discuss the advantages and disadvantages of eliminating the test as well as the advantages and disadvantages of the remaining criteria with which to evaluate applicants for admission to your college.

Group Essay 3: (500 word minimum)

Not all tests involve responding to items on a computer screen or piece of paper. Imagine you are members of a human resources department for a large company. You must devise some “test” to determine if an applicant would be a good salesperson. Decide on four crucial skills a salesperson must possess and then devise some “test” to assess the extent

to which a given applicant possesses these four skills. You may *not* use any standard paper and pencil (or computer administered) test.

Individual Essay: (1000 word minimum)

Describe how standardized testing has affected you personally. Be specific. What test have you taken and which were most influential in determining your options for education and employment? Have you been adversely affected by your test scores? If so, which test was problematic for you and how did it narrow your options? Has testing been good for you? Again, describe how. In conclusion, based on your personal experiences and using what you have learned in this class, provide arguments both for and against the use of testing as a way to control admission to our society's institutions.