

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

Psychology

Academic Unit

Psychology

597.02

Book 3 Listing (e.g., Portuguese)

Course Number

Summer

Autumn

Winter

Spring 2008

Year

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 instructions in the OAA curriculum manual.

Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

COMPLETE ALL ITEMS THIS COLUMN

Present Course

1. Book 3 Listing: Psychology

2. Number: 597.02

3. Full Title: Testing in Modern Society

4. 18-Char. Transcript Title: Testing in Society

5. Level and Credit Hours UG, 5Cr

6. Description: Addresses the contemporary issues involved in the widespread use of educational and psychological tests. Coverage includes the evaluation and uses of tests and the implications of these for individuals and for society.
 (25 words or less)

7. Qtrs. Offered :Annually (quarter may change each year)

8. Distribution of Contact Time: 2 2 hour lectures --
 (e.g., 3 cl, 1 3-hr lab)

9. Prerequisite(s): Not open to students who have received credit for Psychology 511, Psychological testing.

10. Exclusion:

(Not open to students who have received credit for Psychology 511, Psychological Testing.

11. Repeatable to a maximum of _____ NOT repeatable credits.

12. Off-Campus Field Experience: NONE

13. Cross-listed with: None

14. Is this a GEC course? GEC Capstone

15. Grade option (circle): Ltr S/U P
 If P graded, what is the last course in the series?

16. Is an honors version of this course available? Y X

B. General Information

Is an Embedded Honors version of this course NONE available? Y N

17. Other general course information:

COMPLETE ONLY THOSE ITEMS THAT CHANGE
Changes Requested

1. see attached letter

2.

3.

4.

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1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? NA

2. Does this course currently satisfy any GEC requirement, if so indicate which category GEC Capstone

3. What other units require this course? Have these changes been discussed with those units? None

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. None
5. Is the request contingent upon other requests, if so, list the requests? None

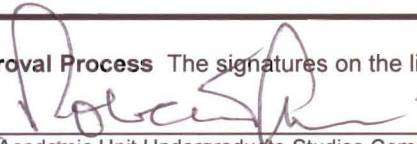
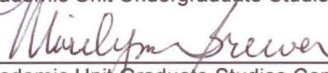

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to ascurofc@osu.edu.)**
Change is needed to prevent earning credit for two courses with significant overlapping content. See attached letter.

7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):

<input type="checkbox"/> Required on major(s)/minor(s)	<input type="checkbox"/> A choice on major(s)/minors(s)
<input type="checkbox"/> An elective within major(s)/minor(s)	<input type="checkbox"/> A general elective:

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:
None

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

- | | | | |
|-----|---|-----------------|---------|
| 1. |  | ROBERT ARKIN | 4/25/07 |
| | Academic Unit Undergraduate Studies Committee Chair | Printed Name | Date |
| 2. |  | Marilynn Brewer | 4/25/07 |
| | Academic Unit Graduate Studies Committee Chair | Printed Name | Date |
| 3. |  | Clifford Weary | 4-30-07 |
| | ACADEMIC UNIT CHAIR/DIRECTOR | Printed Name | Date |
| 4. | After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 th 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 Affairs (study tours only) | Printed Name | Date |
| 10. | ACADEMIC AFFAIRS | Printed Name | Date |

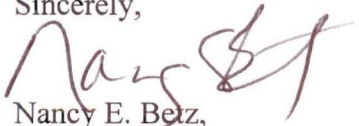
April 11, 2007

Dear Curriculum Committee Members:

One long standing course offered in the Department of Psychology is Psychology 511, Psychological Testing. For the past ten or so years I have been the only regular member of the faculty who teaches this course, and I offer it annually at this point. It is designed to teach the basics of psychometric theory, scale construction, and the major categories and applied uses of psychological test (Abilities, scholastic aptitudes, educational achievement, employment testing, personality, and vocational interest inventories).

Recently, Dr. Michael Edwards of our department and I collaborated in the development of a Psychology 579.02, Testing in Modern Society, intended as a capstone course primarily for non-majors but which can be taken by psychology majors for general credit but not as part of the psychology major. Although the prerequisites differ for the two courses, and their overall aims and audiences are different, there is of necessity significant overlapping content – both cover the basics of evaluating test quality (reliability and validity), both extensively cover aptitude testing, achievement testing, the use of tests in employment selection, and both cover the many ethical issues involved in using tests. The difference between the two courses is that Psychological Testing (511) is designed to prepare the Psychology major in the technical aspects of test selection and use. The 597 course is designed to prepare the educated citizen in the issues surrounding what has become a major institution of social policy (e.g. the No Child Left Behind legislation and the controversies over the use of aptitude testing for selection purposes). Thus, although 511 is taught at a higher level of statistical and technical rigor than is 597.02, the high degree of content overlap would render the two courses significantly redundant. Neither Dr. Edwards or I feel that students receiving credit for one course should be allowed to receive credit for the other. We therefore request a mutual exclusionary condition. We have included the course change request for both courses and the two syllabi.

Sincerely,



Nancy E. Belz,
Department of Psychology

Psychology 597.02
Testing in Modern Society
Spring Quarter, 2007

Lectures: Monday & Wednesday 3:00-4:48pm
Lazenby Hall (LZ) Room 0001

Instructor: Dr. Edwards
Lazenby 226; 614-688-8030; edwards.134@osu.edu
Office Hours: By Appointment

GEC Function: This course is designed to fulfill the following GEC requirements:
Category 8: Issues in the Contemporary World

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. 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:

Daily Quizzes: 15 points each (180 points total)
Group Essay 1: 60 points
Group Essay 2: 60 points
Individual Essay: 100 points

At the beginning of every class, with the exception of the first day and two presentation days, I will hand out a quiz at 3pm. You will have until 3:15pm to finish the quiz. All quizzes are close-book. There are no make up quizzes. Each quiz is worth 15 points. There are 16 lectures for the quarter, which means there will be 16 quizzes. Your quiz grade will be the sum of your 12 highest scores (for a max of 180 points). **This accounts for 45% of your final grade.** The quizzes will be easy if you have done the readings, but difficult if you have not. Bottom line – do the readings.

You will also be required to write several essays on topics to be provided in class. Two of those essays will be written with a group of your classmates (you will be assigned to groups). Each group essay will be worth 15% of your final grade (for a total of 30%). I will assign a group grade on each essay which will count for 75% of your essay grade (out of 45 points). The remaining 25% (15 points) of your essay grade will be given 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. As part of the group essay, each group will be required to present a brief report on their essay. You will write one additional essay on your own, which will be worth 25% of your final grade. Guidelines for this final essay will be given in class.

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

The readings for this course are 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) Cheng, L., & Curtis, A. (2004). In L. Cheng, Y. Watanabe, & A. Curtis (Eds.), *Washback in language testing: Research contexts and methods* (p.3-17). Mahwah, NJ: Lawrence Erlbaum Associates.
- 4) Gould, S.J. (1996). *The mismeasure of man*. New York, NY: W.W. Norton & Co.
- 5) Gregory, K., & Clarke, M. (2003). High-stakes assessment in England and Singapore. *Theory into Practice*, 42, 66-74.
- 6) 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.
- 7) Lemann, N. (2000). *The big test: The secret history of the American meritocracy*. New York, NY: Farrar, Straus, and Giroux.
- 8) Levitt, S.D., & Dubner, S.J. (2005). *Freakonomics: A rogue economist explores the hidden side of everything*. New York, NY: HarperCollins Publishers.
- 9) Rivera, C., & Stansfield, C. (1998). Leveling the playing field for English language learners: Increasing participation in state and local assessments through accommodations. In R. Brandt (Ed.), *Assessing student learning: New rules, new realities*. Arlington, VA: Educational Research Service.
- 10) Roach, V., & Dailey, D.E. (1998). Including students with disabilities in state and local assessments. In R. Brandt (Ed.), *Assessing student learning: New rules, new realities*. Arlington, VA: Educational Research Service.
- 11) Sacks, P. (1999). *Standardized minds: The high price of America's testing culture and what we can do about it*. Cambridge, MA: Perseus Publishing.
- 12) Sands, W.A., & Waters, B.K. (1997). Introduction to ASVAB and CAT. In W. Sands, B. Waters, J. McBride (Eds.) *Computerized adaptive testing: From inquiry to operation* (p.3-9). Washington, DC: American Psychological Association.
- 13) Suen, H.K., & Yu, L. (2006). Chronic consequences of high-stakes testing? Lessons from the Chinese Civil Service Exam. *Comparative Education Review*, 50, 46-65.
- 14) Teng, S. (1943). Chinese influence on the Western examination system, *Harvard Journal of Asiatic Studies*, 7, 267-312.
- 15) Walsh, W.B., & Betz, N.E. (2001). *Tests and Assessment*. Upper Saddle River, NJ: Prentice-Hall Inc.
- 16) Wainer, H. (2000). *Computerized adaptive testing: A primer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- 17) 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.

Tentative Class Schedule

Week	Dates	Topic
1	March	26 Introductions
		Section I: General Issues and Ideas in Testing
		28 The What, Where, & Why of Testing
2	April	2 Aptitude, Achievement, & Personality
		4 Good Tests: Reliability & Validity
3		9 Scale Construction & Measurement
		11 Bad Tests: Mismeasure of Man, How to Fake It
4		16 Bad Tests: Implications & Solutions
		18 Class Presentation Day
		Section II: Educational Testing and Public Policy
5		23 No Child Left Behind (NCLB)
		25 The SAT
6		30 The GRE and CAT
	May	2 The Consequences of High Stakes Testing
7		7 Fairness in Testing
		9 International Testing
8		14 Class Presentation Day
		Section III: Selection and Classification
		16 IQ Testing
9		21 Employment Screening & Modern Military Testing
		23 Personality Assessment & Tests in the Popular Press
10		28 ***No Class Meeting – Memorial Day Observed***
		30 Alternative to Standardized Testing & Use and Abuse Issues

Individual Essay (1000 word minimum)

Due No Later than 5pm (Eastern Standard Time)

Monday, June 4th, 2007

Essays may be emailed to me at edwards.134@osu.edu or placed in the drop box outside my office (Lazenby 226).

Reading Assignments by Class (Subject to Change)

March 28 – The What, Where, & Why of Testing

Teng (1943): p.267-276; Suen & Yu (2006): p. 46-55

April 2 – Aptitude, Achievement, & Personality

Walsh & Betz (2001): Chapter 1; Jones (1971): All

April 4 – Good Tests: Reliability & Validity

Standards (1999): p.1-36

April 9 – Scale Construction and Measurement

Standards (1999): p.37-48; Walsh & Betz (2001): p.71-84

April 11 – Bad Tests: Mismeasure of Man & How to Fake It

Gould (1996): Chapter 3 & p.188-204

April 16 – Bad Tests: Implications and Solutions

Gould (1996): p. 351-390

April 18 – CLASS PRESENTATION DAY

April 23 – No Child Left Behind (NCLB)

Executive Summary of NCLB; Assigned segment of public law 107-110

April 25 – The SAT

Lemann (2000): Chapters 1-3; College Board 2005-06 SAT Fact Sheet; College Board *The New SAT: What We've Learned*

April 30 – The GRE and CAT

Wainer (2000): Chapter 1 & Chapter 10; ETS *What is the Value of the GRE?*, ETS *GRE General Test Brochure*, ETS *Guide to the Use of Scores*

May 2 – The Consequences of High Stakes Testing

Callahan (2004): Chapter 7; Levitt & Dubner (2005): Chapter 1; Cheng & Curtis (2004): All

May 7 – Fairness in Testing

Roach & Daily (1998): All; Rivera & Stansfield (1998): All;
Willingham (1988): All

May 9 – International Testing

Gregory & Clarke (2003): All; *Comparing NAEP, TIMSS, and PISA in Mathematics and Science*: All; *PIRLS Report*: Chapter 1

May 14 – CLASS PRESENTATION DAY

May 16 – IQ Testing

Gould (1996): p.222-263; Lemann (2000): Chapters 4-6

May 21 – Employment Screening & Modern Military Testing

Walsh & Betz (2001): Chapter 10; Sands & Waters (1997): All

May 23 – Personality Assessment & Tests in the Popular Press

Walsh & Betz (2001): Chapter 4; The Implicit Attitudes Test (Online at <https://implicit.harvard.edu/implicit/>)

May 28 – NO CLASS MEETING – MEMORIAL DAY OBSERVED

May 30 – Alternatives to Standardized Testing & Use/Abuse Issues

Sacks (1999): Chapter 11