

Course Information

Date Submitted: 4/16/2013

Current Prefix and Number: EDP - Edc. & Counseling Psychology , EDP 522 - EDUC TESTS & MEASUREMENTS

Other Course:

Proposed Prefix and Number: EDP 522

What type of change is being proposed?

Major Change

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: Education

b. Department/Division: Educational, School, and Counseling Psych

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Michael Toland or Kelly Bradley

Email: toland.md@uky.edu, kdbrad2@uky.edu

Phone: 7-3395

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer 2013 (8-week)

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: EDUCATIONAL TESTS AND MEASUREMENTS

Proposed Title: Psychological and Educational Tests and Measurements

c. Current Transcript Title: EDUC TESTS & MEASUREMENTS

Proposed Transcript Title: PSYC & EDUC TESTS & MEASUREMENTS

d. Current Cross-listing: Same as EPE 522/EDC 522

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours: 3

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: Problems of measurement in the school program with special emphasis on standardized tests. General principles of test construction, teacher-made tests, examinations, criteria of evaluation and marking systems.

Proposed Course Description for Bulletin: Problems of measurement with emphasis on standardized tests. General principles of test construction and evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The course is being modified to include test and measurement issues pertinent to psychological assessment and research. Student learning outcomes will not change, but inclusion of content from a psychology paradigm allows students in EDP to engage the same measurement constructs through a more content relevant lens.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: The course is cross-listed with two other departments, Educational Policy Studies and Evaluation (EPE) and Curriculum and Instruction (EDC). We have contacted both departments and received approval to change the title of the course to include the term "Psychology," modify a portion of the course to include psychological measurement content, and to add the distance learning component. Making these changes will increase, what has been historically low, enrollment for the course. In addition to serving the students who take the course in EPE and EDC, the course modifications will be appropriate for students in EDP to take the course as well. The Counseling Psychology program in EDP now requires that master's and doctoral students in their program must have completed a course in psychological tests and measurement before enrolling in advanced measurement courses or applied psychological assessment courses. Offering the course in the summer on-line will offer the opportunity for students to meet this prerequisite without disrupting their progress toward degree. This course will be for students who did not take a comparable course as an undergraduate or at another institution for transfer credit.

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Michael Toland

Instructor Email: toland.md@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course will be conducted using Adobe Connect which will allow synchronous face-to-face discussion and interactions for all class meetings. The instructor will be available for virtual office hours via telephone and Adobe Connect. The course syllabus conforms to the University Senate Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for the classroom-based students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? Not applicable

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students will have access to services provided by Distance Learning Programs as well as IT.

6. How do course requirements ensure that students make appropriate use of learning resources? Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The syllabus provides contact information for obtaining technical help.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? This information will be available in the syllabus and will also be covered during the first class meeting.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Not applicable

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Michael D. Toland

SIGNATURE|KKMCGH0|Keisha Love|Dept approval for ZCOURSE_CHANGE EDP 522|20121012

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDP 522|20121012

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE EDP 522|20121115

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDP 522|20130220

SIGNATURE|MYRT|Martha L Geoghegan|Approval resent to College for ZCOURSE_CHANGE EDP 522|20130226

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDP 522|20130312

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse... Upload File

ID	Attachment
Delete 1097	EDP 522 DL Form.pdf
Delete 1450	EDP 522 DL class format.pdf
Delete 1527	EPE EDP EDC 522 SyllabusUpdated.doc

First 1 Last

Select saved project to retrieve... Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	EDP - Edc. & Counseling Psychology EDP 522 - EDUC TESTS & MEASUREMENTS	Proposed Prefix & Number:	EDP 522
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning ___ Minor - change in number within the same hundred series, exception same "hundred series" ___ Minor - editorial change in course title or description which does not ir content or emphasis ___ Minor - a change in prerequisite(s) which does not imply a change in or emphasis, or which is made necessary by the elimination or significant the prerequisite(s) ___ Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: Education	Today's Date:	4/4/2013
b.	Department/Division:	Educational, School, and Counseling Psych	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.*	* Contact Person Name:	Michael Toland or Kelly E	Email: toland.md@uky.edu, kdb: Phone: 7-3395
	* Responsible Faculty ID (if different from Contact)	Email:	Phone:
f.*	Requested Effective Date:	<input type="checkbox"/> Semester Following Approval	OR Specific Term: ² Summer 2013 (8-wee
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) the proposed changes do not affect DL delivery.			
b.	Full Title:	EDUCATIONAL TESTS AND MEASUREMENTS	Proposed Title: * Psychological and Educati Tests and Measurements
c.	Current Transcript Title (if full title is more than 40 characters):	EDUC TESTS & MEASUREMENTS	

c.	<i>Proposed Transcript Title (If full title is more than 40 characters):</i>	PSYC & EDUC TESTS & MEASUREMNTS				
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently² Cross-listed with (Prefix & Number):	Same as I		
	<i>Proposed – ADD² Cross-listing (Prefix & Number):</i>					
	<i>Proposed – REMOVE^{2,4} Cross-listing (Prefix & Number):</i>					
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.					
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. Stud	
	3					
	Clinical	Colloquium	Practicum	Research	Residency	
	Seminar	Studio	Other:	Please explain:		
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. Stud	
	3					
	Clinical	Colloquium	Practicum	Research	Residency	
	Seminar	Studio	Other:	Please explain:		
f.	Current Grading System:	ABC Letter Grade Scale				
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)				
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No	
	* Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If YES:	Maximum number of credit hours:		3		
	If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:					
	Problems of measurement in the school program with special emphasis on standardized tests. General principles of test construction, teacher-made tests, examinations, criteria of evaluation and marking systems.					
	* Proposed Course Description for Bulletin:					
	Problems of measurement with emphasis on standardized tests. General principles of test construction and evaluation, for standardized assessments and/or teacher-made tests, examinations, criteria for evaluation and marking and other rating systems.					
j.	Current Prerequisites, if any:					
	* Proposed Prerequisites, if any:					
	* Proposed Prerequisites, if any:					
k.	Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience	

		<input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	<p>The course is being modified to include test and measurement issues pertinent to psychological assessment and research. Student learning outcomes will not change, but inclusion of content from a psychology paradigm allows students in EDP to engage the same measurement constructs through a more content relevant lens.</p>	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, identify the depts. and/or pgms:	
	<p>The course is cross-listed with two other departments, Educational Policy Studies and Evaluation (EPE) and Curriculum and Instruction (EDC). We have contacted both departments and received approval to change the title of the course to include the term "Psychology," modify a portion of the course to include psychological measurement content, and to add the distance learning component.</p> <p>Making these changes will increase, what has been historically low, enrollment for the course. In addition to serving the students who take the course in EPE and EDC, the course modifications will be appropriate for students in EDP to take the course as well. The Counseling Psychology program in EDP now requires that master's and doctoral students in their program must have completed a course in psychological tests and measurement before enrolling in advanced measurement courses or applied psychological assessment courses. Offering the course in the summer on-line will offer</p>	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differences between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for distance learning. **Fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as an educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent course utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDP/EPE/ECE 522	Date: 10/12/2012
Instructor Name: Michael Toland	Instructor Email: toland.md@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based
 Interactive Video
 Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course will be conducted using Adobe Connect which will allow synchronous face-to-face discussion and interactions for all class meetings. The instructor will be available for virtual office hours via telephone and

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal of student learning outcomes, etc.

Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for the classroom-based students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad policy; etc.

The course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via an defined above?

No

If yes, which percentage, and which program(s)?

Not applicable

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom sett

Students will have access to services provided by Distance Learning Programs as well as IT.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

The syllabus provides contact information for obtaining technical help.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/o course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

This information will be available in the syllabus and will also be covered during the first class meeting.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said tec
Not applicable

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Reso The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodat details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859-257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Michael D. Toland

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8-02

- ^[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "i" form will be sent to appropriate academic Council for normal processing and contact person is informed.*
- ^[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ^[4] Removing a cross-listing does not drop the other course - it merely unlinks the two courses.
- ^[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
- ^[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ^[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes Delete Form Data and Attachments

Format for Distance Learning Course:

The new format for the course will use interactive web applications via Adobe Connect for 100% of the course meetings. The instructor will create regular activities that require students' engagement with the course material (e.g., podcasts, blog posts, online discussions, brief assessments, interactive lectures). In addition, the instructor may form collaborative groups during class meetings to allow students to break-off into a group for a short discussion and then return to the full group for discussion.

All class sessions will be conducted synchronous online via Adobe Connect. There will not be any face-to-face meetings with students as this is a distance learning course. Students will be expected to have logged into Adobe Connect at least 15 minutes prior to each class session in order to reduce technological difficulties and not interrupt the learning of other students.

Prior to each class the instructor will have pre-recorded a voice-over for the lecture notes created in Microsoft PowerPoint. All lecture notes, pre-recordings, and any additional course readings will be uploaded to Blackboard several days in advance to allow students to prepare for each new class session. Consequently, students will be expected to have listened and read the pre-recorded lectures notes and have read the required course readings from the required textbook. By doing so students will be able to engage in a discussion with the instructor and students about the material they have read and listened. Most of class time will be devoted to discussions about course readings. Although class participation is not required, class time will be used to discuss material, go over questions students have about the current class topic, answer questions about projects, tasks related to projects, and exams, look at applications of concepts, and demonstrate how to use SPSS (a free downloadable program from download.uky.edu) and Microsoft Excel for tasks related to class project(s). To help the learning process, all class sessions will be recorded and posted on Blackboard soon after each class session to allow students to review previous class discussions or in case they happen to have missed class that day they are able to stay on top of the course material.

All projects and exams will be made available to students on Blackboard. Projects will be made available to students at the start of the semester allowing students to have ample time to start working on them. Projects will involve students answering questions outside of blackboard and then submitting their completed projects via Blackboard or by e-mail to the course instructor.

The instructor will communicate on a regular basis via e-mail. Students will be expected to check their e-mail (and blackboard announcements) daily for course related updates and information.

All exams will be administered via Blackboard and made available for completion during a 24-hour window around the exam date. This is done to allow students the flexibility of choosing when to start and end an exam. Each exam will be limited to a 2-hour window. During the exam window students will be given the Instructor's cell phone number to call in case of problems with the online exam (e.g., the exam stalls and needs to be reset by the instructor).

SYLLABUS

Psychological and Educational Tests and Measurements: EPE/EDP/EDC 522

University of Kentucky

College of Education

Summer 2013

Monday-Thursday 1:00 pm – 2:15 pm

Section 001

Location/Format: Synchronous online via Adobe Connect

Instructor: Michael Toland, Ph.D.

Office: 243 Dickey Hall

Phone: 257-3395

E-mail: toland.md@uky.edu

Office hours: by appointment

Appointments can be requested by phone or e-mail (preferred)

Course Overview:

This is a measurement-oriented course that focuses on introducing the basics of measurement used in education, psychology, and evaluation. Topics to be covered include, but are not limited to, problems of measurement with emphasis on standardized educational and psychological tests, general principles of test construction and evaluation, for standardized psychological assessments or/and teacher made tests, examinations, criteria for evaluation and marking, and other rating systems, review of basic statistics, reliability, validity, norms, standard scores, and item analysis.

The course aims to familiarize students with measurement terminology, possess a detailed strategy for constructing an instrument, become familiar with statistical procedures and software for implementing basic measurement techniques, gain requisite foundation of knowledge necessary to learn more complex measurement models, and become more critical of measurement presentations in academic journals, the mass media, and as a user of measurement instruments. In the long run, a foundation for choosing and/or constructing instruments/assessments for practice and research (after taking other, more advanced, measurement courses).

Measurement plays a pivotal role in research and understanding the various methods will help you become a better consumer. It is my job, and my goal, to help you understand and be able to implement basic measurement techniques used in education, evaluation, and psychology, and I will do my best to make it fun and interesting for you. I expect you to do your best to learn what we are covering in this course and eventually apply what you have learned to your life, research, and as a user of instruments. It is assumed that you will participate in each class session, complete assessment, ask for help if you have questions, and stay on task. The easiest way to stay on task is to keep up with readings, assessments, and participate in class regularly.

Course Objectives:

- Develop an understanding of the concepts, terms, and symbols used in measurement
- Gain an appreciation of the role of measurement
- Understand important measurement concepts such as reliability and validity
- Identify and locate published instruments for specific research purposes
- Become familiar with basic statistical procedures and software for implementing measurement techniques
- Critique existing instruments with respect to reliability and validity evidence
- Be able to conduct, interpret, and critique classical test theory item analyses
- Be able to interpret score reports
- Write items for cognitive and affective instruments
- Gain requisite knowledge necessary to learn more complex measurement techniques

Prerequisites:

EDP/EPE 557 (Basic Statistics) or its equivalent

Required Text:

Thorndike, R. M., & Thorndike, T. (2010). *Measurement and Evaluation in Psychology and Education* (8th Ed.). Upper Saddle River, NJ: Pearson.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Instructional Technology:

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of the course site (e.g., Blackboard, Adobe connect). As such, students will need to download and gain access to Adobe Connect. Also, students need to have access to a digital video recording device (digital camera, digital video recorder, laptop webcams).

All materials (Notes, Assessments, etc.) for this course will be posted on blackboard (<https://elearning.uky.edu>). Additional course readings, materials, and/or handouts will be provided by the Instructor as needed. It is the student's responsibility to read and print out upcoming lecture materials and any other needed materials (e.g., readings) before coming to each class meeting. For information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>), you can contact:

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

A student menu of Bb support may be accessed online at <http://wiki.uky.edu/blackboard/Wiki%20Pages/Home.aspx>. Additional support is available by phone at (859) 257-1300, or via e-mail at helpdesk@uky.edu. For technical assistance contact TASC at <http://www.uky.edu/TASC> or call 859-257-8272. Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or 859.257.1300

For any other technical assistance or complaints: Contact the College of Education Instructional Technology Center at 859-257-7967 or contact Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP). You can also contact the Distance Learning programs (<http://www.uky.edu/DistanceLearning>) for assistance.

Required Software:

SPSS 20 will be the primary software used to conduct most analyses in this course unless otherwise specified. To find out lab hours and which labs have SPSS go to:

<http://www.uky.edu/SCS/>

Current students can download SPSS for their home computer or laptop by going to: <http://download.uky.edu>, entering their link blue id and username, search for SPSS 20, click on the link labeled “click here” for SPSS 20 Windows to obtain the license information, and then once license codes come via e-mail you can download SPSS 20.

In general, it is your responsibility to gain access to software outside of class as there will not always be sufficient time in class to complete required assessments. Any student needing assistance or encountering problems should contact the instructor as soon as possible.

Grading:

Grades will be calculated based on a weighted average of grades on the exams and projects using the following criteria. Note that this is subject to change at the instructor’s discretion.

Assessment for Undergraduates	Percentage
Exams (33.3% each)	66.7%
Project 1 (alone / partner: 33.3%)	33.3%
Assessment for Graduate Students	Percentage
Exams (25% each)	50%
Projects (alone / partner: 25% each)	50%

Course grades will be earned as follows. This is subject to change at the instructor’s discretion.

A: $90\% \leq \text{Final Course \%} \leq 100\%$

B: $80\% \leq \text{Final Course \%} < 90\%$

C: $70\% \leq \text{Final Course \%} < 80\%$

E: $\text{Final Course \%} < 70\%$

Note: Undergraduates may earn the grade of D = $60 \leq \text{Final Course \%} < 70\%$. An E will be assigned for $\text{Final Course \%} < 60\%$.

Audit Credit: Students who enlisted for “audit” are must attend **at least 80%** of the classes for the term, participate in class discussions, and complete all exams and projects. Failure to do so will result in a denial of audit credit and be awarded a grade of W.

Course Assessments

1. Exams: Exam 1 will be composed of questions submitted by students and additional questions written by the instructor if insufficient questions are provided. All questions submitted will be reviewed by the instructor and selected on the basis of technical merit based on criteria discussed in class. Exam 2: Exam 2 or the final exam will be a take-home exam.

2. Projects: The two major projects are discussed below, but additional projects (tasks) may be assigned at my discretion. Importantly, much of class time will be devoted to discussions about course readings. Consequently, it is imperative that you read and come prepared to discuss readings for that day. Students may be called on randomly to comment on the day's readings.

Project 1 will involve us constructing and evaluating a short attitude scale. We will decide as a class on an area for measurement and items for the scale will be written by class members. The items for the scale should reflect good item writing guidelines. In addition to the items demographic questions will be included. Upon completion of the questionnaire, each class member will be required to administer it to several respondents.

Each student will be required to complete a set of analyses and interpretations of the data. Different parts of the project will be turned in throughout the semester, as the topic is covered in class. You may redo any portion once for which you do not receive the points possible. All analyses will be conducted using a software package such as SPSS. Details regarding the final write-up for this project and what to include will be provided to students once enrolled in the course.

Project 2 (Graduate students only) will involve graduate students choosing a type of standardized test to evaluate. At the beginning of the course, each student will choose a type of test in which they are interested (e.g., intelligence tests, achievement tests, personality tests, attitudinal tests, etc.) and evaluate it with regard to measurement characteristics: reliability, validity, norming, etc. The available tests in this area should be researched and two tests chosen. Project 2 will consist of an evaluation of each test and comparison of each test, ending with a statement/conclusion about which test you would choose and why. The tests must therefore be tests on which the relevant information is available. You are welcome to work on this in groups of 2. If so, each group is to turn in one final standardized test critique. Details regarding the final write-up for this project and what to include will be provided to students once enrolled in the course.

Course Policies, Procedures, & Important Details:

1. Learning/Classroom Accommodations: If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

2. Statement of Diversity. Given the diverse world that we live in, students are asked to demonstrate a personal commitment to being knowledgeable, aware, and respectful of cultural diversity, culturally appropriate research, and how experiences (their own and others) of privilege and oppression impact interpersonal communication and social justice. Students are encouraged to challenge themselves to grow and change in ways that make themselves more culturally- and socially-competent learners.

3. Ethics: Students are allowed and strongly encouraged to discuss in pairs or groups the homework, but they are expected to turn in their own independent work which should be phrased in their own words. So, make sure your words for given assessments are not closely aligned with the wording used by others. Also, you are not to share your completed homework answers with other students as homework is allowed to be reworked.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assessment (e.g., quiz, homework, exam, project) on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

Students are expected to be familiar with the University of Kentucky Code of Student Rights & Responsibilities which can be found at: <http://www.uky.edu/StudentAffairs/Code/part1.html>
<http://www.uky.edu/StudentAffairs/Code/part2.html>

4. Attendance, Participation, and Disruptions: You are expected to come to all classes on-time, complete readings, and participate in all activities and discussions. The instructor understands that some absences are unpreventable. However, students missing in excess over one-fifth of class meetings will result in a denial of course credit and be awarded a grade of W for the course. The following are non-penalized acceptable reasons for missing class beyond the one exception: serious illness, illness or death of family member, University-related trips, major religious holidays, and other circumstances the instructor finds to be reasonable cause for nonattendance. If warranted, the instructor will ask for verification of a missed class. Be sure to **turn off** your cell phone prior to each class. Avoid being tardy, as arriving late to class disturbs the other class members and instructor.

5. Submission of Work: All assessments are due on the due date specified in the course schedule via e-mail. **LATE ASSESSMENTS WILL BE ACCEPTED AT THE SOLE DISCRETION OF THE INSTRUCTOR.** Exceptions will be made **ONLY** in extreme circumstances, such as (but not limited to) an incapacitating illness or injury, or a death in the family. Since the course materials are posted on Blackboard, events such as (but not limited to) vacation/travel plans, social obligations, or family gatherings do not constitute exceptions. Turn in all work using the last 4 digits of your UK student identification number. **DO NOT WRITE YOUR NAME ON ANY ASSESSMENT IN THIS COURSE** except the final paper. All work should follow current APA guidelines.

6. Class Sessions: The amount of time spent in class will differ by topic; class may or may not last the entire time allotted. However, the Instructor may decide to start the next topic on the course schedule pending class time. The Instructor is available before, during, and after the scheduled time for this course, and by appointment, to address student questions or concerns. Each class session will generally consist of lecture, class discussions, and in-class activities.

7. Posting of Grades: All assessments will be graded and returned to students. All assessment scores will be posted on Blackboard in a timely manner so that students are aware of their progress in the course.

8. Communication: The instructor will communicate on a regular basis via e-mail. You will be expected to check your e-mail (and blackboard) at least daily for course related updates and information. If you need to communicate with the instructor, please use the title **Measurement** in the subject line of your e-mail.

TENTATIVE COURSE SCHEDULE
(ALL MEETINGS ARE ONLINE VIA ADOBE CONNCET)

Date	Week	Topic	Pre-Class Reading Assignment	Products Due
6/6	1	Introduction to Measurement	T & T-C: Ch. 1	
6/10	2	Introduction to Measurement	T & T-C: Ch. 1	
6/11	2	Test Construction	T & T-C: Ch. 9 & 11	
6/12	2	Test Construction	T & T-C: Ch. 9 & 11	

6/13	2	Test Construction	T & T-C: Ch. 9 & 11	
6/17	3	Review of Basic Statistics	T & T-C: Ch. 2	
6/18	3	Review of Basic Statistics	T & T-C: Ch. 2	
6/19	3	Review of Basic Statistics	T & T-C: Ch. 2	
6/20	3	Giving Meaning to Scores	T & T-C: Ch. 3	
6/24	4	Giving Meaning to Scores	T & T-C: Ch. 3	
6/25	4	Giving Meaning to Scores	T & T-C: Ch. 3	
6/26	4	Reliability	T & T-C: Ch. 4	
6/27	4	Reliability	T & T-C: Ch. 4	
7/1	5	Reliability	T & T-C: Ch. 4	
7/2	5	Item Analysis	T & T-C: Ch. 9	
7/3	5	Item Analysis	T & T-C: Ch. 9	Exam 1
7/4	5	FOURTH OF JULY (NO CLASS)		
7/8	6	Item Analysis	T & T-C: Ch. 9	
7/9	6	Item Analysis	T & T-C: Ch. 9	
7/10	6	Interrater Reliability and Agreement	T & T-C: Ch. 10 & 11	
7/11	6	Interrater Reliability and Agreement	T & T-C: Ch. 10 & 11	
7/15	7	Validity	T & T-C: Ch. 5	
7/16	7	Validity	T & T-C: Ch. 5	
7/17	7	Validity	T & T-C: Ch. 5	
7/18	7	Validity	T & T-C: Ch. 5	
7/22	8	Evaluating Tests	T & T-C: Ch. 6	
7/23	8	Evaluating Tests	T & T-C: Ch. 6	
7/24	8	Testing Applications	T & T-C: Ch. 7	Project 1
7/25	8	Assessing Special Populations	T & T-C: Ch. 8	
7/29	9	Aptitude Tests	T & T-C: Ch. 12	
7/30	9	Standardized Achievement Tests	T & T-C: Ch. 13	
7/31	9	Interests, Personality, and Adjustment	T & T-C: Ch. 14	
8/1	9	LAST CLASS; Wrap-up and evaluations		Exam 2, Project 2

Note. T & T-C = Thorndike, R. M., & Thorndike-Christe, T. (2010). *Measurement and evaluation in psychology and education* (8th ed.). Upper Saddle River, NJ: Pearson.

Additional Required Readings

Read each article or book chapter prior to our discussion of each topic area, but be ready to discuss any given topic throughout the course. Readings are presented in the order in which they should be read within a set. Some are classical articles which introduce concepts &/or techniques now considered common knowledge. A handful of articles are identified as optional.

Introduction to Measurement

Crocker, L., & Algina, J. (1986). Test scores as composites. In *Introduction to classical and modern test theory* (pp. 87-104). Fort Worth, TX: Harcourt Brace.

Reliability Estimation

Thorndike, R. M. (2005). Qualities desired in any measurement procedure: Reliability. In *measurement and evaluation in psychology and education* (7th ed., pp. 109-144). Upper Saddle River, NJ: Pearson.

Kuder, G. G., & Richardson, M. W. (1937). The theory of the estimation of test reliability. *Psychometrika*, 2, 151-160. Retrieved from <http://www.psychometrika.org/journal/Psychometrika.html> (optional)

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334. Retrieved from <http://www.psychometrika.org/journal/Psychometrika.html> (optional)

Item Analysis

Spector, P. E. (1992). In *Summated rating scale construction* (pp. 29-45). Newbury Park, CA: Sage.

Interrater Reliability

Stemler, S. E., & Tsai, J. (2006). Best practices in interrater reliability: Three common approaches. In J. W. Osborne (Ed.), *Best practices in quantitative methods* (pp. 29-49). Thousand Oaks, CA: Sage.

Goodwin, L. D. (2001). Interrater agreement and reliability. *Measurement in Physical Education and Exercise Science*, 5, 13-34. Retrieved from <http://www.tandf.co.uk/journals/hmpe>

McGraw, K. O., & Wong, S. P. (1996). Forming inferences about some intraclass correlation coefficients. *Psychological Methods*, 1, 30-46. Retrieved from <http://www.apa.org/journals/met>

Evaluating Tests

Thorndike, R. M. (2004). Practical issues related to testing. In *Measurement and evaluation in psychology and education* (7th ed., pp. 197-217). Upper Saddle River, NJ: Pearson.