

14-113a

Format for Requesting a Program Revision

Part I. Curriculum Proposal Cover Sheet

LSC Use Only Proposal No: LSC Action-Date:	UWUCC Use Only Proposal No: <u>14-113a</u> UWUCC Action-Date: <u>AP 1/27/15</u> Senate Action Date: <u>App 3/3/15</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Educational and School Psychology	Phone 724-357-3782

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change <u>Current course prefix, number and full title:</u> <u>Proposed course prefix, number and full title, if changing:</u>		
2. Liberal Studies Course Designations, as appropriate This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below) <input type="checkbox"/> Learning Skills <input type="checkbox"/> Knowledge Area <input type="checkbox"/> Global and Multicultural Awareness <input type="checkbox"/> Writing Across the Curriculum (W Course) <input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Information Literacy <input type="checkbox"/> Oral Communication <input type="checkbox"/> Quantitative Reasoning <input type="checkbox"/> Scientific Literacy <input type="checkbox"/> Technological Literacy		
3. Other Designations, as appropriate <input type="checkbox"/> Honors College Course <input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)		
4. Program Proposals <input type="checkbox"/> Catalog Description Change <input checked="" type="checkbox"/> Program Revision <input type="checkbox"/> Program Title Change <input type="checkbox"/> New Track <input type="checkbox"/> New Degree Program <input type="checkbox"/> New Minor Program <input type="checkbox"/> Liberal Studies Requirement Changes <input type="checkbox"/> Other <u>Current program name:</u> <u>Minor in Educational Psychology</u> <u>Proposed program name, if changing:</u>		
5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	12-1-14
Department Chairperson(s)	<i>[Signature]</i>	12-1-14
College Curriculum Committee Chair	<i>[Signature]</i>	12/11/14
College Dean	<i>[Signature]</i>	12/11/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)	<i>[Signature]</i>	1/15/15
Additional signature (with title) as appropriate	<i>[Signature]</i>	
UWUCC Co-Chairs	<i>[Signature]</i>	2/10/15

Received
DEC 12 2014

Liberal Studies

Part II. Description of Curriculum Change

1. Catalog description for the revised program in the appropriate form. This includes both the description about the program and the list of courses and credits for the revised program.

Minor in Educational Psychology

Undergraduate students may minor in educational psychology by making application to the advisor of the minor program. Eighteen credits are required for the minor: EDSP 102, 373, 376, 378, 477, and 479.

2. **Summary of changes:**
 - a. Table comparing old and new programs.

Old Program		New Program	
Course	Credits	Courses	Credits
EDSP 102	3	EDSP 102	3
EDSP 373	3	EDSP 373	3
EDSP 376	3	EDSP 376	3
EDSP 378	3	EDSP 378	3
EDSP 477	3	EDSP 477	3
		EDSP 479	3
Total	15	Total	18
Credits		Credits	

- b. List of all associated course changes (new or revised courses, number, title, or description changes, and deletions).

New: EDSP 479 – Reading and Understanding Educational Research

3. **Rationale for Change.**

The Pennsylvania State System of Higher Education has mandated that all minors must have 18 credits.

Part III. Implementation. Provide answers to the following questions:

1. How will the proposed revision affect students already in the existing program?

The change will have no impact on current students because they will be “grandfathered”.

2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.

Full time faculty resources are adequate.

3. Are other resources adequate? (Space, equipment, supplies, travel funds)

Yes.

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

No.

Part IV. Periodic Assessment

Departments are responsible for an on-going review of curriculum. Include information about the department's plan for program evaluation:

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.

Every five years the Educational and School Psychology department will conduct an evaluation of the Educational Psychology Minor.

<u>Evaluation Criteria</u>	<u>Information Source</u>
The Minor Courses and Syllabi are appropriate.	Faculty review
The students indicate the appropriateness of the minor.	Students surveys
The department approves the minor	Department

2. Specify the frequency of the evaluations.

Every five years the Educational and School Psychology department will conduct an evaluation of the Educational Psychology Minor.

3. Identify the evaluating entity.

The Educational and School Psychology department will conduct evaluations.

Part V. Course Proposals

Course proposals for any new courses added, revised, or deleted as a result of this program revision. A course analysis questionnaire and syllabus must be included for each course.

* Note that the following course proposal for EDSP 479 was approved at the September 22, 2014 EDSP Curriculum Committee meeting and subsequently forwarded to the COE-ET Non-Teacher Education Curriculum Committee

Course proposal beginning

Syllabus of Record Format

I. Catalog Description

EDSP 479 Reading and Understanding Educational Research	3 class hours
	0 lab hours
Prerequisites: EDSP 477, or permission of instructor	3 credits
(3c-0l-3cr)	

The purpose of this course is to help students obtain knowledge and understanding of the components of an educational research article and develop analysis, synthesis, and evaluation skills which will allow them to summarize and critique an article.

II. Course Outcomes:

Students will be able to

1. Read, summarize, and evaluate educational research articles.
2. Understand and evaluate simple educational research types.
3. Understand and evaluate simple educational research designs.
4. Understand and evaluate Sampling techniques.
5. Understand and evaluate concepts in measurement.
6. Understand and evaluate descriptive statistical procedures.
7. Understand and evaluate hypothesis testing procedures.
8. Understand and evaluate inferential statistical procedures

9. Understand and evaluate Internal and External Threats to Validity.
10. Write a summary of a research article.
11. Write a critique of a research article.

III. Course Outline

<u>Topic</u>	<u>Academic Hours</u>
Syllabus / Pre-test	2 hours
The Process of Research	1 hour
Quantitative and Qualitative Research	2 hours
Statement of Problem	1 hour
Literature Review	2 hours
Intent of Study	1 hour
Exam 1	2 hours
Quantitative Research Design	3 hours
Quantitative Participants and Data Collection	3 hours
Quantitative Data Analysis and Results	3 hours
Qualitative Research Design	3 hours
Qualitative Participants and Data Collection	3 hours
Qualitative Data Analysis and Results	3 hours
Exam 2	2 hours
Mixed Methods Research Design	3 hours
Action Research	3 hours
Interpretation of Study	3 hours
Exam 3 - During Final Exam Week	2 hours

IV. Evaluation Methods

The final grade will be determined as follows:

25% Fourteen Quizzes: There will be a vocabulary quiz for each of the 14 chapters. Each quiz will consist of multiple choice type questions which will require the student to use knowledge and understanding thinking skills.

12.5% Fourteen Homework Assignments: There will be an outline homework assignment for each of the 14 chapters. The student will produce an outline of an answer for each of three restricted response essay questions which will require the student to use knowledge and understanding thinking skills.

37.5% Three Exams: There will be two exams during the term and a third exam during finals week. Each exam will consist of multiple choice type questions which will require the student to use application, analysis, synthesis, and evaluation thinking skills.

12.5% Summary: The summary will require the student to describe an educational research article in their own words using a Summary Worksheet for structure and guidance. The summary will require the student to use analysis and synthesis thinking skills

12.5% Review: The review will require the student to critique an educational research article in their own words using a Review Worksheet for structure and guidance. The review will require the student to use analysis, synthesis, and evaluation thinking skills

V. Grading Scale

Grading Scale: A: >90% B: 80-89.9% C: 70-79.9% D: 60-69.9% F: <60%

VI. Attendance Policy

There is no formal attendance policy for this class.

VII. Required textbooks, supplemental books and readings

Clark, V. P., & Creswell, J. W. (2015). *Understanding research: A consumer's guide, 2nd ed.* Boston, MA: Pearson.

VIII. Special resource requirements

There are no special resource requirements.

IX. Bibliography

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- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Course Analysis Questionnaire

A. Details of the Course

- A1. How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is part of the Educational Psychology Minor. Students who enroll in the Educational Psychology Minor will take this course. This course is not intended to be a Liberal Studies course. The content of this course can not be incorporated in other courses because there is no room for more content in other courses in the department.

- A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in any other course in the department. This course is being added to the Educational Psychology Minor because of recent PASSHE minor requirements. A proposal to add this course to the Educational Psychology Minor is in the works.

- A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)?

This course has not been offered before.

- A4. Is this course to be a dual-level course?

This course is not intended to be dual level.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student?

This course is not to be taken for variable credit.

A6. Do other higher education institutions currently offer this course?

A Bing search using the key term "Understanding Educational Research Courses" and looking for only undergraduate courses resulted in EDU01550 - Understanding Educational Research, Southern Cross University. Other searches using "Reading", "Understanding", "Educational Research", and "Courses" in various combinations resulted in several other courses: EDF5421, Foundations of Educational Research, at Florida International University; EDUC 518, Understanding Educational Research and Assessment, Liberty University; and EPSY 5601: Principles and Methods in Educational Research, University of Connecticut.

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency?

No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department?

This course will be taught by one instructor in the Department of Educational and School Psychology.

B2. What is the relationship between the content of this course and the content of courses offered by other departments?

The content of this course does overlap somewhat with other courses at the University. However, the focus on educational research articles is what makes it different from any other undergraduate course.

B3. Will this course be cross-listed with other departments?

This course will not be cross-listed with other departments.

C. Implementation

C1. Are faculty resources adequate?

No new faculty member is required to teach this course because of the decline in enrollment in the College of Education and Educational Technology. This course will be counted as one preparation and three hours of equated workload.

C2. What other resources will be needed to teach this course and how adequate are the current resources?

1. Current space allocations are adequate to offer this course.
2. No special equipment is needed for this course.
3. No laboratory supplies are necessary for this course.
4. Library holdings are adequate.
5. The Department budget is sufficient for any costs for this course.

C3. Are any of the resources for this course funded by a grant?

No resources for this course are funded by a grant.

C4. How frequently do you expect this course to be offered?

This course will be offered every Fall or Spring semester.

C5. How many sections of this course do you anticipate offering in any single semester?

One section will be offered at a time.

C6. How many students do you plan to accommodate in a section of this course?
Up to 25 students can be accommodated in this class.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature?

No professional society recommends enrollment limits or parameters for this course.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course does involve the use of distance education.

Distance Education Component A. Provide a brief narrative rationale for each of the items, A1- A5.

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

For my Ph.D. I had two majors: 1. Measurement, Evaluation, and Techniques of Experimental Research and 2. Child Development. Since coming to IUP in 1985 I have been teaching measurement courses (EDSP 477 & EDSP 577) and research courses (GSR 615, EDSP 717, EDSP 817, EDSP 915, and EDSP 916). I have been teaching Distance Education courses (EDSP 477, EDSP 577, and GSR 615) since 2007.

A2. How will each objective in the course be met using distance education technologies?

This course will be taught using an approach which follows from Karpicke & Blunt (2011). The title of their article says it all: "Retrieval practice produces more learning than elaborative studying with concept mapping."

TYPICAL CHAPTER ACTIVITY STEPS

1. Read the chapter title, major section headings, sub-section headings, and the summary.
2. Read the chapter and identify relevant vocabulary terms and their definition.
3. Memorize vocabulary terms and their definition.
4. Take the **Vocabulary Quiz** in **Moodle** which assesses knowledge and understanding via a multiple choice format the first time.
5. If you did not get them all correct, review the vocabulary.
6. Two hours or more after taking the first quiz take the **Vocabulary Quiz** in **Moodle** again.
7. Read the chapter and identify steps in a process, elements of a list, etc.
8. Memorize steps in a process, elements of a list, etc.
9. Download the **Homework** which assesses knowledge, understanding and low level application via a Restricted Response Essay approach and answer the questions. Submit the file to **Moodle / Homework**. Feedback will be provided.
10. Re-read the summary and tie the chapter constructs/ideas together.
11. Take the **Chapter Practice Exams** in **Moodle** which assesses application, analysis, synthesis, and evaluation via a multiple choice format.
12. If you did not get them all correct, review. Any one attempt may not cover all topics in the chapters. Take it more than once even if you get them all correct.
13. Two hours or more after taking the first **Chapter Practice Exam** take the **Chapter Practice Exam** in **Moodle** a second time. Take the **Chapter Practice Exam** as many time as you wish.
14. Cycle through steps 11-13 until you get them all correct.
15. Several days before the exam download the **Exam Study Guide** from **Moodle**.
16. Several days before the exam take the **Exam Practice** in **Moodle** for all of the chapters in the exam. Any one attempt may not cover all topics in the chapters. Take it more than once even if you get them all correct.
17. If you did not get them all correct, review the chapters to identify correct answers.
18. If at any point you have questions and would like an answer/explanation, contact me via e-mail, **Moodle / Question and Answer**, telephone, face-2-face, or any combination of the preceding.

A3. How will instructor-student and student-student, if applicable, interaction take place?

If at any point students have questions and would like an answer/explanation, they can contact me or other students via e-mail, **Moodle / Question and Answer**, telephone, face-2-face, or any combination of the preceding.

A4. How will student achievement be evaluated?

1. Vocabulary Quizzes will consist of multiple choice items which evaluated vocabulary knowledge and understanding for each chapter.
2. The Homework will consist of restricted response essay type questions which evaluate low level application skills for each chapter. Feedback will be provided.
3. The Pre-tests will consist of multiple choice items which assess student entry level application, analysis, synthesis, and evaluation skills for each of three sections. Scores will not be used as a part of the grade. They will be used to gauge progress during this class.
4. The Exams will consist of multiple choice items which assess student application, analysis, synthesis, and evaluation skills for each of three sections.
5. The Summary will consist of a structure guided writing project which assesses student application, analysis, synthesis, and evaluation skills. Individual feedback will be provided.
6. The Review will consist of a structure guided writing project which assesses student application, analysis, synthesis, and evaluation skills. Individual feedback will be provided.

A5. How will academic honesty for tests and assignments be addressed?

Quizzes, Pre-tests, and Exams will be timed. All students (there will be some possible exceptions) will take the Pre-tests and Exams on the same day at the same time. For the Summary and Review each student will use an article chosen by them and approved by me.

D. Miscellaneous

Students will need access to a computer with basic audio/video equipment, internet access (broadband recommended), and Microsoft Word.

Course proposal end

Part VI. Letters of Support or Acknowledgement

Sign-off letters from interested or affected departments including a letter from the Liberal Studies Committee if appropriate.

Letters from interested or affected departments are not appropriate.
A letter from the Liberal Studies Committee is not appropriate.