EDSP 717/817 Applied Educational Research Methods-CrsRvs-2015-10-31

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

First Step: Change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

Second Step: Click save on bottom right

Third Step: Make sure the word "***DRAFT***" is in yellow at the top of the proposal

Fourth Step: Click on <u>EDIT CONTENTS</u> and start completing the template. When exiting or done, click save on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

Please direct any questions to curriculum-approval@iup.edu
*Indicates a required field

Proposer*	Mark Staszkiewicz	Proposer Email*	mjstat@iup.edu
Contact Person*	Mark Staszkiewicz	Contact Email*	mjstat@iup.edu
Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	4757

Course Level*	graduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:

catalog_desc_change	course_revision
	distance-education
	
	Teacher Education: Please complete the Teacher
	
	   Education section of this form (below)
	
	Liberal Studies: Please complete the Liberal Studies
	
	   section of this form (below)
	
	Distance Education: Please complete the Distance
	
	   Education section of this form (below)

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	Program interventions, as used in this course, refer to the programs in schools designed to improve pupil behavioral and/or academic performance. Students in the School Psychology Program are often expected to evaluate program interventions that are designed to improve pupil performance within school and other settings. Sometimes these interventions involve individual student performance and sometimes the interventions are based on multiple students. For example, a school district may choose to implement an anti-bullying program, a reading curriculum, or other interventions to improve or modify behavioral or academic performance. It is also often the case that school psychologists participate in teams that evaluate externally-funded intervention programs. This applied course is being revised to prepare students for this role in program evaluation and this course revision reflects that practice as it has evolved. Additionally, this course, as described, will align with the proposed PhD program.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

Current Course Information*			Proposed Changes	
(C) Implications of the change on the program, other programs and the Students:*	No other programs should be affected by this revision.			

Current Course Information*			Proposed Changes	
Category A				
(D) Current Prefix*	EDSP		**Proposed Prefix**	EDSP
(E) Current Number*	717/817		**Proposed Number**	717/817
(F) Current Course Title*	Applied Educational Research Methods		**Proposed Course Title**	Evaluating the Effectiveness of Program Interventions
(G) Prerequisite(s)	None		**Proposed Prerequisite(s)**	None
(H) Current Catalog Description	Develops skills needed to engage in applied educational research using standard experimental research and evaluation designs, typical measurement approaches, and parametric statistical procedures. A practical problem presentation mode enhances an integrated holistic approach to design, sampling, measurement, statistics, hypothesis testing, and interpretation of results. A microcomputer statistical package is used to assist in the analysis of data.		**Proposed Catalog Description**	This course provides an overview of the application of the issues, theories, models and techniques of program evaluation with a focus on conducting evaluations, measuring variables, analyzing data, reporting findings, and using results for evaluating and improving intervention programs.
If changing Category A, no further action required.				
Category B (if no change, leave blank)				
(I) Number of Credits	Class Hours:3 Lab Hours:0 Credits:3		**Proposed Number of Credits**	Class Hours:3 Lab Hours:0 Credits:3
(J) Current Course (Student Learning) Outcomes			**Proposed Course (Student Learning) Outcomes**	

(K) Dual Listed Courses Only: List Current Learning Objectives for the Higher-Level Course	The student will: Select and use simple research/evaluation types Select and use sampling techniques Select and use concepts in measurement Select and use descriptive statistical procedures Select and use hypothesis testing procedures Select and use inferential statistical procedures Write a sentence outline of a research/evaluation project Write and submit electronically a sentence outline of a research/evaluation project Use a microcomputer to enter data, calculate various statistics, and produce output	Dual Listed Courses Only: List Proposed Learning Objectives for the Higher-Level Course	Students will: • Explain the history and purposes of program evaluation; • Distinguish among a variety of program evaluation models; • Apply general principles of sound measurement in the design of program evaluations; • Utilize a variety of analytical techniques in the analysis of evaluation data; • Design a program evaluation; • Assess the quality of different program evaluations.

(L) Brief Course Outline (It is acceptable to copy from old syllabus)	*As outlined by the federal definition of a "credit hour", the following should be a consideration*
	
	 regarding student work - For every one hour of classroom or direct faculty instruction,
	
	 there should be a minimum of two hours of out of class student work.
	
	 • Introduction to Applied Educational Research and Evaluation. /
	    • Words-Pictures-Symbols-Speaking/Hearing /
	    • Research: Evaluation-Experimental /
	    • Research/ Evaluation Map Drawing Process
	 • Causal Models / Research/ Evaluation Designs
	 • Measurement in Educational Research/ Evaluation
	    • How to Describe Educational Data
	 • Research/ Evaluation Maps
	 • How Spread Out is the Data?
	 • Normal Curve & Transformations
	 • How Well Do Two Variables Agree With Each Other
	    • in Applied Educational Research and Evaluation
	 • How Well Do Three or More Variables Agree in Applied
	    • Educational Research and Evaluation
	 • Group Differences: Simple Applications
	 • Hypothesis Testing Classical Procedure
	 • Hypothesis Testing Alternative Procedure
	 • Group Differences: Complex Applications
	 • Non-parametric Analysis – Introduction
		Brief Course Outline (Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)	*As outlined by the federal definition of a "credit hour", the following should be a consideration*
			
			 regarding student work - For every one hour of classroom or direct faculty instruction,
			
			 there should be a minimum of two hours of out of class student work.
			
			 • What is an intervention program and why is evaluation important?
			    • Program purposes
			    • Stakeholders
			    • Identifying outcomes
			 • Evaluation's basic purpose, uses, and conceptual distinctions
			    • Professional standards and principles for evaluation practice
			    • Evaluation models and theories
			    • Working with evaluation stakeholders
			 • Alternative approaches to program evaluation
			    • Quantitative and qualitative approaches
			    • Evaluation models and theories
			    • Using program theory and logic models in evaluation
			 • Planning evaluations
			    • Making evaluation data actionable
			    • Outcome and impact assessment
			    • Practical guidelines for planning evaluations
			    • Experimental and non-experimental designs
			    • Sampling: basic methods for probability and non-probability samples
			    Applied statistics for program evaluation
			 • Conducting evaluations
			    • Project management and oversight for evaluators
			 • Presenting evaluation results
			    • How to write a program evaluation report
			 • Evaluating the evaluation
			    • Implementation analysis for feedback on program progress and results
			 • Future trends in program evaluation

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix /Number	EDSP 717/817
Course Title	Evaluating the Effectiveness of Program Interventions
Type of Proposal	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	Dr. Staszkiewicz has taken the workshops at IUP on Moodle and D2L. He currently teaches GSR 615 and EDSP 477/577 in an online format for the Educational and School Psychology Department.

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	The objectives and how they can be assessed in a DE format are 1. Explain the history and purposes of program evaluation Outcome met through a variety of methods such as viewing of posts on the message board; essay question format on tests and quizzes; brief paper regarding role of program evaluation in the field of School Psychology - particularly as it relates to Response to Intervention (RTI) and the use of evidence-based approaches 2. Distinguish among a variety of program evaluation models Outcome met through discussion board postings and essay questions how different models of evaluation can be applied or essay questions or written reports in which students compare and contrast different models of evaluation such as LOGIC model, Experimental/quasi-experimental models, Kirkpatrick's four-level model, and the Contest/input/process/product (CIPP) model. 3. Apply general principles of sound measurement in the design of program evaluations; Outcome met through project in which students design a Qualtrics survey and conduct appropriate content validity and internal consistency analyses. Another approach would be to assign a set of standard instruments and have the students conduct literature reviews which describe the psychometric properties of the selected instruments. Performance can also include monitoring student discussions on the message board and using test questions designed to assess students ability to apply these principles to a variety of measurement approaches (e.g., surveys, observation, focus groups, etc. 4. Utilize a variety of analytical techniques in the analysis of evaluation data Outcome can be assessed by providing data sets, representing various program evaluation elements (e.g., participant satisfaction, learning outcomes from hypothetical program evaluations) and providing hypotheses to be tested using SPSS. Students would have to analyze the data, write up their results, and then relate these results to the original objectives of a hypothetical program evaluation. 5. Design a program evaluation; Outcome can be measured by having students collaborate in teams and produce a program evaluation design using one of the models discussed in the class. This would involve completing appropriate model templates, identifying stakeholders, measurement tools to be employed, outcomes to be measured,and how data would be collected and analyzed. This would be a project-based approach to assessment of this outcome 6. Assess the quality of different program evaluations. Outcome will be assessed by project in which students select a program evaluation in their discipline and complete a critique of that evaluation using a template provided by the instructor. Students will also engage in discussions regarding this via the message board which will be monitored by the instructor.
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	The course will be broken down into different modules. For each module, chat rooms and working groups are established in which students are required to enter into discussions. Some discussions are the result of specific questions raised by the instructor and other discussions are generated by the students. For each module, students are expected to make posts to several threads. The postings need to be distributed over the course of each module and not simply concentrated at the last few days of each module. The instructor tracks the participation and enters into the discussion to be sure students are actively involved. Assignments, readings, and PowerPoints are provided to help students during the participation phase. Generally, participation accounts for approximately 15 to 20 percent of the grade.

How will student achievement be evaluated?	There will be online team projects in which students work together to complete LOGIC models of a program evaluation in an area of their choice (e.g., new curriculum in a school; new program for reducing inappropriate behaviors on the playground, new tutoring program for PSSA exam preparation, etc.). The LOGIC model is a model utilized by the Federal Government for many grants and serves as a great format by which students can plan an evaluation. In addition to the LOGIC model project, students will be given data to perform statistical analyses using SPSS to learn how to do basic descriptive statistics and some simple inferential statistics (typically up through a simple regression). Finally, some form of a "take home" style test will be administered which would have student write essay type responses. For most people working with program evaluation, collaboration is important. Generally, the kind of assessment activities proposed here would also be done in small team, collaborative formats.
How will academic honesty for tests and assignments be addressed?	It is extremely rare that a program evaluator ever works completely in isolation. He/she must work with the people implementing the program, with the audience for which the program is designed, and with various stakeholders. Consequently the ability to work in teams is very important. It is anticipated that the assessments for this course will be largely team-based with teams completing projects, which will involve peer assessments as well as product-assessments by the instructor. For exams that do require more careful monitoring for academic integrity, the testing module within D2L will be utilized. D2L quizzes are secure and locked for access only during pre-established times. Further, using multiple items from my test bank from which items are randomly drawn will make it possible for each student receives a different quiz. Since discussion board postings are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the discussion board postings. Similarly, group activities are tagged by the respondent automatically in D2L. It is unlikely that someone other than the student would be able to log on as the student and complete the group activities.

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	

Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review

Are Resources Available/Sufficient for this Course?

Is the Proposal Congruent with the College Mission?

Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?

Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu