

CEBS CURRICULUM COMMITTEE

2:00 pm – July 5, 2011

GRH 3073

I. Approval of Minutes of the June 7, 2011 CEBS Curriculum Committee. (These minutes can be found on the CEBS Web Page, click on Faculty and Staff and then meeting minutes and agendas.)

II. New Business

Educational Leadership Doctoral (EdD) Program

1. Create a New Course – EDLD 722, Measurement and Survey Methods for Educational Leaders
2. Create a new Course – EDLD 732, Program Evaluation for Educational Leaders

III. Other Business

Proposal Date: 02/20/2011

College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Create a New Course
(Action Item)

Contact Person: Kyong Chon, kyong.chon@wku.edu, 745-2942

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 722
- 1.2 Course title: Measurement and Survey Methods for Educational Leaders
- 1.3 Abbreviated course title: Survey Methods for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisites: EDLD 712 and one of the following: EDFN 501 or equivalent or instructor permission.
- 1.7 Course description: Examination of psychometric properties of measurement instruments used in leadership research; data collection and analysis methods used in survey research; issues related to validity, reliability, and fairness; approaches to evaluate the desired properties of research tools; and quantitative data analysis.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 721- Measurement and Validity in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 731), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 721. The proposed new course will introduce doctoral students to research methods focusing on measurement and survey procedures. In particular, the course will build on students' knowledge and understanding of research formats using quantitative designs. Students will acquire and develop fundamental concepts and skills necessary for leadership research involving assessment tools. Principles of sampling design, administration procedures, and methods of data collection and analysis with survey data will also be covered.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 721 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 711 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the master's level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and

are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513; PSY 505 and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

The programs at Western Illinois and Wichita State appear the most directly similar to the proposed three-course block at WKU as it moves from consumption and use of research to discussion of methods and tools and ends with development of a prospectus prior to the traditional development of a proposal and completion of a dissertation. Western Illinois' offerings are EDL 715 Research in schools and communities, EDL 725 Prospectus development, EIS 701 Quantitative Research for educational leaders. Wichita State lists a course almost identical to the one proposed herein with EL 969 Introduction to educational research and academic writings, which again is followed by EL 989 Advanced research methods in educational research.

At Oakland University there is again an apparent assumption of some prerequisite skills and courses prior to admission and then an 8 hour block in two courses ED 732 Research Methodology and ED 733 Analytical Methods, prior to the ED 903 course Leadership research issues and proposal development for an additional 4 hours. Similarly, Stephen F. Austin offers blocks of learning in AED 603 Exploring Contemporary and Emerging Paradigms of Educational research and AED 623 Designing research within educational settings followed up by AED 682 Developing the Dissertation Research Proposal.

3. Discussion of proposed course:

- 3.1 Course objectives: Upon completing this course students will be able to:
- Prepare measurement instruments and surveys consistent with psychometric principles for conducting research.
 - Evaluate psychometric properties of measurement instruments and surveys based on relevant technical information.
 - Access quantitative data from secondary sources and prepare data for subsequent analysis.
 - Compute and interpret univariate and multivariate parametric statistics.
 - Use SPSS, SAS, or other similar software packages to perform data analysis.
- 3.2 Content outline: Topics will include the following:
- Problem Formation in Research
 - Design and Development of Instruments
 - Principles of Test Development
 - Use of Standardized Achievement Tests
 - Sources of Validity Evidence
 - Concepts and Estimation of Reliability
 - Bias and Fairness Issues in Measurement Procedure
 - Survey Design and Administration
 - *Sampling Design and Data Collection in Survey Research*
 - *Methods for Quantitative Studies*
 - Univariate and Multivariate Analyses

- Reporting Results using APA Guidelines
 - Interpretation and Discussion of Results
- 3.3 Student expectations and requirements: Students will be expected to read assigned text and materials and be prepared to participate actively in class discussion. Students will be also expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.
- 3.4 Tentative texts and course materials:
- Popham, W. J. (2000). *Modern educational measurement: practical guidelines for educational leaders* (3rd ed.). Needham: Allyn & Bacon.
- Fowler, F.J., Jr. (2009). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage.
- Wiersma, W., & Jurs, S. G. (2009). *Research Methods in Education: An Introduction* (9th ed.). Boston: Allyn & Bacon.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

4. Resources:

- 4.1 Library resources: The proposed course will require the use of existing university library databases and journal holdings. No additional purchases will be needed.
- 4.2 Computer resources: Current computer and other technology resources are adequate to deliver the course. No additional resources are necessary.

5. Budget implications:

- 5.1 Proposed method of staffing: Doctoral faculty will teach the course.
- 5.2 Special equipment needed: There will be no additional resource requirements.
- 5.3 Expendable materials needed: There will be no additional resource requirements.
- 5.4 Laboratory materials needed: There will be no additional resource requirements.

6. Proposed term for implementation: Spring 2012

7. Dates of prior committee approvals:

EDD Leadership Council	<u>3-4-2011</u>
Educational Administration, Leadership, & Research	<u>5-10-2011</u>
CEBS Curriculum Committee	_____
Professional Education Council	_____
Graduate Council	_____
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: 03/02/2011

**College of Education and Behavioral Sciences
Educational Leadership Doctoral (EdD) Program
Proposal to Create a New Course
(Action Item)**

Contact Person: Jie Zhang, jie.zhang@wku.edu, 745-2933

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EDLD 732
- 1.2 Course title: Program Evaluation for Educational Leaders
- 1.3 Abbreviated course title: Program Evaluation for Ed Ldrs
- 1.4 Credit hours: 3
- 1.5 Type of course: Lecture
- 1.6 Prerequisite: EDLD 722
- 1.7 Course description: Program evaluation theory, methods, and practices with a focus on the practical craft of evaluation research; discussion of theoretical and strategic issues of program evaluation; application of quantitative and qualitative research methods to program evaluation contexts.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course will replace the current EDLD 731- Advanced Data Analysis Tools in Leadership Research course. Because the faculty are making similar changes to the scope and sequence of the other EDLD research courses (711 and 721), it makes more sense to develop a new course than to modify an existing one. This also mitigates confusion that would arise in keeping track of whether students have completed the original or revised version of EDLD 731. In the proposed new course, doctoral students will learn the concepts, methods and applications of evaluation research; learn how to read evaluation research critically; understand how to use evaluation results to anticipate or improve program performance; and be able to propose an appropriate evaluation plan to assess the implementation and effectiveness of a program.
- 2.2 Projected enrollment in the proposed course: 20. Each cohort admits on average 20 students, and this course will be required for all doctoral students.
- 2.3 Relationship of the proposed course to courses now offered by the department: The proposed course is similar to the EDLD 731 course presently in the EdD program that, as described in 2.1, has been determined should be replaced. Also as mentioned in 2.1, the EdD program also offers EDLD 721 and 731, but faculty are completing proposals to replace these courses as well.
- 2.4 Relationship of the proposed course to courses offered in other departments: EALR department currently offers a cafeteria-style selection of courses designed for specific populations and programmatic needs. For example, EDFN 500 Research Methods is an introductory course in research that is a survey course designed for all beginning graduate students and as such largely serves the masters level students. To serve other graduate programs in other departments and colleges, EALR offers EDFN 501 and 601, two basic quantitative statistics courses; and EDFN 548 and 603, two qualitative courses. However, these courses are part of a service orientation of course offerings by the department and are not a planned sequential progression like the EDLD research courses will be. Additional master's level courses from other departments include SOCL 510 and 513;

PSY 505, 514, and 563; ECON 506; COMM 501 and 502; and HCA 520; but again none of these were designed for doctoral students as part of a sequence of courses geared toward doctoral level research.

2.5 Relationship of the proposed course to courses offered in other institutions: Courses similar to this course are offered at other universities offering the Educational Leadership doctoral degree. The following are examples:

East Carolina University - LEED 8060-Program Evaluation: Theory and research on program evaluation. Techniques used in designing, implementing, and reporting program evaluations.

East Tennessee State University - ELPA 6954-Educational Program Evaluation

North Carolina State University - ELP 780- Evaluation Theory and Practice

University of Phoenix - EDD 732-Program Evaluation

University of Louisville - ELFH 606- Evaluation of Educational Processes

Old Dominion University - FOUN 891- Program Evaluation in Education

3. Discussion of proposed course:

3.1 Course objectives: Upon completing this course, students will be able to:

- Explain the major concepts in program evaluation;
- Describe the types, purposes and uses of program evaluation;
- Identify key stakeholders and their needs;
- Build and use logic models in program planning, implementation, evaluation and reporting;
- Formulate meaningful evaluation questions develop an evaluation plan to address these questions effectively;
- Apply quantitative and qualitative designs in evaluation contexts;
- Select or develop appropriate measurement tools;
- Use SPSS, NVivo, or other similar software packages to perform data analysis;
- Recognize multiple and sometimes conflicting agendas of different stakeholders and yet maintain professionalism and integrity in reporting and using evaluation information;
- Understand the strengths and weaknesses of a variety of data sources;
- Understand ethical, social, political, and value issues confronted by program evaluators.

3.2 Content outline: Topics will include the following:

- Basics of program evaluation
- Types of program evaluation
- Phases of program evaluation
- Evaluation theory
- Program theory/logic model
- Evaluation planning with consideration of the evaluation standards
- Quantitative design for program evaluation: Randomized experiment, quasi-experiment, relational design
- Qualitative and mixed methods design for program evaluation
- Data analysis and interpretation in program evaluation
- Program evaluation reporting and uses
- Metaevaluation
- Ethical, political, and value issues in program evaluation

3.3 Student expectations and requirements: Students will be expected to read assigned texts and materials and be prepared to participate actively in class discussion. Students will be also

expected to demonstrate and apply their learning outcomes from computer lab sessions to assignments and a course project. Students will complete a mock methodological plan on a topic relevant to this course, and their personal leadership objectives as required by the individualized component of the doctoral program design. A midterm and a final exam may also be used to assess understanding of the course content.

3.4 Tentative texts and course materials:

Shadish, W., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton Mifflin.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Weiss, C. H. (1998). *Evaluation: Methods for studying programs and policies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

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