

ALS 852 School Evaluation-CrsRvs-2019-09-27

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

Form Information

 **The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:**

First Step: ONLY change the bracketed text in the proposal name to match one of the following naming formats. **You should remove the brackets as you do so.**

- For a course revision proposal: **SWST 201 Sidewalk Construction and Planning-CrsRvs-2019-09-02**
- For a course deletion proposal, you may modify the page code: **SWST 217 Construction of Cobblestone Sidewalks-CrsDel-2019-09-02**
- For a course revision that includes a new request for distance education approval, you may modify the page code: **SWST 440 Computer-Aided Sidewalk Design-CR/DE-2019-09-02**

Note - you generally do not need to request DE approval again if the course is already on the approved list: [CLICK HERE TO SEE ALL APPROVED DE COURSES](#)

Second Step: Click **“SAVE”** on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

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

Fourth Step: Click on **“EDIT CONTENTS.”** (*not EDIT*) and start completing the template. When exiting or when done, click **“SAVE”** (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link next to the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Dr. Tricia Shelton	Proposer Email*	tshelton@iup.edu
Contact Person*	Dr. DeAnna Laverick	Contact Email*	laverick@iup.edu
Proposing Department/Unit*	Professional Studies in Education	Contact Phone*	7-2400

Course Level*	graduate-level
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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:	<p>Category B:</p> <p>course_revision</p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p><i>Check the APPROVED DE Course List - ON THE I-WIKI DOCUMENTS PAGE <u>before</u> completing the Distance Education (DE) section. If the course is already approved for Distance Education, you DO NOT need to do another DE proposal.</i></p>
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Rationale for Proposed Changes (All Categories)

<p>(A) Why is the course being revised /deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>The course content needs broadened to cover topics related to evaluation that go beyond formative and summative evaluation. Additionally, the content needs broadened to go beyond P-12 school districts to include higher education organizations. Finally, the course content needs to be updated so that the objectives align with the recently published National Educational Leadership Preparation (NELP) (2018) Standards, which replaced the former ELCC Standards used in the program.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>The course content needs broadened to cover topics related to evaluation that go beyond formative and summative evaluation and to go beyond P-12 school districts to include higher education organizations. The objectives need to be updated to align with the recently published National Educational Leadership Preparation (NELP) (2018) Standards, which replaced the former ELCC Standards used in the program.</p>
<p>(C) Implications of the change on the program, other programs and the Students:*</p>	<p>The implication of this revision is that the course content will be made more relevant to students who are administrators in higher education settings, rather than being focused on P-12 educational settings.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	ALS
Proposed Prefix	ALS
(E) Current Number*	852
Proposed Number	852
(F) Current Course Title*	School Evaluation
Proposed Course Title	School Evaluation
(G) Current Prerequisite(s)	Admission to the program
Proposed Prerequisite(s)	<p>Admission to the program</p> <p><i>Note: if the current prerequisite is being dropped, you must state that clearly here: "Prerequisite is being changed to none." If it is being kept, you should repeat it here. Please do not leave either prerequisite field blank. If both the current and proposed prerequisites are 'none', please write 'none' in both boxes.</i></p>
(H) Current Catalog Description	Current models for both formative and summative evaluations are presented with emphasis on their application to school programs and other educational projects. Prior knowledge of curriculum development and/or project proposals is helpful but not required
Proposed Catalog Description	Engages students with the concepts, methods, and applications of evaluation. Describes formative and summative evaluation as a means for promoting organizational progress toward identified goals and objectives. Presents instruments, models, and approaches that support the construction of effective and meaningful evaluation practices. Examines a broad range of procedures that could be applied to objectively and comprehensively evaluate district/organizational policies and programs
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
<p>(I) Repeatable Course</p> <p>This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does not refer to the D/F repeat process.</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>

<p>Proposed Repeatable Course</p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>															
<p>(J) Number of Credits</p>	<p>Class Hours per week: This class meets 5 times per semester</p> <p>Lab Hours: 0</p> <p>Credits: 3</p>															
<p>Proposed Number of Credits</p>	<p>Class Hours: Lab Hours: Credits:</p>															
<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. To develop an understanding of establishing administrative policies for program evaluation. Standard 3.1 2. To develop an understanding of how program evaluation can be used and abused within the educational organization. Standard 2.2 Standard 2.3 3. To develop an understanding of the strengths and limitations of paper/pencil evaluations and standardized tests. To articulate beliefs regarding program evaluation and develop strategies to implement the beliefs. Standard 1.3 Standard 1.5 4. To develop an understanding of government directives regarding testing, government policies, and government regulations regarding local, state, and national testing. 															
<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="472 816 1484 1257"> <thead> <tr> <th data-bbox="472 816 561 894">SLO #</th> <th data-bbox="561 816 1255 894">Outcome</th> <th data-bbox="1255 816 1484 894">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 894 561 963">1</td> <td data-bbox="561 894 1255 963">Design district/organization improvement processes that incorporate data use, design, implementation, and evaluation (NELP Standard 1.2)</td> <td data-bbox="1255 894 1484 963">Program Evaluation System Design Rubric</td> </tr> <tr> <td data-bbox="472 963 561 1054">2</td> <td data-bbox="561 963 1255 1054">Evaluate, discuss, and advocate for ethical and legal decisions promoting equity of resources and opportunities for district/organization stakeholders through the use of multiple data sources.</td> <td data-bbox="1255 963 1484 1054">Program Evaluation System Design Rubric</td> </tr> <tr> <td data-bbox="472 1054 561 1167">3</td> <td data-bbox="561 1054 1255 1167">Articulate the importance of establishing and maintaining collaborative relationships with diverse community members, partners, and constituencies in order to examine multiple perspectives of district /organization improvement (NELP Standard 5.2)</td> <td data-bbox="1255 1054 1484 1167">Program System Critique Rubric and Program Evaluation System Design Rubric</td> </tr> <tr> <td data-bbox="472 1167 561 1257">4</td> <td data-bbox="561 1167 1255 1257">Identify the relationship between effective, ethical evaluation objectives and high-quality, rigorous practices promoting long-term success and achievement of the district/organization (NELP Standards 4.1, 6.3).</td> <td data-bbox="1255 1167 1484 1257">Program Evaluation Case Study</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Design district/organization improvement processes that incorporate data use, design, implementation, and evaluation (NELP Standard 1.2)	Program Evaluation System Design Rubric	2	Evaluate, discuss, and advocate for ethical and legal decisions promoting equity of resources and opportunities for district/organization stakeholders through the use of multiple data sources.	Program Evaluation System Design Rubric	3	Articulate the importance of establishing and maintaining collaborative relationships with diverse community members, partners, and constituencies in order to examine multiple perspectives of district /organization improvement (NELP Standard 5.2)	Program System Critique Rubric and Program Evaluation System Design Rubric	4	Identify the relationship between effective, ethical evaluation objectives and high-quality, rigorous practices promoting long-term success and achievement of the district/organization (NELP Standards 4.1, 6.3).	Program Evaluation Case Study
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<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>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.</i></p> <ol style="list-style-type: none"> 1. Evaluation's Basic Purpose, Use, and Conceptual Difference 2. Developing Interview Skills 3. Practical Guidelines for Conducting and Using Evaluations 4. Emerging and Future Settings for Program Evaluation 5. The Bigger Picture 															

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>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.</i></p> <ul style="list-style-type: none"> *Purpose and use of evaluation *Formative and summative evaluation *Establishing administrative policies for program evaluation *Evaluation methods *Evaluation planning, design, and implementation *Engaging stakeholders *Data collection and analysis *Evaluation to achieve objectives and goals *Dissemination/communication of results <p>Based on Newcomer, K. E., Hatry, H. P., & Wholey, J. S. (2015). <i>Handbook of Practical Program Evaluation</i></p>
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Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>
<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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.</i></p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
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Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:									
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
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<ul style="list-style-type: none"> • the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> • the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> • the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • effective oral and written communication abilities 	
<ul style="list-style-type: none"> • ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> • problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> • information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> • the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> • the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> • critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> • reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> • intellectual honesty 	
<ul style="list-style-type: none"> • concern for social justice 	
<ul style="list-style-type: none"> • civic engagement 	
<ul style="list-style-type: none"> • an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> • an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	
	3	


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>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.</p>	
<p>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.</p>	

Teacher Education Section

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

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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>