

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.	
a. Submitted by the College of: <u>Education</u>	Today's Date: <u>3/17/2010</u>
b. Department/Division: <u>Educational Policy Studies and Evaluation</u>	
c. Is there a change in "ownership" of the course? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES, what college/department will offer the course instead? _____	
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)	
e. Contact Person Name: <u>Jane Jensen</u>	Email: <u>jjensen@uky.edu</u> Phone: <u>7-1929</u>
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____	
2. Designation and Description of Proposed Course.	
a. Current Prefix and Number: <u>EPE 620</u>	Proposed Prefix & Number: _____
b. Full Title: <u>Topics and Methods of Evaluation</u>	Proposed Title: _____
c. Current Transcript Title (if full title is more than 40 characters): _____	
Proposed Transcript Title (if full title is more than 40 characters): _____	
d. Current Cross-listing: <input type="checkbox"/> N/A OR	Currently ³ Cross-listed with (Prefix & Number): <u>SOC 622 EDP 620</u> <u>ANT 620</u>
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____	
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____	
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.	
Current:	<u>3</u> Lecture <input type="checkbox"/> Laboratory ⁵ <input type="checkbox"/> Recitation <input type="checkbox"/> Discussion <input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical <input type="checkbox"/> Colloquium <input type="checkbox"/> Practicum <input type="checkbox"/> Research <input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar <input type="checkbox"/> Studio <input type="checkbox"/> Other – Please explain: _____
Proposed:	<u>3</u> Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Recitation <input type="checkbox"/> Discussion <input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical <input type="checkbox"/> Colloquium <input type="checkbox"/> Practicum <input type="checkbox"/> Research <input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar <input type="checkbox"/> Studio <input type="checkbox"/> Other – Please explain: _____
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail
Proposed Grading System:	<input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail
g. Current number of credit hours: <u>3</u>	Proposed number of credit hours: _____

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

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 "not minor," the 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. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i> _____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	An examination of a subset of evaluation methods, topics, and problems. An introductory course in the area with minimal emphasis on quantitative methods. The course is designed to: provide a perspective from which evaluation studies may be viewed; and, to provide experiences for those who will learn from or conduct evaluations.	
<i>Proposed Course Description for Bulletin:</i>	same	
j. Current Prerequisites, if any:	Consent of instructor, and a basic course in statistics or research.	
<i>Proposed Prerequisites, if any:</i>	_____	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> 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 <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	BOTH ON+OFF	
	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , 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 differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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.

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other
 Proposal Name¹ (course prefix & number, pgm major & degree, etc.): EPE 620
 Proposal Contact Person Name: Jane Jensen Phone: 257-1929 Email: jjensen@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EPE	5/16/2011	Alan DeYoung / 7-3846 / ajdey@uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Education	10/10/11	Robert Shapiro / 7-97975 / rshap01@uky.edu	
Dept of Sociology	9/12/11	Shaunna Scott / 7-6882 / shaunna.scott@uky.edu	
Dept. of Anthropology	9/12/11	Scott Hutson / 7-9642 / scotthutson@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

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 DL delivery. **All 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 a formal 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 technologies.

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 below 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 experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EPE 620	Date: 3/17/2010
Instructor Name: Kelly Bradley	Instructor Email: kdbrad2@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>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?</p> <p>This course follows a hybrid "Executive" model of course delivery in which students meet once a month for four hours per class and participate in on-line discussion and class exercises between face to face meetings.</p>
2.	<p>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.</p> <p>The distance component of the course consists of on-line discussion in which ALL student must participate with regular instructor feedback as well as problem solving assignments that are also share in an asynchronous but regular fashion. For example, case studies might be created and posted by students one week, analyzed and discussed online the next week, and reviewed in face to face discussion a week later.</p>
3.	<p>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.</p> <p>The courses uses Blackboard interface. All assignments are turned in individually (or by the group representative if a group assignment). The course has no exams.</p>
4.	<p>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?</p> <p>No. This course is being offered as part of a pilot program to test a)delivery models and b)cohort admissions. Although this cohort is completing their coursework via DL, all other students in the same degree program take 100% of their courses on campus. If this pilot is successful, we will then address how to classify these options.</p> <p>If yes, which percentage, and which program(s)?</p> <p>*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 delivery will be six months from the date of approval.</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

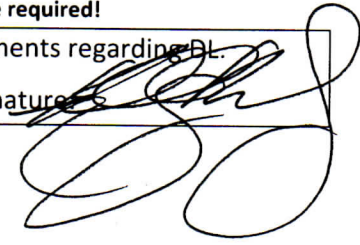
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

5.	<p>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?</p> <p>Stuents have access to a Distance Learning Librarian, their DGS and an admin asst. in the department.</p>
Library and Learning Resources	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students are regularly referred to the UK Writing Center.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>When appropriate, computer labs at UK or on a KCTCS campus are used to demonstrate statistical software.</p>
Student Services	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>This is reviewed during the first class meeting in which extra time is allotted for orientation.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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 technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

Distance Learning Form

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11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Kelly Bradley Instructor Signature: 
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EDP/EPE/ANT 620 AND SOC 622 INTRODUCTION TO EVALUATION

CONTACT INFORMATION

Instructor
Phone
Email

MEETING INFORMATION

F2F Meeting Times
Online Meeting Times
Asynchronous "Meeting" Schedule

PREREQUISITE

EPE/EDP 557 or an introductory statistics course

REQUIRED TEXT

- ✓ The Educational Imagination: On the Design and Evaluation of School Programs, 3rd Edition. Elliot W. Eisner. **ISBN: 0023321318**
- ✓ Inequality by Design. Claude S. Fischer, et. al. (1996). **ISBN: 0691028982**
- ✓ Increasing Productivity through Performance Appraisal, 2nd Edition. Gary P. Latham & Kenneth N. Wexley. **ISBN: 0201514001**
- ✓ Other materials posted at www.uky.edu/~kdbrad2/
Select **Courses**, locate **Current Courses** and select **EPE 620**

COURSE DESCRIPTION

This course is the study of evaluation. Principles of evaluation will be covered with emphasis on development of skill requisite for utilizing research and evaluation in practical situations. The design and measurement bases are covered within the jurisdictional, theoretical, and philosophical contexts. Course topics are framed within the areas of: evaluation, assessment, measurement and statistics.

SUBMISSION OF ASSIGNMENTS

All work is due as indicated. Readings and exercises should generally be completed prior to class (F2F or On-line). Late work is not accepted, unless in excused circumstances (instructor approved or UK regulated).

ATTENDANCE AND PARTICIPATION

You are expected to attend F2F classes, complete reading assignments and participate in online activities and discussions. Prior to each course meeting, you are responsible for downloading materials for that day from the website: www.uky.edu/~kdbrad2. See S.R. 5.2.4.2 for a list of excused absences.

ACADEMIC HONESTY

University of Kentucky Code of Student Rights and Responsibilities defines academic offenses and details procedures for dealing with them. The Code can be viewed on the University's web site: <http://www.uky.edu/StudentAffairs/Code/part1.html>. All students are expected to be familiar with the content of the Code of Student Rights and Responsibilities.

COURSE ASSIGNMENTS AND GRADING

1. Class Participation:	5%
2. Article Critiques: 2@15% each	= 30%
3. Measurement Assignment:	15%
4. Reading Journal:	15%
5. Evaluation Presentation & Handout:	15%
6. Course Questions:	20%

Course Assignments

Notes: ¹Detailed instructions will be provided prior to assignment. ²Rubrics are available via the web page. ³All work is due as indicated at the beginning of class, and no late work will be accepted, besides in extreme circumstances (pre-approved).

- 1. Class Participation:** Complete weekly readings and participate in online & F2F discussions/activities.
- 2. Article Critique:** Select 2 Evaluation and/or Performance Assessment peer-reviewed manuscripts (pre-approved) and complete a literature critique.
- 3. Measurement Assn:** Select a quote from Inequality by Design that connects to a critical component of measurement, and complete rubric framework.
- 4. Reading Journal:** Complete weekly class questions.
- 5. Presentation:** Select a key topic from the class presentations, readings or your external activities connected to evaluation (pre-approved) and prepare a 1-page handout and 5 – 8 PowerPoint slide presentation to be presented to the novice.
- 6. Final Exam:** Take-home ‘exam’ assessing course components by response to key points made throughout the literature (from course readings and beyond). It is available online now. It should be worked on throughout the semester and should be viewed as a cumulative assignment.

**** Assignments may be discussed in groups, but write ups and final products must be done independently. We will discuss this in detail in class.**

Course grades will be earned as follows:

A: 90% and above; **B:** 80 – 89 %; **C:** 70 – 79%; **E:** 69% and below

IMPORTANT DATES

January 19th, Martin Luther King Birthday – Academic Holiday; January 21st, Last day to add a class for the 2009 Spring Semester; January 21st, Last day to officially withdraw from the University or reduce course load; February 4th, Last day to drop a course without it appearing on a student's transcript; February 11th, Last day to officially withdraw from the University; February 12th, Last day for filing for a May graduate degree; February 26th, Last day for doctoral candidates for a May degree to submit intent; March 9th, midterm; March 16th-21st, Spring Vacation; April 9th, Last day for candidates for a May degree to schedule a final examination in The Graduate School; April 23rd, Last day for candidates for a May graduate degree to sit for a final examination; May 1st, Last day of classes, May 4th-8th, Final Exams

TENTATIVE COURSE SCHEDULE

Note: The reading assignments are to be completed prior to the class meeting listed.

Topic	Assigned Reading	Special Notes
Welcome to 'Introduction to Evaluation'		
Purpose of Evaluation	Chapter 1 Eisner	Submit Student Info Sheet
Evaluation and Assessment	Chapter 8&9 Eisner	
Systems, Methods, Errors	Chapter 13 Eisner	
Performance Appraisal	Chapter 1&2 Latham & Wexley	Article Critique 1 Due
System development - validation	Chapter 3&4 Latham & Wexley	
Errors and Accuracy	Chapter 6 Latham & Wexley	
Introduction to Measurement	Inequality By Design; Appendix 1	Article Critique 2 Due
Operationalizing	Inequality By Design; up to Chpt 5	Final Topic Approval
Discuss Inequality by Design	Finish Inequality by Design	Measurement Assignment Due
1. Putting it all together 2. Class Presentations	Chapter 10 Eisner	Reading Journal Due, Presentations & Handout Due
1. Class Presentations 2. Wrap up		Course Questions Due

See website for additional information, including useful links.

DISTANCE LEARNING INFORMATION FOR STUDENTS

Technological Requirements for the Course: Access to internet, working connection to Blackboard, and working email account capable of accepting attachments.

To solve technical complaints or support issues: Contact the appropriate office below. (Please also cc our department administrative assistant (aaburk00@uky.edu) so we can track issues that might affect more than one student.)

- For information on Blackboard Support contact: <http://www.uky.edu/TASC/DL/BBsupport.php>
- For information on Technology Support contact: <http://www.uky.edu/UKIT/> 257-1300
- For on-line library support contact Carla Cantagallo (carla@uky.edu):
- Phone: (859) 257-0500, ext. 2171
- 2nd Phone: (800) 828-0439
- Fax: (859) 257-0505
- E-mail: dllservice@email.uky.edu
- Distance document delivery service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Preferred method for reaching instructor and timeframe for response: Email is the best way to contact your instructor. If you need an immediate response for technical difficulty, consult the resources above. Otherwise you may expect a response within 24 hours or by the next business day.

If you have questions, do not hesitate to ask. Let's have a great semester!

EDP/EPE/ANT 620 AND SOC 622 INTRODUCTION TO EVALUATION

CONTACT INFORMATION

Kelly Bradley, Ph.D.

Office: 144 – A Taylor Education Building
Phone: 257 – 4923
Email: kdbrad2@uky.edu
Web page: <http://www.uky.edu/~kdbrad2/>
Office Hours: By appointment and Tuesday 12 – 1

MEETING INFORMATION

Tuesday, 9:30 – 12 in 245 Taylor Education Building

PREREQUISITE

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REQUIRED TEXT

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to schedule a final examination in The Graduate School; April 23rd, Last day for candidates for a May graduate degree to sit for a final examination; May 1st, Last day of classes, May 4th-8th, Final Exams

TENTATIVE COURSE SCHEDULE

Note: The reading assignments are to be completed prior to the class meeting listed.

Week	Topic	Assigned Reading	Special Notes
1 –	Classes start on Wednesday, so no meeting Week 1		
2 – Jan 20	Welcome to 'Introduction to Evaluation'		
3 – Jan 27	Purpose of Evaluation	Chapter 1 Eisner	Submit Student Info Sheet
4 – Feb 3	Evaluation and Assessment	Chapter 8&9 Eisner	
5 – Feb 10	Systems, Methods, Errors	Chapter 13 Eisner	
6 – Feb 17	Performance Appraisal	Chapter 1&2 Latham & Wexley	Article Critique 1 Due
7 – Feb 24	System development - validation	Chapter 3&4 Latham & Wexley	
8 – Mar 3	Errors and Accuracy	Chapter 6 Latham & Wexley	
9 – Mar 10	Introduction to Measurement	Inequality By Design; Appendix 1	Article Critique 2 Due
10 – Mar 17	No Class – Spring Break		
11 – Mar 24	Operationalizing	Inequality By Design; up to Chpt 5	Final Topic Approval
12 – Mar 31	No Class – Reading and Research Week		
13 – Apr 7	Discuss Inequality by Design	Finish Inequality by Design	Measurement Assignment Due
14 – Apr 14	No Class – AERA Week – Catch Up and Get Presentation Ready		
15 – Apr 21	1. Putting it all together 2. Class Presentations	Chapter 10 Eisner	Reading Journal Due, Presentations & Handout Due
16 – Apr 28	1. Class Presentations 2. Wrap up		Course Questions Due

See website for additional information, including useful links.

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