Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Karim Medico Letwinsky
   Doctoral Department
   Karim.letwinsky@wilkes.edu x5512

2. Proposal Title: Course objectives edits for ED 671 Measurement and Assessment

3. Check only one type of proposal: (double click on the appropriate check box and change default value to "checked").
   - New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. **Major = minimum of 30 credits, minor = minimum of 18 credits.**
   - New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. **Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.**
   - Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - Course additions or deletions not affecting programs (such as elective courses, transition of "topics" courses to permanent courses).
   - Change in course credit or classroom hours.
   - Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - Other (Specify)

4
4. Indicate the number of course modification forms that apply to this proposal:

   ______ Course Addition Form (plus syllabi)
   ______ Course Deletion Form
   _____ 1 Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should
   reflect the complexity and significance of the proposal. Include an overview of the
   proposal, background and reasoning behind the proposal and a description of how the
   proposal relates to the mission and strategic long-range plan of the unit and/or university.
   
   For incidental changes a one or two sentence explanation is adequate.
   This proposal seeks to update and edit the course objectives and course description for ED671
   Measurement and Assessment. Upon receiving QM training, the new, slightly edited objectives
   include phrasing that is more explicitly measurable. One objective was removed for redundancy.

6. Other specific information. (Not applicable for incidental changes.)

   What other programs, if any, will be affected by this proposal? Describe what resources
   are available for this proposal. Are they adequate? What would be the effect on the
   curriculum of all potentially affected programs if this proposal were adopted? Include any
   potential effects to the curriculum of current programs, departments and courses.

   No other programs will be affected.

7. Program Outline. (Not applicable for incidental changes).
   A semester-by-semester program outline as it would appear in the bulletin for a new
   program or any modified program with all changes clearly indicated.
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

Karim Medico Letwinsky  
Print Name/Title: Department chair(s) of all potentially affected programs  
Signature  
Date: 3/28/18

Rhonda Rabbitt  
Print Name/Title: Dean (s) of any potentially affected College/School.  
Signature  
Date: 3/28/18

Susan Hritzak  
Print Name: Registrar  
Signature  
Date: 3/28/18

Anne Skleder  
Print Name: Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).  
Signature  
Date:  
Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Managing Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. 
Signature indicates that the proposal has been reviewed and approved by APC.

Chair, General Education Committee. For revisions to General Education program only. 
(Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: ED 671
Course Title: Measurement and Assessment

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td></td>
</tr>
<tr>
<td>ED671 Measurement and Assessment</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Course Credit hours. (Indicate classroom, lab or “other” hours.)</strong></td>
<td></td>
</tr>
<tr>
<td>3 Classroom hours</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td></td>
</tr>
<tr>
<td>Prerequisites: N/A</td>
<td>Same</td>
</tr>
<tr>
<td><strong>Course Description (as proposed for Bulletin)</strong></td>
<td></td>
</tr>
<tr>
<td>This course provides an introduction to issues in educational</td>
<td>This course provides an introduction to issues in educational measurement and assessment with an emphasis on applications in both k-12 and higher education settings. Topics include: types of assessments including standardized tests, portfolios, performance tasks, computer adaptive tests; test development; item writing and analysis; test administration; evaluating tests and items including reliability and validity; and interpreting test results.</td>
</tr>
<tr>
<td>understand the relationships between curriculum, instruction, and</td>
<td>Describe the relationship between curriculum, instruction, and assessment.</td>
</tr>
<tr>
<td>assessment; define various concepts related to educational measurement; apply this understanding to creation of assessments.</td>
<td>Apply the terminology and principles of traditional cognitive testing and the development of different assessments by creating various types of assessments.</td>
</tr>
<tr>
<td>demonstrate an understanding of the terminology and principles of</td>
<td>Design various methods for scoring multiple assessments</td>
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<tr>
<td>traditional cognitive testing and alternative assessments.</td>
<td>Review assessments for bias by conducting an item analysis.</td>
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<tr>
<td>apply guidelines for formatting tests and writing items for assessments.</td>
<td></td>
</tr>
<tr>
<td>know and apply various methods of scoring assessments.</td>
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<tr>
<td>apply methods for reviewing assessments for bias.</td>
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<tr>
<td>understand the statistical concepts necessary for evaluating the quality of the assessments.</td>
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<tr>
<td>interpret data from assessments and provide implications in making curricular decisions.</td>
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<tr>
<td>understand the major issues involved in the ethical and fair use of tests</td>
<td></td>
</tr>
<tr>
<td>Evaluate the quality of the assessments by using appropriate statistical concepts.</td>
<td></td>
</tr>
<tr>
<td>Interpret data from assessments and provide implications in making curricular decisions.</td>
<td></td>
</tr>
<tr>
<td>Describe the major issues involved in the ethical and fair use of tests, including assessment as a mechanism of educational reform.</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.