



Tracking #	<input type="text"/>
REQUIRED for ALL courses & Undergraduate Programs	

**LEVEL:**       **TYPE:**       **DELIVERY METHOD: (USF Policy)**

**TITLE OF SUBMISSION:** *If submission is for a course, please include course prefix and number, along with the full title, if this is a program; please list the degree and title, e.g., BS in Elementary Education, Ph.D. in Educational Leadership, etc.*

**COURSES:** Is this a required course in a degree program or a certificate program or will be taught or used in a program area?  If Yes, Is the Program Change Attached?

- If yes, which one?

**UNDERGRADUATE**

- Is this course going to be submitted to fulfill the requirements for FKL (Gen Ed)?
- If yes, which one?

**GRADUATE**

- Is this course to be considered as part of the College approved core?
- If yes, it will be used to fulfill the:

**PROGRAMS:** (Graduate or Undergraduate)

- Is this an initial teacher certification program?
- If no, is this program reviewed by CAEP?

**ASSESSMENT OFFICE REVIEW** (signature obtained prior to submission to either UPC or GPC)

- Courses/Programs leading to teacher certification and/or programs reviewed by CAEP and/or SACS
- Certificates (New or Revised)

*Kristine Hogarty*      10/13/16  
Kristine Hogarty      DATE

**STUDENT ADVISING SERVICES OFFICE (SAS) REVIEW** (signature obtained prior to submission to UPC or GPC)

- Courses/Programs leading to initial teacher certification and/or Reviewed by CAEP (including Exercise Science)

Jeany McCarthy      DATE

**PROGRAM COORDINATOR REVIEW/APPROVAL**

If this submission is a required course in a program, or to be taught or used in a program area and/or a Program Revision, the Program Coordinator's Signature is required or is a revision to an existing program.

*[Signature]*      9-23-2016  
Program Coordinator's Signature      DATE

**SIGNATURE APPROVALS** (Choose appropriate persons from the drop down menus)

<input type="text" value="Dr. Barbara Shircliffe - EPS"/>	<u><i>Barbara Shircliffe</i></u>	<u>10/6/16</u>
Department Chair <i>(Signs prior to submission)</i>	CHAIR'S SIGNATURE /certifies that any known issues between programs have been resolved at the department level.	DATE
<input type="text" value="Dr. Bill Campbell - GPC"/>	<u><i>Bill Campbell</i></u>	<u>11-10-16</u>
College Curriculum Committee Chair <i>(Signs after approval)</i>	CURRICULUM COMMITTEE SIGNATURE	DATE
<input type="text" value="Dr. Stephen Thornton - FPC Chair"/>	<u><i>Stephen Thornton</i></u>	<u>11/18/16</u>
Faculty Council Chair <i>(Signs after approval)</i>	SIGNATURE	DATE
<input type="text" value="Dr. Ann Cranston-Gingras- Graduate"/>	<u><i>[Signature]</i></u>	<u>11/21/16</u>
Dean's Designee/Associate Dean <i>(Signs after approval)</i>	SIGNATURE	DATE

Tracking #

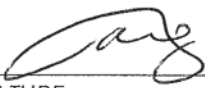
**PAGE 2**

## Initiating Faculty Member Certification

I confirm that this course or the changes to or termination of this course/program does not impact other Departments/programs, so no concurrence is needed.

I confirm that I have researched potential areas of concurrence across the USF system and have notified those Institutions/Departments of this proposed course/program action – these areas are listed below and signed memo(s) and/or email(s) is/are attached to this page.\*

Tony Tan  
Printed Name of Initiating Faculty Member

  
SIGNATURE

9-23-2016  
DATE


## CONSULTING DEPARTMENTS/UNITS/CONCURRENCES

(\*MUST attach a signed memo and/or emails providing supporting remarks or rationale for disapproval):

NAME OF UNIT/DEPARTMENT: Dept. of Leadership, Counseling, Adult, Career and Higher Education

CHECK ALL THAT APPLY:  APPROVED\*  DISAPPROVED\*  MEMO ATTACHED\*

Judith Ponticell  
Name/Title

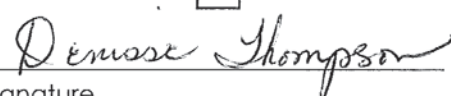
  
Signature

10/10/2016  
Date

NAME OF UNIT/DEPARTMENT: Department of Teaching and Learning

CHECK ALL THAT APPLY:  APPROVED\*  DISAPPROVED\*  MEMO ATTACHED\*

Denisse Thompson  
Name/Title

  
Signature

10/11/2016  
Date

NAME OF UNIT/DEPARTMENT:

CHECK ALL THAT APPLY:  APPROVED\*  DISAPPROVED\*  MEMO ATTACHED\*

Name/Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



# Graduate Curriculum Approval Form Changes to Degree Programs

**Degree (i.e. M.A., Ph.D., etc.):**  
**Name of Program (e.g. Biology)**  
**Program CIP Code :**  
**Name of Concentration(s) (e.g. Botany)**  
**Proposed Effective Term (e.g. Spring 2015)**  
**Faculty Contact**  
**Email**

M.Ed.  
 Curriculum & Instruction  
 13.0301  
 International and Comparative Education  
 Fall 2017  
 Dr. Tony Tan  
 tan@usf.edu

APPROVALS	Name	Signature	Action	Date
Dept. Chair	Dr. Barbara Shircliffe	<i>Barbara Shircliffe</i>	<input type="checkbox"/> Approve <input type="checkbox"/> Not approved <input type="checkbox"/> Comments attached	10/13/16
GPC Committee Chair	Dr. Bill Campbell	<i>Bill Campbell</i>	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Not approved <input type="checkbox"/> Comments attached	11-18-16
EDU Faculty Policy Committee Chair	Dr. Stephen Thornton	<i>Stephen Thornton</i>	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Not approved <input type="checkbox"/> Comments attached	11/18/16
College Associate Dean	Dr. Ann Cranston-Gingras	<i>A. Cranston-Gingras</i>	<input checked="" type="checkbox"/> Approve <input type="checkbox"/> Not approved <input type="checkbox"/> Comments attached	11/21/16
Concurrence*	Dept: Chair:		<input type="checkbox"/> Not Applicable <input type="checkbox"/> Concurs <input type="checkbox"/> Doesn't concur <input type="checkbox"/> Comments attached	
Grad Council	<input type="checkbox"/> Approve <input type="checkbox"/> Not approved <input type="checkbox"/> Tabled <input type="checkbox"/> Comments	Graduate Studies	<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	

**1. Summary of Changes – Select all that apply:**

- Change Admission Deadlines (no other changes)
- Change Admissions to "fall admissions only" (no other changes)
- Change from Regular to Direct Receipt Admissions (no other changes)
- Change from Direct Receipt to Regular Admission (no other changes)
- Change Admission Requirements
- Change Degree Program Requirements (including Concentration requirements)
- Update Course Numbers in Program Listing (i.e. from Selected Topics to Permanent Numbers) (no other changes)
- X Other – please specify: Add a new International and Comparative Education concentration to the Curriculum & Instruction M.Ed. program

2. Briefly - Why are these changes necessary or desired? The proposed program would provide a foundation in the interdisciplinary field of Comparative and International Education. This master's of education concentration would provide an opportunity for master's students to explore the field, would give doctoral students in other specializations an additional area of expertise at the international level, and would enhance the global citizenry of all students. It aligns well with the USF and College of Education's strategic plans for global citizenship.
3. **Attach the current Catalog Copy, with the requested revisions shown using Track Changes.** If the only change is to the Admission Deadline revised Catalog Copy is not required– just specify the change below. All other changes require Catalog Copy.

## COMPARATIVE AND INTERNATIONAL EDUCATION (CIE)

### Offered from the Department of Educational and Psychological Studies

This concentration is designed to provide a foundation in the interdisciplinary field of Comparative and International Education. This master's concentration will provide an opportunity for master's students to explore the field, will give doctoral students in other specializations an additional area of expertise at the international level, and will enhance the global citizenry of all students. This program is not a teacher certification preparation program.

#### Deadline for Admissions for this concentration: Fall Admission only

Domestic: January 15

International: May 1

#### Concentration Admission Requirements:

- A bachelor's degree from a regionally accredited institution.
- Undergraduate GPA of at least 3.00.
- GRE required. Recommended GRE of at least the 60<sup>th</sup> percentile in verbal, 50<sup>th</sup> percentile in quantitative, and 50<sup>th</sup> percentile in writing. Only current (within the past 5 years) will be accepted.
- Two letters of recommendation (professional/academic reference letters and contact information from individuals who can attest to academic accomplishments).
- Statement of purpose (statement of academic history and professional goals). No more than 2 pages in length.

Applicants from countries where English is not the official language must also demonstrate proficiency in English in one of the following ways:

- a. By providing a score of 79 or higher on the Internet based Test of English as a Foreign Language (TOEFL iBT).
- b. By providing a score of 6.5 or higher on the International English Language Testing System (IELTS).
- c. By providing a score of 53 or higher on the Pearson Test of English Academic (PTE-A).
- d. By earning a score of at least the 59<sup>th</sup> percentile on the GRE-Verbal exam.
- e. By earning a baccalaureate or higher at a regionally accredited institution in the U.S.

Total Program requirements with this concentration - 33 hours

#### In addition to the 9 hours of Program Core Requirements:

##### Concentration Course Requirements – 18 hours

EDF 6809	3	Introduction to Comparative and International Education
EDF 6xxx	3	Contemporary Issues and Trends in International Education
EDF 6xxx	3	Learning and Linguistic Diversity in a Transnational Context
EDF 6195	3	Policy Development
EDF 6407	4	Statistical Analysis for Educational Research I
EDG 6975	2	Project: Master's/Specialist

##### Electives – 6 hours minimum

Selected, either from the list below or upon advisor's approval:

EDF 6705	3	Gender and the Educational Process
EDF 6883	4	Issues in Multicultural Education
EDF 6517	4	Historical Foundations of American Education
EDA 6106	3	Administrative Analysis and Change
EDF 6461	3	Foundations of Applied Evaluation
EDF 6xxx	3	International Conceptions and Practices in Gifted and Talented Education

##### Comprehensive Exam

For the comprehensive exam students will complete a 2 credit hour course during the final semester of coursework in which they will create a portfolio of work from courses taken for the degree that will be presented through an oral defense.

## Overview/Summary Memo

Curriculum & Instruction M.Ed. Concentration  
Comparative and International Education  
Start date: Fall 2017

Department: Department of Educational and Psychological Studies

### Why

The proposed program would provide a foundation in the interdisciplinary field of Comparative and International Education. This master's of education concentration would provide an opportunity for master's students to explore the field, would give doctoral students in other specializations an additional area of expertise at the international level, and would enhance the global citizenry of all students.

### Goals

Upon graduation, each student shall have a deepened understanding of the collective influence that cultural, social, historical, economic and political contexts play in educational policy and practice in an increasingly global world through:

- Comparing the application of educational and psychological theories across diverse contexts.
- Analyzing the relationship between education and society at local, national, international and global levels.
- Researching educational issues and systems from interdisciplinary and global perspectives.
- Expanding knowledge and skills in cross-cultural and international educational settings.

### Catalog Copy

Name of Program (Major) or Concentration: **Comparative and International Education**

Degree (i.e., M.A.): **M.Ed.**

Concentrations offered under this program (if any): **N/A**

Program Status (Select one): **Open for Admission**

Effective Date: **Fall 2017**

Program Level: **Masters**

Total Hours Required (including thesis/dissertation hrs): **33**

Admission Deadlines:

Fall: January 15 for U.S. residents, May 1 for international students  
No spring or summer admissions

### **Contact Information**

College/Dept: Dept Chairperson Name: Barbara Shircliffe, Ph.D.  
Program Director/Coordinator Name: Tony Tan, ED.D.  
Program Contact Name: Sandy Turner  
Program Email (should be generic): [vturner@usf.edu](mailto:vturner@usf.edu) (generic email will be created upon approval)  
Program Phone: 813-974-3515  
Program Website: TBD

### **Program Information (Degree Requirements)**

Program Description

**The interdisciplinary study of comparative and international education.**

Major Research Areas

**Comparative and international education; socio-political education; educational policy; human development in global context; cross-cultural studies.**

### **ADMISSION INFORMATION**

Program Admission Requirements (GRE, Interview, GPA, etc.)

**The minimum requirements for consideration for admission to the M.Ed. in Curriculum and Instruction with a concentration in Comparative and International Education includes:**

1. A bachelor's degree from a regionally accredited institution.
2. An undergraduate GPA of at least 3.0.
3. GRE required. Recommended GRE of at least the 60th percentile in verbal, 50th percentile in quantitative, and 50th percentile in writing. Only current scores (within the past 5 years) will be accepted.
4. Two letters of recommendation (professional/academic reference letters and contact information from individuals who can attest to academic accomplishments).
5. Statement of purpose (statement of academic history and professional goals). No more than 2 pages in length.

**Applicants from countries where English is not the official language must also demonstrate proficiency in English in one of the following ways:**

- a. By providing a score of 79 or higher on the Internet based Test of English as a Foreign Language (TOEFL iBT).
- b. By providing a score of 6.5 or higher on the International English Language Testing System (IELTS).

- c. By providing a score of 53 or higher on the Pearson Test of English Academic (PTE-A).
- d. By earning a score of at least the 59th percentile on the GRE-Verbal exam.
- e. By earning a baccalaureate or higher degree at a regionally accredited institution in the U.S.

DEGREE PROGRAM REQUIREMENTS

**33 credit hours**

*A. Foundations and Curriculum Core (9 hours)*

Course #	Course Title	Hrs.
EDF 6432	Foundations of Measurement	3
OR		
EDG 6481	Foundations of Educational Research	3
EDG 6627	Foundations of Curriculum & Instruction	3
EDF 6211	Psychological Foundations of Education	3

*B. Concentration Specialization (18 hours)*

Course #	Course Title	Hrs.
EDF 6809	Introduction to Comparative and International Education	3
EDF xxxx	Contemporary Issues and Trends in International Education	3
EDF xxxx	Learning and Linguistic Diversity in a Transnational Context	3
EDA 6195	Policy Development	3
EDF 6407	Statistical Analysis for Educational Research I	4
EDG 6975	Project: Master's/Specialist	2

*C. Electives (6 hours)*

Six hours of electives, either from list below or upon advisor's approval.

Course #	Course Title	Hrs.
EDF 6705	Gender and the Educational Process	3
EDF 6883	Issues in Multicultural Education	4
EDF 6517	Historical Foundations of American Education	4
EDA 6106	Administrative Analysis and Change	3
EDF 6461	Foundations of Applied Evaluation	3
EDF xxxx	International Conceptions and Practices in Gifted and Talented Education	3

*D. Comprehensive Examination*

For the comprehensive exam students will complete a 2-credit hour course during the final semester of coursework in which they will create a portfolio of work from courses taken for the degree. The portfolio will contain examples of course assignments and projects that demonstrate student understanding of each of the four program goals. The portfolio will also contain a written self-reflection (no more than 2 pages in length) on how their knowledge in each goal area has changed. Students will present their portfolio to program faculty through an oral defense.



SACS ASSESSMENT PLAN

Degree: Curriculum and Instruction (Comparative and International Education), Graduate, MEd, Tampa

CIP Code: 13.0301

Program Mission Statement: The mission of the Department of Educational and Psychological Studies is to advance rigorous inquiry and prepare highly qualified, culturally responsive professionals.

Graduates of COEDU program will be able to demonstrate the following:

Goal: Knowledge of global and cultural contexts in relation to educational systems and practices.

Learning Outcome

Students will display a deepened understanding of the collective influence that cultural, social, historical, economic and political contexts play in educational policy and practice in an increasingly global world.

Students will complete a 2-credit hour course during their final semester of coursework in which they will work with a specific faculty member to create a portfolio of work from courses taken for the degree. The portfolio will contain examples and artifacts of course assignments and projects that demonstrate student understanding of each of the four program goals:

1. Compare the application of educational and psychological theories across diverse contexts.
2. Analyze the relationship between education and society at local, national, international, and global levels.
3. Research educational issues and systems from interdisciplinary and global perspectives.
4. Expand knowledge and skills in cross-cultural and international educational settings.

Students will be required to revise and expand upon the course assignments and projects they choose to include in their portfolio to demonstrate deepened understanding. The portfolio will also contain a written self-reflection (no more than 2 pages in length) on how their knowledge in each goal area has changed as a result of program participation and through the process of revising and improving their work. Students will present their portfolio to program faculty through an oral defense, which will include a 15-20-minute presentation, followed by questioning from the faculty program committee, which should include the student's portfolio advisor and two other faculty members from the program. Performance will be assessed by the students' faculty program committee using a multi-criteria rubric employing a 5-point scale. The rubric aligns with the four program goals specified above as well as an evaluation of the students' clarity of written and oral expression. The rating scale ranges from 1 (Unsatisfactory) to 5 (outstanding). After the student's oral defense, program faculty will collectively discuss and assign scores. In cases of disagreement among raters, program faculty will continue discussing until a group consensus is reached.

Method of Assessment

Performance Targets

80% of the students will earn an overall performance rating of 4 (on a 5-point scale).

Assessment Results

Use of Assessment Results for Program Improvement

**University of South Florida  
College of Education  
Department of Educational Measurement & Research**

Syllabus for EDF 6432  
Foundations of Measurement

*The College of Education CAREs*

*The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.*

**Course Prefix and Number:** EDF 6432  
**Credit Hours:** 3  
**Course Title:** Foundations of Measurement  
**Course Prerequisites:** None  
**Class Time:** None  
**Location:** <http://my.usf.edu>  
**Office Hours:** Thursday 10:00 a.m. – 1:00 p.m.  
 Other times by appointments

---

**Instructor:** Dr. Yi-Hsin Chen  
**Office:** EDU 362 (Measurement and Research)  
**Telephone:** (813) 974-4964  
**E-mail:** [ychen5@usf.edu](mailto:ychen5@usf.edu)  
**SKYPE Account:** OHCHENUSF2006

**Department Staff:** Todd Williams  
**Office:** EDU 360  
**Telephone:** 813-974-3220  
**E-mail:** [twwillia@usf.edu](mailto:twwillia@usf.edu)

---

**Required Text(s) and/or Readings:**

1. Kubiszyn, T. & Borich, G. (2013). *Educational Testing and Measurement* (10<sup>th</sup> Edition).
2. Additional Readings: Additional readings from sources other than the textbook will also be assigned.

### **Course Website:**

Students will need to access the course website using Canvas at <http://my.usf.edu>. If not already done, a student ID will be required to activate your USF NetID account and Student USF Email account through [Academic Computing](#). Resources such as notes and announcements will be published at the site periodically. Additionally, some assignments may need to be submitted through the Canvas site.

### **Office Hours:**

If you would like to meet me in person, the following is my office hours.

Thursday 10:00 - 1:00 and by appointments.

*Note:* Every effort will be made to be available during these hours, however, due to a constantly fluctuating schedule, appointments are highly recommended. You can also contact me in your office or at home through SKYPE during office hours. The meetings via SKYPE are highly recommended as well.

### **Course Administration:**

Teaching materials for class such as Articulate presentations, pdf handouts, weekly assignments, and project documents will be available online for download on Saturdays. Students should check Canvas periodically as an announcement will be posted once these materials have been uploaded. Please check "**Online Course Policies**" for the more detailed information regarding course administration.

### **Course Purpose:**

The main purpose of the course is to help students develop a conceptual understanding of, and the skills necessary for, conducting effective measurement and evaluation in educational settings. This includes 1) the development of instruments for classrooms or other purposes; 2) an understanding of technical and practical issues related to test development and use; 3) knowledge of marking or grading systems; 4) applications of standardized tests and score profiles. To apply measurement concepts, the student must also master some basic statistical concepts.

### **Course Objectives:**

The student should, upon completion of the course, be able to do each of the following:

1. Understand the nature, characteristics, differences, and uses of measurement and evaluation.
2. Understand and be able to apply the tenants of proper construction and

- administration of Structure-Response Classroom Tests including sensitivity to diversity of testing population (e.g., cultural, gender, age, special needs)
3. Understand the purpose of item analysis and be able to demonstrate the basic skills and interpretation of item analysis results.
  4. Understand the different types and uses of Alternative Assessment and demonstrate ability to conceptualize, construct, and score alternative assessments.
  5. Understand and use basic statistical concepts, calculations, and analyses
  6. Be able to identify and practice the qualities desired in measurement and assessment procedures
  7. Identify the characteristics, uses, and misuses of standardized tests
  8. Understand and appropriately apply various marking systems within the context of classroom assessment.
  9. Identify technology resources that can assist with assessing students as well as the quality of assessments used

### **Criteria for Evaluation of Student Performance:**

*Determination of Grades:* Your grade in the course will be based on weekly participation, two projects, and the midterm and final exams. The weights of the course elements and grading criteria are as follows:

#### *Weights for Assignments:*

Participation (Weekly assignments and online testing): 10%

Project 1: 20%

Midterm Exam: 25%

Project 2: 20%

Final Exam: 25%

#### *Criteria for Grades:*

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

#### *Participation:*

In addition to weekly slides, the instructor will design different types of activities for your practice every week, such as discussion, multiple-choice online testing, or statistical computations. Some activities will not be graded, but some will contribute to your participation points.

#### *Project 1:*

Students will choose from one of the following options for project 1. Detailed requirements for each option as well as rubrics and review criteria will be made

available by the first week of class.

Option 1: Development of a Criterion Referenced Test

Students will develop a Criterion Referenced Test for use in the subject, grade level and topic of their choice following the practices and methods covered in the first half of the course. A rubric will be provided for students to follow in the design of their projects as well as review sheets for use by independent reviewers to help guide project development.

Option 2: Development of an Alternative Assessment

Students will develop an Alternative Assessment for use in the subject, grade level and topic of their choice following the practices and methods covered in regarding alternative assessments. A rubric will be provided for students to follow in the design of their assessments as well as review sheets for use by independent reviewers to help guide project development.

*Project 2:*

There are no options for project 2. All the students need to complete project 2 under the same condition. Project 2 will focus on item analysis, test accuracy, and the interpretation of test scores. There are two parts of project 2. To complete project 2, students need to (a) conduct item analysis, (b) convert test scores to make comparisons, and (c) summarize and report student performance.

*Submission:*

The way recommended submitting your projects and assignments is that you first type your work in to a word processing program (such as Word) and save the file (this guarantees that you will have a copy of your work). Then you upload the entire document on Canvas.

*Exams (Midterm and Final)*

The midterm and final exams will be held on Saturdays (see the course schedule for the exam days). These two exams will take place on campus so students should come to campus to take exams in person. If you cannot make it on these exam days, alternative arrangements are allowed by contacting the instructor. You can either come in on another days or find a proctor in colleges or universities near your places for your exams.

The midterm exam covers materials from the first half of the course and the final exam covers only materials from the second half of the semester. Both exams are computer-based tests. Each exam consists of approximately 50 multiple-choice items. The testing place will be in the Measurement Computer Lab (EDU248) and test plans for both exams will be posted online.

## Chalk & Wire

Some programs in the COEDU require students in EDF 6432 to submit Critical Tasks to Chalk & Wire. Students are advised to consult with their program coordinators to determine if the projects in this course are program requirements for graduation. This assignment addresses the Florida Accomplished Practices and State Standards related to Assessment (FAPSSA). A collection of evidence demonstrates teacher candidate learning about assessment. Based on the State Standards, the effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)
- f. Applies technology to organize and integrate assessment information.

You will have six final scores to represent your performance on these six state standards (see above) that will be submitted to Chalk & Wire using a 5-point scale based on your performance on Projects 1 and 2 in this course. You need not to worry about the submission of these scores. The instructor will submit them to Chalk & Wire based on your performance on these two projects. **However, you need to submit your projects to your Chalk & Wire account after you finish all the projects and the instructor gives the grades for these projects.** In addition, your responsibilities are to work hard on these two projects and to submit high quality of project work to obtain 4 or 5 points on each standard to pass Chalk & Wire.

Chalk and Wire Lab Information:

Website: <http://www.coedu.usf.edu/main/chalkandwire/>.

They are available via phone (813-974-4422) and email

[ChalkAndWireHelp@tempest.coedu.usf.edu](mailto:ChalkAndWireHelp@tempest.coedu.usf.edu)

The physic office is on the second floor in the Education building (EDU 262).

The lab hours are posted on the Chalk & Wire website.

## Important Policy about the "Incomplete" Grade

**The incomplete policy** allowed for a student with extenuating circumstances to request and receive an Incomplete ("I") Grade. However, the grade the student would earn if all assignments were factored in, including zeros for missing work, is now attached to the "I" (e.g. "IC"). The student must complete the work by the deadline as agreed upon in the Contract. If a change of grade has not been submitted within **TWO** semesters of the "I" grade being issued, the grade defaults to the letter grade noted on the Contract (e.g. "IC" converts to a "C"). Again, the "I" grade is not factored in the GPA, but as soon as the final letter grade is noted - either by Change of Grade or by system default - the assigned grade will be. A student's GPA will be recalculated retroactive to the semester that the course was taken. Remember, as per previous policy, that if the recalculated GPA causes the overall GPA to drop below the required 3.00, the student will be on academic probation effective that original term through the current term.

**What this means for students.** If you anticipate that you will not be able to complete your course assignments prior to the end of the semester due to illness or other circumstances beyond your control you may request consideration for an Incomplete Grade from your instructor. "I" grades are granted at the discretion of the instructor, even if the student meets eligibility for an "I" grade. If you are failing a course you are not eligible to receive an "I" grade (in which case consider withdrawing from the course if you do not anticipate being able to successfully finish the work).

## Online Course Policies

### *1. Electronic Communication:*

Electronic communication tends to be more casual than the classroom environment. I want to emphasize the importance of maintaining a supportive learning environment for the class. In your e-mails and discussion postings, keep the tone polite and considerate. Remember that online communication lacks the personal aspect of body language and facial expressions that help facilitate face-to-face communications.

If you are confused about material that you have read in the textbook or outside readings, first send a message to the Main discussion area, and discuss it with your classmates. If you're still confused, feel free to e-mail, skype, or telephone the instructor. If you are emailing the instructor with a question or a problem, please be clear, concise, and courteous. Recognize that the more clearly the question is posed or the problem is presented, the more informative the instructors' answer can be.

### *2. E-Mail Response Time:*

The instructor will check e-mail once per day, Monday through Saturday. They will make every effort to reply to an e-mail within 2 working days. There may be a couple of

times during the semester that the instructor will be unavailable due to conference travel, etc. I will let you know ahead of time if this is going to happen.

### *3. Turning in Assignments:*

The course schedule will run on a Saturday - Friday week. All weekly assignments will be due on Saturdays, by 11:00 p.m. As for the due dates of the projects, please check the course schedule (at the end of the syllabus). Assignments that are submitted late will not be graded. It is not my desire to issue grades of 0, but in order to continue building on each topic and to maintain the course schedule, this policy is necessary. The Blackboard server assigns a time signature to every email and assignment submission. Those times will be used to determine whether or not your assignment was submitted on time.

### *4. Technical Problems & Assignment Deadlines:*

We suggest that you complete your work early and have a backup computer and backup Internet connection (e.g. at a friend's house) available. If there is a USF-caused server problem, I will make limited exceptions to deadlines. A good way to make sure this type of problem doesn't affect you is to complete your work well before the deadline.

Academic Computing is your resource for assistance in dealing with technical problems. Here is their contact information:

Phone: 974-1222 in Tampa or toll-free 1-866-974-1222 Statewide  
In person: 6th floor of the Tampa Campus Main Library, LIB 608;  
Online customer service and support tool (available at any time).

### *5. Academic Integrity:*

This course will include an emphasis on the value of peer review. However, it is required that you complete work on an individual basis. While you may discuss course material with your classmates, all assignments must be completed and submitted on an individual basis. This means that you must compose, type, and submit your own, unique responses to each and every assignment.

### **Other Notes:**

**1. American's with Disabilities Act:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.



**2. Policy on Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the *second class meeting*.

**3. Academic Integrity:** As should be expected, integrity and academic honor are requirements of this course. Although collaboration is encouraged on assignments, projects need to reflect the unique work of each student. Any evidence or indication of inappropriate or dishonorable conduct will be addressed to the fullest extent permissible by University Policy (see web links below for further information). Some examples of conduct that will be considered as violations of academic integrity include:

- Copying or otherwise plagiarizing previous work, including the work of other/previous students, published work and curriculum materials, materials constructed by co-workers/peers, etc. All work is to be a unique product of each student.
- Claiming ownership of others' work, including, but not limited to, falsification of authorship and/or ownership.
- Any form of cheating on examinations

The following websites provide further information and guidance regarding the university's policies and processes for issues involving academic dishonesty or compromise:

<http://www.sa.usf.edu/handbook/02/academics/ImportantAcademicPolicies.htm>

<http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>

<http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct>

Additionally, USF has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a large database of articles and previously submitted papers. For more information, go to [www.turnitin.com](http://www.turnitin.com)

COURSE SCHEDULE

Note 1: Reading assignments are based on the 10<sup>th</sup> edition of the text.

Note 2: Each week starts on Saturday and ends on Friday

Week	Date Assigned	Date Due	Reading Assignment	Topics
1	Aug. 20 <sup>th</sup>	Aug. 26 <sup>th</sup>	Chapter 1	1. Orientation to the course 2. Introduction to testing and measurement
2	Aug. 27 <sup>th</sup>	Sep. 2 <sup>nd</sup>	Chapters 4 & 5	1. The purpose of testing and types of tests 2. Norm-referenced & Criterion-referenced tests
3	Sep. 3 <sup>rd</sup>	Sep. 9 <sup>th</sup>	Chapter 6	1. Instructional goals 2. Measuring learning outcomes
4	Sep. 10 <sup>th</sup>	Sep. 16 <sup>th</sup>	Chapter 7	1. Writing objective test items
5	Sep. 17 <sup>th</sup>	Sep. 23 <sup>rd</sup>	Popham article Chapter 9	1. The need for alternative assessments 2. Writing & scoring performance-based tasks
6	Sep. 24 <sup>th</sup>	Sep. 30 <sup>th</sup>	Chapters 8 & 12	1. Writing & scoring essay items 2. Grading and reporting
7	Oct. 1 <sup>st</sup>	Oct. 7 <sup>th</sup>	No assignments	Working and Preparation Week for Project and Midterm
8	Oct 8 <sup>th</sup>	MIDTERM EXAM		Time: 12:00 pm - 2:00 pm; Room: EDU248
8	Oct. 9 <sup>th</sup>	PROJECT DUE		Project 1 Due by 11:00 p.m.
8	Oct 8 <sup>th</sup>	Oct. 14 <sup>th</sup>	Chapter 11	1. Administering a test 2. Improving a test through item analysis 3. Distribute Project 2 Part 1
9	Oct. 15 <sup>th</sup>	Oct. 21 <sup>st</sup>	Chapters 13-14	1. Summarizing test scores 2. Converting raw scores and using norm tables
10	Oct. 22 <sup>nd</sup>	Oct. 28 <sup>th</sup>	Chapters 15-16	1. Determining relationships 2. Estimating test validity 3. Distribute Project 2 Part 2
11	Oct. 29 <sup>th</sup>	Nov. 4 <sup>th</sup>	Chapters 17-18	1. Determining test reliability 2. Determining test accuracy and error
12	Nov. 5 <sup>th</sup>	PROJECT DUE		Project 2 Part 1 due by 11:00 pm
12	Nov. 5 <sup>th</sup>	Nov. 11 <sup>th</sup>	Chapters 19-20	1. Standardized achievement tests- <i>Part I</i>
13	Nov. 12 <sup>th</sup>	Nov. 18 <sup>th</sup>	Materials online	1. Standardized achievement tests- <i>Part II</i>
14	Nov. 19 <sup>th</sup>	Nov. 25 <sup>th</sup>	No Class	Thanksgiving Week
15	Nov. 26 <sup>th</sup>	PROJECT DUE		Project 2 Part 2 due by 11:00 pm.
15	Nov. 26 <sup>th</sup>	Dec. 2 <sup>nd</sup>	No assignment	Preparation Week for the final exam
16	Dec. 3 <sup>rd</sup>	FINAL EXAM		Time: 12:00 pm -2:00 pm; Room: EDU248

**EDF 6481: Foundations of Educational Research**  
**University of South Florida College of Education**  
**Department of Educational Measurement & Research**  
 Fall Semester 2016

*The College of Education CAREs*

*The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethical Practice. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the College's Conceptual Framework, visit:  
[www.coedu.usf.edu/main/qualityassurance/ncate\\_visit\\_info\\_materials.html](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)*

**Course: EDF 6481 Credit Hours: 3 hours**

Time and Place: Online  
 Instructor: Leia K. Cain, Ph.D.  
 Office: EDU 367 Please e-mail to schedule appointments!  
 Skype: Dr.LeiaCain  
 E-mail: LKCain@usf.edu **(This is THE best way to reach me – please email me through your email address instead of through Canvas)**

### Required Text and Readings

There are no required books for this course. Instead, weekly readings will be available on Canvas.

### Course Purpose

The primary purpose of this course is to introduce students to the concepts, methods, and applications of research in education. Emphasis will be placed on practical issues related to the planning, conduct and interpretation of research and its results.

A second purpose of the course is to develop students' personal interests in research related to their particular fields of specialty, or to research in general. To this end, a significant proportion of course effort will be directed to individual applications in students' fields.

### Course Objectives

Students who successfully complete all course requirements should be able to:

- a. Describe the concepts, purposes and methods fundamental to conducting systematic inquiry.
- b. Describe and differentiate between the major types of educational research designs.