March 4, 2014

MEMORANDUM

TO: Donna Wiseman
   Dean, College of Education

FROM: Elizabeth Beise
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Modify the Post-Baccalaureate Certificate in Assessment and Evaluation (PCC Log no. 13027)

At its meeting on December 6, 2013, the Senate Committee on Programs, Curricula, and Courses approved your proposal to modify the Post-Baccalaureate Certificate in Assessment and Evaluation. A copy of the approved proposal is attached.

The change is effective Fall 2014. Please ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

MDC/

Enclosure

cc: Marilee Lindemann, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Howard, Division of Information Technology
    Pam Phillips, Institutional Research, Planning & Assessment
    Anne Turkos, University Archives
    Linda Yokoi, Office of the Registrar
    Doug Roberts, Undergraduate Studies
    Alex Chen, Graduate School
    Maggie McLaughlin, College of Education
    Nathan Fox, Department of Human Development and Quantitative Methodology
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School: Education
Please also add College/School Unit Code-First 8 digits: 01203100
Unit Codes can be found at: https://hvpprod.umd.edu/Html_Reports/units.htm

Department/Program: Human Development and Quantitative Methodology/ PBCAE (Post-Baccalaureate Certificate in Assessment and Evaluation)
Please also add Department/Program Unit Code-Last 7 digits: 1310801

Type of Action (choose one):
☐ Curriculum change (including informal specializations) ☐ New academic degree/award program
☐ Curriculum change for an LEP Program ☐ New Professional Studies award iteration
☐ Renaming of program or formal Area of Concentration ☐ New Minor
☐ Addition/deletion of formal Area of Concentration ☐ Request to create an online version of an existing program
☐ Suspend/delete program

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

CONTEXT
Currently, the Post-Baccalaureate Certificate in Assessment and Evaluation (PBCAE) is a 15-credit certificate, offered entirely on-line. The five courses that comprise the certificate are:

EDMS 645 Quantitative Research Methods I (3 credits)
Research design and statistical applications in educational research: data representation; descriptive statistics; estimation and hypothesis testing. Application of statistical computer packages is emphasized.

EDMS 610 Classroom Assessment and Evaluation (3 credits)
Develop the understandings and skills needed to validly, reliably, and accurately assess student learning and to provide focused leadership in the area of classroom assessment.

EDMS 622 Theory and Practice of Standardized Testing (3 credits)
Prerequisite: EDMS451; or EDMS645.
Principles of interpretation and evaluation of aptitude, achievement, and personal-social instruments; theory of reliability and validity; prediction and classification; norm- and criterion-referenced testing concepts.

EDMS 626 Measurement Techniques For Research (3 credits)
Prerequisite: EDMS646.
Theory, development and applications of various measurement instruments and procedures. Questionnaires, interviews, rating scales, attitude scales, observational procedures, ecological approaches, Q-sort, semantic-differential, sociometry and other techniques.
In the past, students in the PBCAE would take the courses whenever they were offered and could start in the Spring or Fall. **We are proposing to:**

1. Remove EDMS645 as a required course in the curriculum for the PBCAE certificate program, thus reducing the total credit requirement for the program from 15 to 12 credits;
2. Add the following admissions requirement for the PBCAE certificate program: “EDMS 451, EDMS 645, or approved prior coursework at either the undergraduate or graduate level in introductory statistics;”
3. Change the individual pre-requisites for EDMS 622, EDMS 626, and 647 to “EDMS 451, EDMS 645, or approved prior coursework at either the undergraduate or graduate level in introductory statistics.”

**Rationale for removing EDMS 645 from PBCAE curriculum**

First and foremost, the in-depth coverage of EDMS645 in introductory statistics and research design is not required for the remaining courses in the PBCAE certificate. The EDMS645 course is intended for graduate students who will be completing theses and dissertations using basic research procedures. The level of detail and practice associated with this course is not necessary for successful completion of the remaining courses in the certificate. Furthermore, many participants in the certificate have already had some exposure to introductory statistics and therefore the course is somewhat repetitive for them.

As a secondary benefit, we believe that this change (of removing a required graduate course and adding a pre-requisite of prior undergraduate or graduate coursework) will result in more successful completion of the certificate. Specifically, many of our students are working full-time and thus take only one course at a time. The requirement of 5 semesters (or two and a half years) to complete the certificate results in some attrition. Furthermore, assuming that only four courses are part of the certificate going forward, our program can offer the courses on a very predictable basis (the same two courses each fall and the same two courses each spring). This structure will allow those students who would like to complete quickly to do so in two semesters but will still allow those students who want to take one course at a time to take four semesters to complete. Finally, this change in structure would result in more of a “cohort” model. If students were taking courses in a predictable manner, they may be more likely to engage with each other (on-line) as they would be “sitting” in the same classes together.

**Rationale for changing the pre-requisites for EDMS 622, 626, and 647**

EDMS faculty unanimously agree that the pre-requisites of (a) EDMS 451 or EDMS 645 for EDMS 622; (b) EDMS 645 for EDMS 647; and (c) EDMS 646 for EDMS 626 are a function of past course sequencing recommendations that are no longer relevant for the program planning purposes of students on campus or in the Outreach PBCAE program. The faculty proposes that instituting a program admissions requirement for “EDMS 451, EDMS 645, or an approved equivalent course in introductory statistics” will provide students with enough foundational content to successfully complete the remaining courses in the PBCAE and also will also serve the introductory needs of students who may wish to take EDMS 622, 626, or 647 as single courses in program plans that are outside of the PBCAE.
Departmental/Unit Contact Person for Proposal: ____________________________

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair: Ann A. Battle, nn A. Battle 11/8/13
2. Department Chair: Nathan 11/8/13
3. College/School PCC Chair: Denis Sullivan 11/21/13
4. Dean: Margaret J. Changes 11-21-13
5. Dean of the Graduate School (if required): 2/12/14
6. Chair, Senate PCC: Mancee 12/16/13
8. Senior Vice President and Provost: ____________________________