

EDAD 639

Educational Program Evaluation for School Leaders

Texas A&M University-Commerce

College of Education/Department of Educational Administration

Course Syllabus

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COURSE INFORMATION

Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2010). *Program evaluation: Alternative approaches and practical guidelines*, (4th ed.). Boston, MA: Allyn & Bacon. ISBN-10: 0205579353

Markiewicz, A., Patrick, I. (2015). *Developing monitoring and evaluation frameworks*. Thousand Oaks, CA: Sage Publications. ISBN-13: 9781483358338

Course Description

EDAD 639 will focus on theory and practice of evaluation including research methods and design strategies to measure program outcomes and skills to evaluate personnel and projects. The course will include components of evaluation models and management of educational functions, and skills in preparing and communicating evaluation findings.

Student Learning Outcomes

The purpose of the doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. The doctoral student is expected to gain many new concepts, zeal for adding to the sum of human knowledge, and the ability to conduct original research and to think clearly and independently. The student must also develop the professional competencies necessary for giving application of knowledge in the essential areas of human and public interest. Guidance toward extended reading and research is an integral part of graduate study. To assist students in achieving the state purposes of the doctoral program, the following goals/objectives have been developed for this course. Upon successful completion of this course, students will:

1. Demonstrate the purposes and importance of educational program evaluation.
2. Analyze the interdependent relationship between the dimensions of management and evaluation.
3. Differentiate between a variety of program evaluation models and the individuals associated with their development and use.
4. Compare and contrast historical and current literature in the area of program evaluation.
5. Apply the knowledge and skills of evaluation to existing programs and the planning of new programs.

6. Evaluate a variety of measures/data gathering techniques available for use in program evaluation.
7. Assess the complexity of the relationships between educational program evaluation and other elements, including, but not limited to, ethics, politics, communication, finances, decision-making, curriculum development and implementation, staff development, accreditation, school reform/restructuring, and teacher evaluation.

COURSE REQUIREMENTS

Performance Expectations

This is a doctoral standing only course. To that end, the following student expectations for this course have been generated. Evaluation will be based on successful demonstration of the following activities. Regardless of points earned, a course grade of A cannot be obtained if all assignments are not completed.

Participation (20%/1300 [13@100] points). You are required to respond in the discussion boards two of out five weekdays (Monday through Friday) each week. There is no substitute for class participation. For each absence in participation in excess of one excused absence, a 10% reduction in the final course grade will result. Missing two participation opportunities may result in requesting that the registrar drop the student's name from the course roll. (Course objectives 1, 2)

Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum. Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation:

- You should submit your initial post(s) early in the session, and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. **For clarity, students must post initial discussion responses by Wednesday at 10:00 p.m. Replies to two (2) colleagues must be posted by Friday at 10:00 p.m. Posts submitted outside of these expectations will not be graded and the student will receive a grade of zero points.*
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Rebore (2014) speaks of “grounding research in emergent theory” (p.16). Therefore, John, please go back to chapter one and integrate the components...

“Your response to the prompt is too subjective. Starratt (2004) discussed the disturbing nature of the contextual educational system... While the second part of your response is close, here’s a suggested revision...”

- Be sure cite all material using APA 6th edition. You are, however, encouraged to be succinct — keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you, as well.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic. More importantly, your response to the prompt(s) must extend the full breadth of all assigned readings and lectures. Demonstrate the ability to synthesize theory and apply to professional practice by citing from all of the assigned readings for the specific module.
- Avoid opinion. Demonstrate that you have read the assigned material by how you construct the response. Whenever possible, connect theory to practice.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. From time to time, the professor will seek clarifying remarks. You are required to respond to these probes for deeper investigation; however, they do not count as a reply to a classmate. Exemplary students typically visit the discussion area 3-5 “different” times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Discussion Evaluation Rubric

Timeliness and quality of your initial posting to allow sufficient time for peer feedback. Post by the Wednesday due date.	0 1 2 3
Quality of constructive feedback that you provide to at least <i>two classmates</i> in reviewing their work by the Friday due	0 1 2 3 5 7

date.	
	Point Total = /10

Quizzes 20%/1100 [11@100] points). Quizzes are designed as tools to check for understanding. Each quiz will be administered in a 30-minute allotment and will automatically submit when time has expired. While you may use the textbook and other instructional resources during the quiz administration, they are intentionally designed to assess your ability to think critically and order information effectively. Factually, the quiz may contain questions where each given response is a correct answer, often worded directly from the text. In this case, as a doctoral student, your charge is select the best answer based on professor preference as articulated through discussions and assignment feedback, or by ordering the choices and selecting the best response available. The professor will not return correct responses to quiz questions, nor will he dialogue with you about the responses. If clarification is needed regarding questions on the quiz, refer back to your readings and supplemental instructional resources. Furthermore, quizzes will not be reset for any reason; thus, ensure a strong Internet connection is available prior to and during each quiz administration.

Evaluation Proposal (40%/100 points). Submit a thoughtful and well-written independent evaluation project. The project will be the proposal for an evaluation of a program. Details of the project will be discussed in class. Information from the text and other readings will also guide the format and contents of the program evaluation proposals. Proposals should be 18-20 pages in length not including references, title page, appendices, and cover page (APA, 12 point type, one-inch margins, Times New Roman font). Do not include excessive, long quotes. Do not include extra spaces in the header/footer. Make sure there is no automatic spacing between sections and paragraphs. Proposals will be periodically reported on in class. (Course objectives 5, 6)

Required Proposal Components:

1. Title Page
 - Organization
 - Product/service/program that will be evaluated
 - Date
2. Table of Contents
3. Executive Summary (one-page, concise overview of plan)
4. Purpose of the Report
 - What type of evaluation(s) will be conducted
 - What decisions may be aided by the findings of the evaluation
 - Who is making the decision, etc.
5. Background about Organization and Product/Service/Program that will be evaluated
 - Organization Description/History
 - Product/Service/Program Description (that will be evaluated)
 - Problem Statement
6. Overall Goal(s) of Product/Service/Program:
 - Clarify the problem that the program is to address and specify the target population.
 - These activities should be as specific and data-driven as possible
 - Outcomes and Performance Measures (that can be measured as indicators toward the outcomes)
 - Activities/Technologies of the Product/Service/Program (general description of how the product/service/program is developed and delivered)
 - Staffing (description of the number of personnel and roles in the organization that are relevant to developing and delivering the product/service/program)
7. Related Review of Literature (about 3 pages)
8. Overall Evaluation Goals (for example, what questions will be answered by the evaluation): This step is one of the most critical elements in making an adequate evaluation possible. If the evaluator is to determine whether the programs objectives were achieved (outcome evaluation), the objectives must be clearly stated and realistic. In addition, without clearly stated objectives, the program managers will be unclear how to commit resources. In setting the program objectives, the planners should tie the program to the larger objectives of the institution responsible for the program as well as the specific program goals.

9. Methodology: Program activities necessary to achieve the objectives are established during this step. The activities should be tied directly to the objectives. Operational indicators may be established at this time, indicators which specify actions to be taken to move the program toward meeting its objectives. The model selected will depend on the type of program, the program's circumstances and stage of development, the audience for the evaluation report, and the reasons that the evaluation is performed.

- Types of data/information that will be collected
- How data/information will be collected (what instruments will be used, etc.)
- How data/information will be analyzed
- Limitations of the evaluation (for example, cautions about findings/conclusions and how you could use the findings/conclusions, etc.)

10. Appendices: Content of the appendices depends on the goals of the evaluation report, for example:

- Instruments to be used to collect data/information
- Data, for example in tabular format, etc.
- Testimonials, comments that may be asked for by users of the product/service/program
- Existing case studies of users of the product/service/program

Evaluation Proposal Rubric

Preparing an explicit program model is important to make sure the program design is carefully constructed and to provide a framework for subsequent evaluation. Prepare a model that ties together the problem statement, the program objectives, and the intervention plan. Make sure the exact nature of the intervention is clear; show how each component is related the rest of the program, take into consideration preexisting conditions that will influence program design and implementation, and show how the program would relate to intervening events in the organization or the community. Indicate how achievement of program objectives relates to its anticipated impact on the education of the target population and any consequences that result from it.

Title page, Table of Contents, Executive Summary, Appendices	5 points
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Purpose of the Report (what type of evaluation will be conducted, what decisions may be aided by the findings, who is making the decision)	10 points
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Background about Organization and Product/Service/Program:

Organization Description/History	5 points
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Product/Service/Program Description	5 points
Problem Statement	5 points
Overall Goal of Product/Service/Program (Clarify problem to address and specify target population; as specific and data-driven as possible)	5 points
Outcomes and Performance Measures	10 points
Activities/Technologies of Product/Service/Program (general description of how product/service/program is developed and delivered)	5 points
Staffing (description of number of personnel and roles in organization)	5 points
Review of Related Literature	10 points
Overall Evaluation Goals (e.g., what questions will be answered by evaluation)	5 points
Methodology (Types of data/information to be collected; how data will be collected; how data will be analyzed; limitations of the evaluation)	15 points
*Writing style/APA format/directions followed	15 points

**Note:* Points will be deducted before the rubric is applied for papers that do not follow format and length requirements.

Evaluation Model Presentation (20%/100 points). Small groups (3-4 members) will study assigned evaluation models. Each group will submit a presentation in which group members describe the uses of the models and implementation techniques. Include a description of the model's purpose, design, philosophical perspective, history of its development, and information about the major developer(s). Presentations (15-18 minutes) will be uploaded to eCollege Doc Sharing. All group members will participate in developing and presenting the model. Utilize audio. (Course objectives 1, 3, 4, 7)

Evaluation Model Presentation Rubric (100 possible points)

- Model's purpose (10 points)
- Design (10 points)
- Philosophical perspective (10 points)
- History of development (10 points)
- Information about major developer(s) (10 points)
- Uses of the model (how the model could be used in educational program evaluation) (15 points)
- Implementation techniques (15 points)
- Delivery (20 points)

Performance Expectations

This is a doctoral standing only course. Therefore, performance evaluations need to fit with the purpose of the doctoral program and the expectations for the doctoral student stated earlier. To that end, the following student expectations for this course have been generated. While the final course grade is the judgment of the professor of record, the following scale will be used as a guide.

Participation, quizzes, assignments	40%
Evaluation Proposal	40%
Evaluation Model Presentation	20%

Policy on Late Work

Late work is not accepted in this course for any reason. As doctoral students, much is expected regarding punctuality and professionalism of assignments.

Grading Scale

The grading scale listed below is a guide. The instructor reserves the right to evaluate and assign the final course grade.

90%-100% A

80%- 89% B

70-79% C

60%-69% D

Below 60% F

TECHNOLOGY REQUIREMENTS

This is an web enhanced course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) headset/microphone, 3) computer speakers, and 4) Word processing software (Microsoft Word preferred)

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) and Google Chrome on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

Quality of Online Course Communication

We will be sharing experiences and application of theoretical concepts. You are encouraged to share your personal and professional experiences. In order to assure that we can have a free and open discussion in which you may elect to discuss your experiences and your district's policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of classmates. At the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information. In other words, anything said in the classroom stays in the classroom.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. We suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. We expect you to be positive in your approach to others and diplomatic with your words. Your instructors are also committed to do the same in all of our communications.

Interaction with Instructor

Email is the primary mode of communication with the professor. Expect a reply within 24 hours, depending on when your message was sent. If you do not receive a response in that time frame, please assume your message was not received and email again or contact me via cell phone.

Virtual conferencing is available by appointment via google + during office hours. Search for me using my university e-mail address. If you want to talk on the phone you may call my cell at your convenience. Please do not call after 9:00 p.m. (cst). Please note that I am typically only in my office on campus one day each week; therefore, cell phone is the preferred method of contact.

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform eCollege. We will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email everyday, as I will be communicating with you both within the online course environment and through university email.

Writing Style

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F. Be further notified that an Incomplete for this doctoral course is not available.

Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information.

Recommended websites to review include:

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

COURSE CALENDAR

Please refer to the EDAD 639 e-college shell for each module, which includes all assignments, quizzes, and due dates. The professor reserves the right to amend assignments and due dates at his discretion.