



Texas A&M University-Commerce

EDAD 639 Educational Program Evaluation for School Leaders

Department of Educational Leadership
College of Education and Human Services

Course Syllabus

See Current A&M Commerce COVID 19 Information: <https://new.tamuc.edu/coronavirus/>

Instructor: Peter Williams, PhD, Associate Professor, Educational Leadership

Office Location: Virtual

Office Hours: Mondays 5-6 pm via Zoom; & by Appointment-

Appointments: <https://peterwilliams.youcanbook.me>

Office Phone: 903.886.5577 (Ed Leadership Office; Cell available within D2L)

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Required Texts

1. American Psychological Association. (2020). *Publishing manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. ISBN: 978- 1433805615
2. *Mixed Methods for Policy Research and Program Evaluation* 1st Edition
by Patricia E. Burch (Author), Carolyn J. Heinrich (Author)
ISBN-13: 978-1452276625
ISBN-10: 1452276625
3. *Evaluating School Programs: An Educator's Guide*
by James R. Sanders and Carolyn D. Sullins
ISBN-13: 978-1412925242
ISBN-10: 141292524X

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 syllabus/schedule are subject to change.

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

Student performance evaluation for this course will be based on the below listed activities/assignments. Directions for the completion of the assignments and due dates are posted in the course.

Applications to Your Work Written Assignments

Journal Article Critiques

Program Evaluation Plan

Program Evaluation Plan Peer Review and Feedback

Performance Expectations

The following scale will be used as a guide.

Applications to Your Work Written Assignments	20%
Journal Article Critiques	20%
Program Evaluation Plan	40%
Program Eval Plan Peer Review & Feedback Discussion	20%

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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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Email is the preferred method: Peter.Williams@tamuc.edu

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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- Room 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-

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Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer. Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

June 6-August 11, 2022

Module	Topic	Textbook Readings & Discussions	Assignments & Due Dates
Week 1 First Class Day Monday 6/6			
Module 1	Course Orientation Why Evaluate School Programs? End of first week/module is Sunday	Lesson Reading Chapter 1 from both texts; Watch videos Discussion: Introductions; Peer Review-Feedback (PRF): Benefits and Purpose of program evaluation	Discussion Introductions Due date On or before 6/10
Week 2 - 6/13			
Module 2	Evaluation Questions	Article: Unmasking the Inequitable Discipline Experiences Discussion: Peer Review-Feedback Cont'd	Application To Your Work #1: Eval questions. Due 6/19
Week 3 – 6/20			
Module 3	Conceptualizing the	Both texts, Chapter	

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	Evaluation using Mixed Methods	2 Watch video Discussion: Continue as needed	
Week 4 – 6/27			
Module 4	Application: Research to Practice Collaborative		Application to your work #2 Due: 7/3
Week 5 – 7/4			
Module 5	Article Critiques	Reading: Sanders, chapters 3-5.	Article Critique #1 Due: 7/10
Week 6 – 7/11			
Module 6		Readings: Selected evaluation report article	
Week 7 – 7/18			
Module 7	Designing & Implementing the Evaluation	Readings Sanders, Ch. 6 Burch, Ch. 3	Article Critique #2 Due 7/24 (Check for understanding Quiz_ungraded)
Week 8 – 7/25			
Module 8	Program Logic Models	Watch video on logic models Discussion: Lit Review Rough Draft	
Week 9 – 8/1			
Module 9 & Final Assignment	Evaluation Tools for Policy	Burch, ch. 4, 5 Discussion: Peer Evaluation-Feedback	Check for Understanding Quiz
Week 10 – 8/8--8/11			
Module 10	Program Evaluation Assignment	See Program Evaluation Template No Discussion	Final Evaluation Plan Due: 8/9

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