

EDUCATIONAL PROGRAM PLANNING & EVALUATION (EDAD 5346/6346)
SPRING 2015
The University of Texas at El Paso

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Office Hours: This term, I am out of town and on “part-time” maternity leave. I am available online via email and Blackboard. To schedule a “chat” session on Blackboard in order to discuss course questions/concerns with me, please email me. Alternatively, the Teaching Assistant, Elea Herrera, will be able to answer questions on meeting dates listed in the course schedule.

Hybrid course utilizing Blackboard: Mondays 6:00-8:50 pm, EDUC Room 110. Blackboard will be used to provide course materials, send and receive assignments and graded work, and facilitate communication between the instructor and students. Several meeting dates facilitated by the Teaching Assistant are listed in the Course Schedule at the end of this document.

You need a UTEP username and password to log into Blackboard at <https://my.utep.edu/>. For technical assistance with accessing Blackboard, please contact the UTEP Helpdesk (747-5257, helpdesk@utep.edu).

Course materials. The texts required for the course are not available from the UTEP bookstore, but rather, are available at discounted rates online, particularly for older editions. See the Announcements module on Blackboard for suggestions on textbook purchases online.

Required text #1: *Program Evaluation: A Systematic Approach*

Authors: Rossi et al

Publisher: Sage

ISBN-10: 0761908943

[Note: 7th edition is newest, but other editions are acceptable for use in this course.]

Required text #2: *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis*

Author: Spaulding

Publisher: Jossey-Bass [Wiley]

ISBN-10: 0787986852

[Note: 1st edition is preferable to 2nd, but either edition is acceptable for use in this course.]

Course description. This course provides an overview of theory and methods for the evaluation of educational programs. The relationship of evaluation to program planning is also a major theme of the course. The course will provide students with knowledge regarding approaches, models, techniques, and methods of program evaluation. Students will develop skills in identifying critical features of program evaluation and apply this

knowledge to educational programs from the perspective of an evaluator, educator, and decision-maker/stakeholder.

Course policies. Please observe the university's academic regulations outlined in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>), in addition to more detailed course policies described below.

Attendance Policy: Full attendance is expected, especially due to the limited meeting dates and group presentations at each session. Missing more than two classes will result in a significantly lower grade or being dropped from the class (depending on the number of absences and quality of class participation). Prior notification of absence is expected if possible, but will not necessarily excuse your absence from being counted against you; each absence will be reviewed on a case-by-case basis. Class interruptions, such as late arrivals, early departures, answering phone calls, sending/receiving electronic messages, or using computers for non-course-related purposes are highly discouraged.

Academic Integrity: Students are expected to demonstrate academic integrity in two respects: (1) proper citation of informational sources in written and orally presented work; and (2) unless otherwise stated, completion of all work individually, such that submitted work is original to each student. In more practical terms, for every assignment each student should (1) follow APA guidelines on citing sources, and (2) compose work in his/her own words according to his/her own interpretation of the material. Independent work allows the instructor to assess *each* student's level of understanding of course material. Students may discuss course material prior to completing assignments in order to facilitate an understanding of concepts, but students should work on assignments separately to avoid submission of work identical (or nearly so) in part or in whole. Submitting work from outside sources that is not your own similarly constitutes plagiarism. Please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>) under the heading "For Students - Research & Citation - Citing research & Avoiding plagiarism".

Grading Policies: For each assignment, a set of written instructions will be provided that describes the expected content, structure, and format. Grades for assignments will reflect adherence to these instructions, as well as accuracy and quality of content. Grading rubric for the assignments and final project are available on Blackboard.

Late work: No higher than a B can be earned on an assignment that is **2 days** overdue. In other words, the assignment will be graded starting at a "B" and additional points will be lost for incorrect, incomplete, or unsatisfactory responses, as outlined in the assignment rubric.

I will not review a student's assignment for errors prior to submission of the assignment for a grade, which amounts to "pre-grading." In other words, when asking for assistance with assignments, students must come prepared to the instructor with **specific** questions, not general requests to review work. Similarly, I will not review drafts of papers outside the context of a meeting to discuss specific questions about the paper. This policy is set in order for me to provide **equivalent** feedback to all students in the course.

I will assign an “Incomplete” for the course only under the conditions described in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>).

Final grades of A, B, C, and lower will be assigned according to the number of points earned in the course, as shown in the section below on “Evaluation.”

Requirements. In addition to mandatory class attendance, as described above in "Course policies," students will be evaluated on their completion of the assignments described below.

Evaluation:

Assignments

Individual submissions (5) x 10 points each = 50 points

Group submissions (5) x 4 points each = 20 points

Case study presentations (3) x 10 points each = 30 points

Total points = 100

Grading scale:

Final grades: A = 100-90%

B = 89-80%

C = 79-70%, etc.

Assignments:

The general goals of the assignments are to comprehend, critique, and describe key aspects of program planning and evaluation. The assignments are important for reinforcing the comprehension of concepts covered in course materials, delivered through the required texts and in Blackboard learning modules. Instructions for completing each assignment are posted on Blackboard. Learning objectives are stated on assignment instructions.

When assignments are specified as individual work, each student must submit his/her own original work as reflections of his/her own conceptualizations, phrasing, and language. Independent work allows the instructor to assess *each* student's level of understanding of course material.

When assignments are stated as group work, each group member is expected to fulfill responsibilities as assigned by the group. Full participation on group assignments is vital to their success, and group work is intended to prepare students for collaboration in educational program planning and evaluation.

See Blackboard for further guidelines on individual and group assignments.

Assistance with writing & citations: Students are expected to submit work that is proof-read and formatted in APA-style, where applicable. If you need assistance with APA style or general scientific writing skills, please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>). Useful APA-style tutorials are provided on their website under the heading “Helpful Information -- Citation Styles”.

Course schedule

Important: STUDENTS are RESPONSIBLE for ALL COURSE CONTENT – necessary for successful completion of assignments

Intro: *Program Evaluation: A Systematic Approach* (Rossi et al.)

Case: *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis* (Spaulding)

Date	Topic	Assignment DUE
1/26	CLASS MEETING TO READ -- LEARNING MODULES: <ul style="list-style-type: none">• Intro to Program Planning & Evaluation• Needs Assessments TEXTS: <ul style="list-style-type: none">• Intro: Ch. 1, 4• Case: Ch. 5, 6	
2/2	TO READ -- LEARNING MODULES: <ul style="list-style-type: none">• Ethics in Program Evaluation• Hiring an Evaluator TEXTS: <ul style="list-style-type: none">• Intro: Ch. 2, 12• Case: Ch. 4, 7	Individual Submission: Assignment #1
2/9	CLASS MEETING Case Study Group Presentations #1 Ch. 5, 6, 4, 7	
2/16	TO READ -- TEXTS: <ul style="list-style-type: none">• Intro: Ch. 7• Case: Ch. 3, 10	Group Submission: Assignment #1
2/23	TO READ -- LEARNING MODULES: <ul style="list-style-type: none">• Logic Models• Program Outcomes	Individual Submission: Assignment #2
3/2	TO READ -- TEXTS: <ul style="list-style-type: none">• Intro: Ch. 6• Case: Ch. 8, 9	Group Submission: Assignment #2
3/9	SPRING BREAK	
3/16	TO READ -- TEXTS: <ul style="list-style-type: none">• Intro: Ch. 3, 8, 9	Individual Submission: Assignment #3

3/23	CLASS MEETING Case Study Group Presentations #2 Ch. 3, 8, 9, 10	
3/30	TO READ -- TEXTS: <ul style="list-style-type: none"> • Intro: Ch. 10, 11 • Case: Ch. 11, 2, 1 	Group Submission: Assignment #3
4/6	TO READ -- LEARNING MODULES: <ul style="list-style-type: none"> • Evaluation Questions 	Individual Submission: Assignment #4
4/13	TO READ -- LEARNING MODULES: <ul style="list-style-type: none"> • Evaluation Data 	Group Submission: Assignment #4
4/20	CLASS MEETING Case Study Group Presentations #3 Ch. 11, 2, 1	
4/27	TO READ -- LEARNING MODULES: <ul style="list-style-type: none"> • Evaluation Reports - Examples 	Individual Submission: Assignment #5
5/4		Group Submission: Assignment #5