



**EDAD 639**  
**Educational Program Evaluation for School Leaders**  
Texas A&M University-Commerce  
College of Education/Department of Educational Administration  
Course Syllabus  
Fall Subterm 2, 2012

**Instructor**

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**Office Hours**

Virtual office hours (see eCollege)

**Course Description**

This course 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.

**Texts**

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

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

**Course Objectives**

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. Understand the purposes and importance of educational program evaluation.
2. Recognize the interdependent relationship between the dimensions of management and evaluation.

3. Be acquainted with a variety of program evaluation models and the individuals associated with their development and use.
4. Be familiar with the historical and current literature in the area of program evaluation.
5. Gain practice in applying the knowledge and skills of evaluation to existing programs and the planning of new programs.
6. Be aware of the variety of measures/data gathering techniques available for use in program evaluation.
7. Understand the complexity in 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.

### **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.** You are required to respond in the discussion boards two of out five weekdays (Monday through Friday) each week (except for the last week during which you should have all responses posted by Thursday). 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)

**Evaluation Proposal.** 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)

**Evaluation Model Presentation.** 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 the paper and presenting the model. Utilize audio. (Course objectives 1, 3, 4, 7)

### **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	40%
Evaluation Proposal	40%
Evaluation Model Presentation	20%

### **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

### **Course Information**

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructor 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.

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.

### **Writing Style**

All papers must be written according to the 6<sup>th</sup> 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 (6<sup>th</sup> 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.

## **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

Room 132

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

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**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).