

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EAD 527: Program Design, Assessment and Evaluation

6 Credits
Effective 7/1/2017

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name:

Contact Information:

Email:

Phone:

Skype:

COURSE DESCRIPTION

Developing educational or training programs for adults requires higher level skills, which include identifying needs, establishing objectives, and critically evaluating outcomes. Evidence of student development or learning must then be assessed based on the outcomes and then be evaluated for quality. This course examines theories and techniques associated with the evaluation of educational or training programs, along with an overview of various models for evaluating courses and programs in education, industry, and adult training environments. Additionally, students will learn how program evaluation ties into accreditation or certification and provides evidence to support the assertions made in the program plan.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under *Course Information* in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity
- Critical thinking and information literacy
- Lifelong learning

COURSE OUTCOMES

In this course, learners:

- Assess a program for its current needs

- Develop a program model that summarizes the program design
- Identify the components of an effective assessment system
- Design a program plan that includes modeling, assessment, and evaluation.

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Project 1: Needs Assessment Report	20%
Project 2: Program Modeling	10%
Project 3: Assessment Paper	20%
Final Project: Program Plan	30%
Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Project 1: Needs Assessment Report

Students will conduct a Needs Assessment on an organization or program they are familiar with, have access to, or one that can be researched. The goal of the Needs Assessment is to identify gaps and specific areas of need between what is currently happening and what is needed by the organization or program. Both in education and in business organizations, programs are designed to develop behaviors and/or skills. This assignment will identify behaviors to develop and skills that need to be taught. Students will use this needs assignment to design a program over the course of this class.

The Needs Assessment Report will contain six (6) parts: (a) an introduction briefly describing the organization or program; (b) a discussion of the data collection techniques used to determine the needs; (c) a summary of the needs discovered in your research; (d) a table presenting the skills and/or behaviors that need to be addressed; (e) an initial program plan outline to address the needs (this can be a table); (f) a conclusion.

The paper should be in APA format (12pt Times New Roman font, double spaced); 6-8 pages

(2100 to 2800 words not including cover page, and references); and should have at least five (5) quality references.

Components	% of Grade
Initial Program Plan	20%
References and APA	10%
Writing and Organization	20%
Needs Assessment	30%
Determination of Needs	20%
TOTAL	100%

Project 2: Program Modeling

Students will develop a program model for their program plan using a modeling technique from their readings and research. Students will pick a model that best matches their organization or program type. The model must include the following six (6) content areas: (a) Goals - objectives or goals for the program; (b) Factors - resources and/or barriers; (c) Activities - tools, processes, techniques, events, technology, and actions; (d) Outputs - the results of the program activities; (e) Outcomes - outcomes for the program; and (f) Impacts - changes expected from the program.

Students must present their model in a PowerPoint presentation with speaker's notes that explain each part of your model (or a Voice over PowerPoint presentation uploaded to a YouTube account - no speaker notes required) that displays the data in an easy to understand format. The model should have at least five (5) quality references.

Components	% of Grade
Model Choice	10%
Presentation of Model	20%
Objectives	20%
Designing Learning Activities	20%
Outcomes	20%
References and APA	10%
TOTAL	100%

Project 3: Assessment Paper

Students will create assessments for the program plan they are creating that will be connected to the activities and outcomes from the previous assignment. Students will demonstrate how they will use evidence-based practice to measure the success of their planned activities.

The assessment paper should contain six (6) parts: (a) the introduction with the program learning goals and objectives; (b) the assessment methods connected to the activities; (c) the

evidence to be collected from the assessments; (d) the assessment processes - timing of assessments and who will conduct them; (e) a table showing the alignment between your activities, assessments, and outcomes; (f) the conclusion.

The paper should be in APA format (12pt Times New Roman font, double spaced); 8-10 pages (2800 to 3500 words not including cover page, and references); and have at least five (5) quality references.

Components	% of Grade
Effective Assessments	30%
Evidence	20%
Alignment	20%
References and APA	10%
Writing and Organization	20%
TOTAL	100%

Final Project: Program Plan

Students will construct a final program plan for the organization or program they have been studying this quarter. The program plan will contain information from previous assignments with additional information about program evaluation. The final document (convert presentations to papers) will contain an updated version of the Needs Assessment Report, Program Model, and Assessment Paper.

Additionally, students will add an evaluation plan which will contain the following parts: (a) Context - a description of the context in which the program will be running and who are the stakeholders; (b) Reconnaissance - how will the evaluation be used and who it will be addressed to; (c) Evaluation Plan - what evidence will the stakeholders want to evaluate the plan's success and how to collect and retain that evidence; (d) Evaluation Focus - what questions will you be asking in this evaluation and how do those questions relate back to the goals and objectives?

Once the evaluation plan is complete, students will put everything together into one document and end with a conclusion/summary of the entire program plan. The program plan document needs to use APA for the citations and references but does not need to be in APA paper format. Format your document in a way that makes it most appealing for the information you are presenting. This final document should demonstrate professional competency, critical thinking, and the skills that will allow you to replicate this type of work in the future.

Components	% of Grade
Program Plan Alignment	30%
Evaluation Plan	20%
References	10%
Professional Competency	10%
Critical Thinking	10%
Lifelong Learning	10%
Document Design	10%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on their ability to present, explain, or defend alternative viewpoints and the degree to which they have mastered the concepts and principles inherent in the study of leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

Components	% of Grade
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis.

Being busy, pressured with outside work, technical issues, or having competing academic commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy under Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance under Student Rights & Responsibilities*.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.