Course Change Request

Date Submitted: 02/08/18 11:32 am

Viewing: EPSY 631: Program Evaluation

Last edit: 02/13/18 8:49 am
Changes proposed by: gbyrns

Catalog Pages referencing this course

Department of Educational Psychology
EPSY - Educational Psychology

Faculty Senate Number

Contact(s)

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<tr>
<th>Name</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Glenda Byrns</td>
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<td>9798622289</td>
</tr>
</tbody>
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Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix  EPSY  Course number  631
Department  Educational Psychology
College/School  Education & Human Development
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title  Program Evaluation
Abbreviated Course Title  PROGRAM EVAL

Catalog course description

Learning of key evaluation skills such as establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation; scenario practice.

Prerequisites and Restrictions

EPSY 635 or equivalent.

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  Yes

Enforced Prerequisites / Concurrent Enrollment

| And/Or | ( | Course Prefix/Number | Min Grade/Score | Academic Level | ) | Concurrency? |

Approval Path

1. 02/12/18 11:10 am  Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 02/13/18 8:49 am  Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 3:48 pm  Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm  Beverly Irby (irby): Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm  Beverly Irby (irby): Approved for ED College Dean GR
6. 02/16/18 12:53 pm  Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:15 pm  LaRhesa Johnson (lrjohnson): Approved for GC Chair
Crosslistings: No
Stacked: No

Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week): 3
Repeatable for credit?: No
Three-peat?: No

CIP/Fund Code: 4228060001
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes
Will this course be taught as a distance education course? Yes

Learning Outcomes:
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The learning objectives are equivalent to the objectives in a face-to-face course. Each week there is a weekly folder with course PPT, online discussion, and group activities, and the discussion will be summarized by the instructor and shared with the group, all of which are typical in face-to-face courses. Further, there are reading materials, field work assignments, and interactive writing assignments outside the class, which is also typical for face-to-face course. If this course was taught in a face-to-face format, the learning objectives would be the same.

Hours:
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
This is a 15-week long asynchronous course. Students are given access to weekly materials on Monday through ecampus, and they would read the materials, reflect on their reading, and work either individually or with their group member to post their discussion and assignment on the discussion board (estimated to be 2-3 hours) that are due by Friday of that week. They are also required to read and comment on their peers' work due by Sunday of that week, which is estimated to be about 50-60 minutes. Course materials will also include recorded lectures with each between 60-120 minutes. In addition to the weekly assignments, students are also required to complete field-based project (estimated to be 2-3 hours), mid-term project (estimated to be 3-5 hours), and final paper (estimated to be 8-10 hours). Faculty engagement is reflected on individual and group feedback provided by the instructor to facilitate dynamic student engagement and interaction, and to check on students’ comprehension. Virtual lab (through GoToMeeting) outside ecampus is held to answer student questions. Email communication is a very frequent method of communication between the faculty and students to discuss their project assignments, selection of assessment instruments to review, and topics and the writing of mid-term and final paper, among other topics.

The above description indicates that throughout the semester EPSY 631 course delivery accounts for more than 45 hours of instructional time which adheres to TAMU guidelines regarding three hours of course credit, and more than 96 hours student work outside the instructional time.

Verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes No
Is 100% of this course going to be taught in Texas?  Yes

Will classroom space be needed for this course?  Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus  EPSY 631 Syllabus  Programs Evaluation final.doc

Letters of support or other documentation  No

Additional information

Reviewer Comments

Reported to state?  No

Key: 6015
EPSY 631: PROGRAM EVALUATION  
Fall Semester 2017  
COURSE SYLLABUS

Instructor: Dr. Fuhui Tong  
1071 Harrington, Department of Educational Psychology (EPSY)  
Texas A&M University, College Station, TX 77843-4225  
Phone number: (979)-845-7979  
Fax: (979)-458-0192  
Office Hour: via email: fuhuitong@tamu.edu

Teaching Assistant: Ms. Zhuoying Wang  
111D Harrington  
E-mail: ustop2013wzy@tamu.edu  
Phone number: 979-587-4603  
Office hour: email or by appointment

Class meets: Online through e-campus (http://ecampus.tamu.edu/)

This is an asynchronous course. Student emails will be answered within 24 hours Monday-Thursday. Emails sent Friday-Sunday will be answered no later than Monday. Instructor feedback will be given on assignments. Virtual lab (through GoToMeeting) will be scheduled to answer your questions.

Required Readings and Other Instructional Materials

Suggested Textbooks:


Selected chapters from these books and other readings materials will be available on eCampus (http://ecampus.tamu.edu). All students are required to frequently check eCampus for updates and complete activities on time.

Websites


National Council on Measurement in Education (http://www.ncme.org/)

Educational Program Evaluation by Rand Corporation: http://www.rand.org/topics/educational-program-evaluation.html

Learning Outcomes

Upon completion of this course, students should be cognizant of:
1. Role of program evaluation educational research
2. Major varieties of evaluation and research methods used in educational research
3. Process for a needs assessment prior to program evaluation
4. Experimental and quasi-experimental design
5. Importance of fidelity in evaluational research
6. Data collection, verification, analysis and interpretation in educational research
7. How to critique quantitative and qualitative research
8. How to develop a research proposal and prepare manuscripts for publication
9. Importance of measurement reliability and validity in evaluation research

Description

This course is designed for advanced master’s and doctoral students to acquire depth of knowledge and skills in program evaluation. Students will be familiarized with current issues and debates in the program evaluation and policy analysis literature and will learn to synthesize and apply knowledge gained throughout the course. The course will contain learning of key evaluation skills such as establishing focus with client, posing evaluation questions, data collection techniques, designing for internal validity, data aggregation; and scenario practice. Participants should be willing to conduct as many readings as possible as well as to conduct field based assignments. To obtain the optimal learning from class discussions, each student’s willingness to provide comments, feedback, and sharing on ecampus is essential.

Prerequisites: EPSY 635 or equivalent.

Course Content: This section identifies the topic and date of performance
*Otherwise specified, readings and other materials will be posted on Mondays with topics assigned to each week and discussions and assignments are due at the end of the same week.
Week 1
Topic: Overview of course and introduction of program evaluation
Readings: Rossi et al. (chapter 1), Scheerens et al. (chapter 1)
Activity: discussion and reflection based on readings

Week 2
Topic: Basics of educational evaluation
Readings: Scheerens et al. (chapter 2), Rossi et al. (chapter 2)
Activity: discussion and reflection based on readings

Week 3
Topic: Identifying issues and formulating questions
Readings: Rossi et al., (chapter 3), Fraenkel et al. (chapter 2)
Activity: discussion and reflection based on readings

Week 4
Topic: Assessing a need for a program; Introduction to Logic Models
Readings: recorded lecture (examples of logic model from past grant proposals); Rossi et al. (chapter 4), Rossi et al. (chapter 5)
Activity: discussion and reflection based on readings

Week 5
Topic: Randomized control studies/experimental design
Readings: recorded lecture; Gay et al. (chapter 9); Fraenkel et al. (chapter 13); Rossi et al. (chapter 8)
Activity: discussion and reflection based on readings

Week 6
Topic: Quasi-experimental design; Introduction to What Works Clearinghouse
Readings: recorded lecture; Rossi et al. (chapter 9); WWC Procedures and Standards Handbook (2014)
Activity: Project 1 (research design presentation on assigned topic)

Week 7
Topic: Types of educational evaluation
Readings: Scheerens et al. (chapter 3), Mertens (2014, chapter 2)
Activity: discussion and reflection based on readings

Week 8
Topic: Selecting measurement instruments (validity/reliability) and measuring program outcomes
Readings: Gay et al. (chapter 5); Fraenkel et al. (chapter 8)
Activity: discussion and reflection based on readings

Week 9
Topic: Examples of internal/external evaluation of on-going research projects
Readings: recorded lecture and published articles related to the lecture
Activity: discussion and reflection based on readings

Week 10
Topic: The development of a research proposal
Readings: Gay et al. (chapter 3), recorded lecture
Project 2: Critique of an evaluation journal article in a chosen field

Week 11
Topic: Presentation of Project 2
Activity: Post and comment on each other’s critique for Project 2

Week 12
Topic: Fidelity of implementation; Ethics and research
Readings: Fraenkel et al. (chapter 4); Rossi et al. (chapter 11); Cantrell et al. (2012)
Activity: Discussion based on readings

Week 13—Thanksgiving no activity.

Week 14
Topic: Preparing a manuscript for publication—APA 6th
Project 3: Identifying changes in APA 6th

Week 15 – Make-up week for missing assignments and discussion

Dec. 11 – Final project due at 11:59 pm through eCampus; degree candidates are required to submit their final paper by Dec. 9 at 11:59 pm, and notify the instructor at the time of submission.

These topics are listed tentatively. The professor may modify to accommodate and optimize students’ learning.

Grading Policies
For academic purposes, there will be four criteria for evaluating students’ performance. The four main criteria as well as the maximum score for each performance follow:

1. Active online participation (postings including discussion and comment on each other’s reflection) and on time submission of all assignments* (eCampus) 100 points

2. Project 1: Presentation on research design (Details and rubrics under separate cover) 100 points
3. Project 2: Journal article critique (Details and rubrics under separate cover) **100 points**

4. Final project—evaluation proposal and presentation. **100 points**
   The topic should be approved by the instructor. The evaluation proposal should be no less than 12 pages in any issue related to the objectives and course content. The paper should follow APA (6th edition) (double-spaced, 12 point font, 1 inch margin, etc.) (Details and rubrics under separate cover)

Final grade will be based on the above four main activities. **Total points 400.**

*Penalty for late submission might be dismissed with certain circumstances upon notification to and consultation with the instructor.*

**Grading Assignment**
For academic purposes, the final grading distribution will be based in the following scale,

<table>
<thead>
<tr>
<th>A score between</th>
<th>Academic Grade</th>
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<tr>
<td>&gt;375</td>
<td>A</td>
</tr>
<tr>
<td>325-375</td>
<td>B</td>
</tr>
<tr>
<td>300-324</td>
<td>C</td>
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<tr>
<td>&lt;300</td>
<td>F</td>
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**Attendance**
The university views class attendance as an individual student responsibility. Students are expected to attend class virtually and to complete all assignments. In cases of absence and/or failure to turn in assignments as scheduled, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for such absence. Reasons among which absences are considered excused follow the university rule. For more information visit: [http://student-rules.tamu.edu](http://student-rules.tamu.edu)

*All the assignments should be attempted. This syllabus is a guide. The professor may make changes as deemed necessary for optimal student learning and performing.*

**Americans with Disabilities Statement Act (ADA) Policy 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 believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Student Support Services**
University Writing Center: [http://writingcenter.tamu.edu](http://writingcenter.tamu.edu/)
Online support is available Texas A&M University Libraries: http://library.tamu.edu/
TAMU Disability Services: https://disability.tamu.edu
Student Counseling Services: https://scs.tamu.edu
Because of FERPA restrictions, it is important to inform Student Counseling Services that you are a distance student and not on campus.
Scholarships & Financial Aid: http://financialaid.tamu.edu/
Job Opportunities: https://jobsforaggies.tamu.edu
TAMU Career Center: http://careercenter.tamu.edu/

Accessibility
Mozilla Firefox https://developer.mozilla.org/en-US/docs/Mozilla/Accessibility/Accessibility_Features_in_Firefox
Microsoft products https://www.microsoft.com/enable/products/
You Tube https://support.google.com/youtube/answer/189278?hl=en
Adobe products http://www.adobe.com/accessibility.html
Blackboard http://www.blackboard.com/accessibility.aspx

TAMU Accessibility
TAMU Policy for Technology Accessibility: http://cio.tamu.edu/Accessibility_Statement.php
TAMU Disability Services: https://disability.tamu.edu
TAMU IT Accessibility: https://itaccessibility.tamu.edu/laws_policies_standards/regulations.php

Plagiarism Statement
The handouts used in this course are copy-rights. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy them, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worse academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules.

Academic Integrity Statement and Policy
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web http://www.tamu.edu/aggiehonor. All
assignments MUST be turned in with the following statement typed on them and signed by the student:
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

______________________________
Signature of Student