

ACED 7620
EVALUATION OF ADULT AND CARER EDUCATION PROGRAMS
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

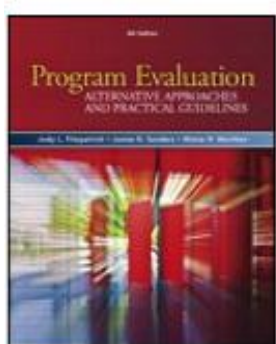
Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Worthen, B.R., Sanders, J.R., & Fitzpatrick, J.L. (2004). *Program evaluation*, 4th edition, New Jersey: Pearson Education, Inc.



COURSE DESCRIPTION

Development and understanding of program evaluation for the purpose of school improvement. Emphasis placed on alternative approaches, models, and practical guidelines.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

Upon completion of this course, the student will be able to:

CO.1. Assess personal and professional competencies for planning and implementing program evaluation. (1, 4, 5)

CO.2. Demonstrate effective understanding and utilization of selected models and alternative evaluation approaches and how they can be used to develop an eclectic evaluation plan. (2, 4)

CO.3. Develop and present an individually assigned component of an educational program evaluation. (3, 5)

CO.4. Discuss and demonstrate how various components in an educational evaluation are interrelated and interdependent. (1, 2, 3, 4, 5)

CO.5. Demonstrate the ability to discuss topics pertinent to evaluation

CO.6. Differentiate and assess the differences of program Evaluation according to the purpose of the institutions. (1, 2, 3, 4)

CO.7. Describe processes to implement program evaluation. (1, 2, 4, 5, 6)
Develop skills in working collaboratively with peers. (3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

You will be engaged in authentic experiences that will enhance your acquisition of knowledge in program evaluation and enable you to apply skills you have learned. The primary method of instruction for this course will be lecture using collaborative activities, application exercises, case studies, and blog reflections.

The schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

Participation/Attendance (48 points)

You are expected to attend every class session. Students are to be prepared with completed assignments and participate in discussion.

Application Exercises (204 points)

These exercises will give you an opportunity to demonstrate your knowledge, evaluation skills, and dispositions through interviews, research, or experiences.

Case Studies (204 points)

These assignments will acquaint you with real evaluations in order to give you a better understanding of the practice of evaluation.

Blog Reflections (42 points)

Reflection is a big part of the learning cycle. At the end of each module, you will post a response to the class blog reflecting on what you have learned.

IRB Online Test (Department Requirement) (50 points)

You must successfully complete and pass the IRB Online test at 90 percent level. Directions for accessing the test can be found in your Assignment folder.

Evaluation Plan (350 points)

You will design a comprehensive evaluation plan for a program in adult/career education. The plan must reflect a real and existing education program. The primary emphasis of the plan is to review and evaluate an adult/career program to determine its quality, effectiveness, and efficiency.

COURSE EVALUATION

Grades will be assigned for the course according to the student's performance on required activities and according to a point system. To receive the desired grade in this course, students must satisfactorily (to the satisfaction of the student and the instructor) complete the following activities:

Activity	Point Value	# of Occurrences	Total Points
Attendance	8	6	48
Blog Reflection	7	6	42
Application Exercises	12	17	204
Case Studies	12	17	204
IRB Online Test	50	1	50
Evaluation Plan	350	1	350

GRADING SCALE

810 - 900	= A
720 - 809	= B
630 - 719	= C
540 - 629	= D
Below 540	= F

PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning.

- You are expected to be on time.
- Classroom participation is a part of your grade in this course. To participate you must attend class having prepared the materials for the day.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- Electronic devices such as cell phones and pagers must be turned off during class, unless you have informed me ahead of time that you are expecting an emergency message.

ATTENDANCE POLICY

Attendance at all sessions is mandatory. In the case of unavoidable absences, the instructor should be notified as soon as possible. Prior notice is preferred, when possible. Any student missing in excess of 20 percent of class time will be subject to withdrawal from the course by the instructor.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are [229-245-2498](tel:229-245-2498) (V), [229-375-5871](tel:229-375-5871) (VP) and [229-219-1348](tel:229-219-1348) (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

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