

ACE 744 Program and Project Evaluation-NewCrs-2016-09-09

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “**SAVE**” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Gary Dean	Proposer Email*	gjdean@iup.edu
Contact Person*	Gary Dean	Contact Email*	gjdean@iup.edu
Proposing Department/Unit*	Adult and Community Education	Contact Phone*	7-2470

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 ACE
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 744
(C) Course Title*	Program and Project Evaluation
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>GR 615 or Instructor permission</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
(M) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Addresses designing, conducting and disseminating effective program and project evaluation of education and training programs and instructional design projects. This is a research based course in which students will apply research methods to plan and conduct evaluation studies. Effective strategies for disseminating program evaluation will also be addressed. Prerequisite: GSR 615 or Instructor Permission.</p>

<p>(O) Student Learning Outcomes*</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Upon completing this course each student will be able to:</p> <ol style="list-style-type: none"> 1. Identify relevant program/project characteristics, including stakeholders, to be considered in the evaluation process. 2. Develop a plan of inquiry to include formative and summative evaluation strategies. 3. Select and apply appropriate research methods for the stated program/project evaluation goals and objectives. 4. Collect and manage program/project evaluation research data. 5. Analyze and interpret program/project evaluation research findings/results. 6. Create effective strategies for disseminating program/project evaluation findings. 7. Apply the ethical considerations of conducting program/project evaluation research.
<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Topics for this course are:</p> <ol style="list-style-type: none"> 1. Program/project characteristics, including stakeholders, to be considered in the evaluation process. 2. Plan of inquiry to include formative and summative evaluation strategies. 3. Research methods for program/project evaluation goals and objectives. 4. Program/project evaluation research data collection and management. 5. Program/project evaluation research findings/results. 6. Dissemination of program/project evaluation findings. 7. Ethical considerations of conducting program/project evaluation research.

<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>There are three issues that indicate the need for ACE 744, Program and Project Evaluation.</p> <ol style="list-style-type: none"> 1. This course is proposed as a required course for the track in Instructional Design and Technology (IDT). Students in this track prepare for positions in training, instructional design, and education and training program planning in venues such as business and industry, higher education, social service, government, and health industries. A course dedicated to evaluation is required to meet the demands for increased accountability. In the AECT track, program evaluation was addressed as a topic in ACE 622, Program Planning in Adult and Community Education. As the issues of accountability in education, social service, and the training industry have been increasingly emphasized, a course dedicated to this topic is necessary. A thorough knowledge of program/project evaluation is an essential part of students' preparation for professional careers in the field. 2. The inclusion of "project" in the course title emphasizes that many graduates of the IDT track will work in instructional design positions in which they will need to evaluate instructional design projects as well as participate in more comprehensive training program evaluation. 3. This course is a continuation of the topics addressed in ACE 622, Program and Project Planning (see separate Template B). In ACE 622, Program and Project Planning, the planning aspects of program and project development are addressed. In ACE 744, Program and Project Evaluation, the investigation of program and project planning is continued through program/project evaluation.
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>There are three issues that indicate the need for ACE 744, Program and Project Evaluation: 1) This course is proposed as a required course for the track in Instructional Design and Technology (IDT). A course dedicated to evaluation is required to meet the demands for increased accountability in the field. 2) The inclusion of "project" in the course title emphasizes that many graduates of the IDT track will work in instructional design positions in which they will need to evaluate instructional design projects as well as participate in more comprehensive training program evaluation. and 3) This course is a continuation of the topics addressed in ACE 622, Program and Project Planning. In ACE 622 the planning aspects of program and project development are addressed. In ACE 744 program/project evaluation is addressed.</p>

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Major Requirement</p> <p>If Other, please explain:</p>				
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>Students from other majors may take this course as an elective.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p> <p>There are no implications for other departments.</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="282 1331 418 1394">File</th> <th data-bbox="423 1331 521 1394">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="282 1400 521 1501" style="height: 48px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	distance-education
Course Prefix /Number	ACE 744
Course Title	Program and Project Evaluation
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i> online
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Topics for this course are:</p> <ol style="list-style-type: none"> 1. Program/project characteristics, including stakeholders, to be considered in the evaluation process. 2. Plan of inquiry to include formative and summative evaluation strategies. 3. Research methods for program/project evaluation goals and objectives. 4. Program/project evaluation research data collection and management. 5. Program/project evaluation research findings/results. 6. Dissemination of program/project evaluation findings. 7. Ethical considerations of conducting program/project evaluation research.
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?	I have successfully developed and taught courses online since 2010 in the Master of Arts in Adult and Community Education. I previously taught a doctoral course in program evaluation. I routinely teach program evaluation as part of two other courses that are offered on a regular basis: ACE 622 Program Planning in Adult and Community Education, and ACE 745, Practical Research in Adult and Community Education.

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<ol style="list-style-type: none"> 1. Identify relevant program/project characteristics, including stakeholders, to be considered in the evaluation process. <p style="margin-left: 40px;">To achieve objective 1, students will research an education or training program or project in which they will identify the characteristics and stakeholders relevant to evaluation. In addition, students will read assigned material and participate in an instructor lead forum discussion regarding identifying program and project characteristics and stakeholders for evaluation.</p> 2. Develop a plan of inquiry to include formative and summative evaluation strategies. 3. Select and apply appropriate research methods for the stated program/project evaluation goals and objectives. <p style="margin-left: 40px;">To achieve objectives 2 and 3, students will develop a formative and summative program/project evaluation plan in which they will describe the research methods they will employ in the evaluation.</p> <p style="margin-left: 40px;">In addition, students will read assigned material and participate in an instructor lead forum discussion regarding formative and summative program/project evaluation and the application of research methods to conduct evaluation.</p> 4. Collect and manage program/project evaluation research data. 5. Analyze and interpret program/project evaluation research findings/results. <p style="margin-left: 40px;">To achieve objectives 4 and 5, students will develop data management and analysis strategies for their program/project evaluation plan. In addition, students will read assigned material and participate in an instructor lead forum discussion regarding data management and analysis.</p> 6. Create effective strategies for disseminating program/project evaluation findings/results. <p style="margin-left: 40px;">To achieve objective 6, students will develop dissemination strategies for their program/project evaluation plan. In addition, students will read assigned material and participate in an instructor lead forum discussion regarding program evaluation findings dissemination strategies.</p> 7. Apply the ethical considerations of conducting program/project evaluation research. <p style="margin-left: 40px;">To achieve objective 7, students will identify and describe the ethical issues involved in their program/project evaluation plan. They will also describe the procedures they will take to address any ethical concerns raised by their evaluation plan. In addition, students will read assigned material and participate in an instructor lead forum discussion regarding ethical issues in evaluation strategies.</p>
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<ol style="list-style-type: none"> 1. Student-student interaction will be achieved in several ways. Students will be encouraged to share personal items of interest through two discussion forums dedicated for this purpose: a Bio Forum in which students post information about themselves, their careers, and their interests, and a Cafe Forum in which students can exchange ideas and questions on topics not specifically related to the course. In addition, there will be a General Course Forum in which students can pose questions and comments about the course as a whole. There will also be discussion forums for each module in which students are required to respond to questions posed by the instructor and other students. 2. Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums posing initial questions for discussion and posting comments and critiques on students' posts. Since this course is largely research based and students develop individual evaluation plans, instructor guidance and feedback is essential to helping students consider the issues and develop effective evaluation plans. The instructor will review evaluation plans at each step of the process and offer ideas and feedback.
<p>How will student achievement be evaluated?</p>	

Student achievement for each objective will be measured by the following:

Each student will design and conduct a program evaluation to include both formative and summative evaluation. This goal will be met by students completing the following assignments:

Assessment	Objectives	% of Course Grade	Points
1. Program/Project Description Paper	1	10%	10
2. Formative and Summative Evaluation Plan	2	15%	15
3. Management and Analysis of Evaluation Data	3	15%	15
4. Dissemination Plan	4	10%	10
5. Ethical Issues	5	10%	10
6. Culminating Activity: Presentation of the Evaluation Plan to the class	1-7	15%	15
7. Participation in class discussions	1-7	25%	25
Total		100%	100

Grade computation for the course:

A = 91% (91 to 100 points)

B = 81% (81 to 90 points)

C = 71% (71 to 80 points)

F = 70% or less (70 or fewer points)

1. Identify relevant program/project characteristics, including stakeholders, to be considered in the evaluation process.

Objective 1 will be assessed by:

a) The quality of the Program/Project Description paper (Assignment #1) which will be graded using a rubric developed for this assignment. This assignment is worth 10% (10 points) of the total course grade. In addition, this objective is assessed by the presentation to the class of the Evaluation Plan (Assignments 1 through 5 combined). This is the Culminating Activity, Assignment #6, 15% of the course grade, 15 points.

b) The quality of the posts in the discussion forums for this topic. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 25% (25 points) of the total course grade.

2. Develop a plan of inquiry to include formative and summative evaluation strategies.

3. Select and apply appropriate research methods for the stated program/ project evaluation goals and objectives.

Objectives 2 and 3 will be assessed by:

a) The quality of the Formative and Summative Evaluation Plan paper (Assignment #2) which will be graded using a rubric developed for this assignment. This assignment is worth 15% (15 points) of the total course grade. In addition, this objective is assessed by the presentation to the class of the Evaluation Plan (Assignments 1 through 5 combined). This is the Culminating Activity, Assignment #6, 15% of the course grade, 15 points.

b) The quality of the posts in the discussion forums for this topic. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 25% (25 points) of the total course grade.

4. Collect and manage program/project evaluation research data.

5. Analyze and interpret program/project evaluation research findings/results.

Objectives 4 and 5 will be assessed by:

a) The quality of the Management and Analysis of Evaluation Data paper (Assignment #3) which will be graded using a rubric developed for this assignment. This assignment is worth 15% (15 points) of the total course grade. In addition, this objective is assessed by the presentation to the class of the Evaluation Plan (Assignments 1 through 5 combined). This is the Culminating Activity, Assignment #6, 15% of the course grade, 15 points.

b) The quality of the posts in the discussion forums for this topic. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 25% (25 points) of the total course grade.

6. Create effective strategies for disseminating program/project evaluation findings/results.

Objective 6 will be assessed by:

a) The quality of the Dissemination Plan (Assignment #4) which will be graded using a rubric developed for this assignment. This assignment is worth 15% (15 points) of the total course grade. In addition, this objective is assessed by the presentation to the class of the Evaluation Plan (Assignments 1 through 5 combined). This is the Culminating Activity, Assignment #6, 15% of the course grade, 15 points.

b) The quality of the posts in the discussion forums for this topic. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 25% (25 points) of the total course grade.

7. Apply the ethical considerations of conducting program/project evaluation research.

Objective 7 will be assessed by:

a) The quality of the Ethical Issues paper (Assignment #5) which will be graded using a rubric developed for this assignment. This assignment is worth 15% (15 points) of the total course grade. In addition, this objective is assessed by the presentation to the class of the Evaluation Plan (Assignments 1 through 5 combined). This is the Culminating Activity, Assignment #6, 15% of the course grade, 15 points.

b) The quality of the posts in the discussion forums for this topic. A Discussion Participation Rubric has been developed to assess the quality of student participation in the discussions. Participation in this discussion is factored into the total discussion grade for the course which is 25% (25 points) of the total course grade.

	<input type="checkbox"/>
How will academic honesty for tests and assignments be addressed?	<p>Academic Honesty will be addressed in the following ways:</p> <p>1. The following academic integrity policy will appear in the syllabus for this course:</p> <p style="padding-left: 40px;">Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. Students will be required to submit all papers involving referenced work to Turn-it-in. Assignments will be designed to minimize the potential for violations of academic integrity.</p> <p style="padding-left: 40px;">Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at http://www.iup.edu/page.aspx?id=127235.</p> <p>2. The primary activities in the course are based on students completing an independent evaluation project. This includes the following assignments: Program/Project Description Paper, Formative and Summative Evaluation Plan, Management and Analysis of Evaluation Data, Dissemination Plan, Ethical Issues, and the Culminating Activity: Presentation of the Evaluation Plan to the Class. Each student's work will be unique and require them to base their work in their personal and professional experience.</p>

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision


If Completing this Section,	<input type="checkbox"/>
Check the Box to the Right:	<input type="checkbox"/>

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</p>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	

<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the</p> <p>Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>