COURSES DESCRIPTION:
Educational endeavors of every kind involve planned activity designed to achieve particular goals. Even activity that emerges more spontaneously should have some educative or supportive purpose to be considered “educational.” As educational leaders, we typically integrate planning of some sort into every action we take. However, we too rarely plan to evaluate our actions and the effects that emanate from them.

Good planning includes good evaluation and makes use of various information sources to formatively refine actions, and summatively judge the merit and worth of programs and activity. This course is designed to explore program evaluation and its role in educational planning and implementation. Evaluation has become an important part of our responsibility to use resources well to achieve goals that lead to learning and progress in education. We will explore the philosophy and theories of evaluation, consider methods and analytic strategies, and think about issues of political impact and use of evaluation findings. Simultaneously, you will have the opportunity to actually plan and conduct a focused evaluation activity as part of a larger existing project or as an independent activity. Together, the exposure to evaluation knowledge, coupled with actual practice, will provide a good introduction to the world of educational evaluation.

COURSE MATERIALS:
We will use one primary textbook:


This text will be augmented by additional readings or materials that will be made available online.
Suggested Reference (not required, but helpful --- your written materials MUST be presented with appropriate APA style):


All of these texts are available for purchase through a variety of online sources. Please purchase the texts (new or used) as soon as possible to not fall behind with readings and discussions.

COURSE REQUIREMENTS:

Reading, Writing, Thinking
This course is rooted in your ability to direct and manage your own learning as a professional. The reading schedule includes all chapters in the textbook. Various real examples of evaluations are provided in the text, however, there is MUCH to be learned by seeking out additional readings, particularly conducted evaluations in your field and area of study. You will be responsible to augment the required readings to best enable your own learning. Search out evaluations in the literature to learn not only about the content area, but also the application of method. As such, only you will be able to identify, locate and review those readings and then synthesize your thinking across those sources. This will require active use of online library search facilities through your authorized Pitt account. Familiarize yourself with the Pitt library search capabilities for journal articles and other sources at www.library.pitt.edu. I suggest you set aside a few hours to explore these resources during the first week of class so that you can identify any issues or problems (technical or specific to searching) so that you can resolve them early.

Hybrid Course Format
In addition to the 10 face-to-face hours of class time outlined in the schedule, you are expected to spend an additional 34 hours online in active discussion and exploration of resources including accessing provided and other resources and completing the WIKI assignments. This does not include the time in addition to class that you are expected to spend on reading, studying, and completing assignments. For doctoral level courses, a minimum of 1.5 hours is required for every instructional hour.

To adequately manage the content requirements of this course, you should plan for the following, at minimum: 10 class hours + 34 active online hours + 66 hours class-related work = 110 minimal hours of active engagement

Evaluation Project Workshops: Course Engagement Outside of Class Meeting Time
This class requires a substantial amount of independent and individually focused work on an approved evaluation project. To assist you, the course has been designed as a hybrid online course, allowing a portion of the course to be designated as Evaluation Project Workshops. These hours are designed to allow you focused work and writing time. During these hours/weeks, students should be generating the staged pieces of the Evaluation Project Assignment and conducting the evaluation activity that is the focus of the Evaluation Project Assignment. Consult the course calendar to determine how you will schedule your work within the time for each assignment section. During these workshop periods, the instructor will be available by email, phone, or Skype to discuss your progress individually if you make an appointment. If necessary, face to face appointments can also be arranged. Please have written material for review to frame our meeting and conversations.
Our Roles
My role as an instructor in this course is that of an advisor and coach. I can present material and offer learning opportunities to consider the readings. I can organize “practice” opportunities for you, assist you as you “train” and become more skillful and efficient in your writing, and offer diagnostic feedback to help you hone your skills. I will do this through offering critique on your writing and commentary. The syllabus represents my efforts to in fact manage “learning opportunities” and “practice” for you. I do not envision myself as a cheerleader (offering “good job” commentary that is neither diagnostic nor helpful) or as a cop (making sure you adhere to expectations of the course in spite of yourself). Your learning is yours to manage. I will help but I cannot do it for you.

Communication:
Sending emails: You can reach me at Tananis@pitt.edu.
- Use pitt.edu: You can email directly from the course web site or from your username@pitt.edu email. I do not answer e-mails that are not from a pitt.edu address, because of spam. Please be careful about this.
- Tell me who you are and help me figure out what you need: In the subject line, indicate the course number (3201). Please remember to sign your email. I filter my emails for priority --- if you do not include the course number, the email will not be filtered to a priority area.
- Read the syllabus and any assignment instructions before posing a question.

Getting an email response: I want to give you the individual feedback you need. Accordingly, I have guidelines that allow you to receive feedback and help in a timely manner.
- Schedule: I review e-mails Monday through Friday, generally between 8 am -6 pm Eastern time, throughout the course. I generally do not answer e-mails on weekends, holidays, or after hours.
- Response time: You can expect a response within 24 hours of your e-mail, as long as you follow the course guidelines. If you do not hear from me, please wait 24 hours and then send another e-mail, in case yours did not reach me.

Telephone Calls or Office Appointments: You may need to have a conversation about something in the course. I will arrange either telephone “office hours” or meetings on an as-needed basis. Just e-mail me and let me know your available time/days. I will be glad to schedule a conference between 9 am and 5 pm Monday through Friday, at a mutually convenient time.

ASSIGNMENTS:
In order to ensure that your work is evaluated in a timely manner, please follow these guidelines.
- Wiki discussions have posted guidelines online --- as well as specific expectations listed in the syllabus. Read and consider both, carefully.
- When a written assignment is involved, you will upload electronic files of assignments. Make sure they are uploaded by the noted deadline.
- Unless specifically requested, do not submit drafts or revisions of work. I assume that all assignments you submit are final work ready to be graded. (There are opportunities to rewrite draft materials after reviews)
- APA style is required in these assignments.
- On all documents uploaded, put your name, the assignment name, the date, and a page number on every page via a header or footer.
If you are not sure about the instructions for an assignment, you are welcome to discuss it with me, but do not wait until the last minute lest you do not get a response. See the e-mail guidelines if you plan to seek assistance through email.

Written assignments submitted through our Courseweb site will be filtered through SafeAssign, a software that checks for instances of plagiarism and misattribution.

There are **FOUR** formal assignments.

**Assignment 1. Online Discussion of Issues  12 points**

In this assignment, there are **FIVE** separate online discussions, using wikis. You are expected to participate in each of five discussions according to the suggestions below. Your collective contribution across the five discussion is worth a total of 12 points.

Students are asked to:

- Consider, respond to, and discuss various issues that are presented online via the wikis.
- Every student is responsible for engagement with each discussion. Discussion includes the following:
  - **Initial responses** that introduce major concepts related to the question or issue,
  - **Secondary commentary** that adds to the consideration of concepts already introduced
  - **Alternative responses** that introduce either additional major concepts or critiques of already introduced concepts that further the discussion.
  - All responses should point to the literature, when appropriate, and include in-text citations. Reference lists of materials should also be included if they are not common to the class (beyond the class textbooks)

Consult the rubric for this assignment. I will be reviewing this assignment to determine the following:

1. Are students engaged regularly in the discussions?
2. Are student submissions of an appropriate type (initial, secondary, alternative)?
3. Do student submissions represent a substantive and appropriate addition to the conversation?
4. Are student submissions appropriately “sourced” through in-text citation and references, as needed?

The discussions are aligned with the required text and other assignments. They are listed below and embedded in the Course Calendar. Consult the Course Calendar for the due dates:

<table>
<thead>
<tr>
<th>Wiki</th>
<th>Topic</th>
<th>Text Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion 1</td>
<td>Evaluation Paradigms, Branches and Theories</td>
<td>M&amp;W, Chapters 1-6</td>
</tr>
<tr>
<td>Discussion 2</td>
<td>Evaluation Planning and Design</td>
<td>M&amp;W, Chapters 7-9</td>
</tr>
<tr>
<td>Discussion 3</td>
<td>Evaluation Data Gathering</td>
<td>M&amp;W, Chapters 10</td>
</tr>
<tr>
<td>Discussion 4</td>
<td>Evaluation Data Analysis and Interpretation</td>
<td>M&amp;W, Chapters 11-12</td>
</tr>
<tr>
<td>Discussion 5</td>
<td>Sharing Evaluation Findings</td>
<td>M&amp;W, Chapters 13</td>
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</tbody>
</table>
Assignment 2. Review of an Evaluation in Education  12 points
In this focused assignment, students are asked to:
- identify an evaluation in education from the research literature of the field, related to their own area of study (use ERIC to find a program evaluation that is pertinent to your area of study)
- review this study in a two to three page written document; include these sections to your review:
  - describe the purpose and focus of the evaluation – what are the evaluation questions?
  - why was the evaluation conducted? Who commissioned it?
  - how was the evaluation designed?
  - what data were collected and analyzed --- how and why?
  - review the findings and implications
  - what do you take away from this study to inform your own work?

Consult the rubric for this assignment. I will be reviewing this assignment to determine the following:
1. Is the evaluation chosen appropriate as an example of evaluation in education?
2. Does the review include information to address each of the required sections indicated above?
3. Is the review well written as a summary and review --- is it readable and professionally written?
4. Is appropriate APA style included in the review?
Upload the evaluation summary and review. (DO NOT UPLOAD the actual evaluation you reviewed).

Assignment 3. Evaluation Project  Total of 66 points divided across 5 papers
This project provides you an opportunity to plan and conduct a small evaluation project on your own or as part of an evaluation team with a colleague in class

This evolving assignment includes a series of partial drafts. Each draft will include prescribed sections that must be prepared as a partial document. Each partial document will be reviewed/graded and returned to the student to allow for revision. The revised sections will then be handed in along with addition of new sections in the next iteration of the partial document. Through the process, the culminating document will include all sections and will have been reviewed by the instructor a number of times prior to final grading.

The following breakdown of sections will apply to the assignment. A and B will be reviewed and handed back first, then, C and D will be written and handed in, and so on. Consult the calendar for due dates of each successive partial and then final document.

A. CONTEXT/SETTING: A description of the context for the evaluation. Where and what is the site? Why is an evaluation in this context/setting potentially helpful? What is the decision context for the evaluation?
B. EVALUATION PURPOSE AND QUESTIONS: What are the focus areas for the evaluation? What do you hope to learn or address or answer as a result of the evaluation?
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C. EVALUAND AND STAKEHOLDERS. Who is commissioning or desiring the evaluation? Who are the stakeholders in the setting and what is their “stake” or interest in the evaluation? Are there challenges in accessing stakeholders? What is your plan to access all stakeholders to be able to collect information from them?
D. DATA COLLECTION AND ANALYSIS PLAN: What data are being collected? How will the data to be collected align with Evaluation Questions? How will the data by analyzed and interpreted? A table is often the best way to present these pieces of an evaluation plan.

E. REPORTING: How will you organize and portray your data analysis findings, addressing the Evaluation Questions, to a specific audience such as your client or a particular stakeholder group? Think about how to best visualize the data that you have to match the needs of the audience.

F. TIMELINE: How will you fit the project to the assignment deadlines for this class in a manageable way? This experience is designed to introduce you to the planning, conduct, and reporting of an evaluation. It is NOT to be a full-blown implementation of a contract evaluation. It is a laboratory simulation --- do not over-reach for the assignment or you will not be able to complete it within a term. Use a Gantt or PERT chart or some other graphic device to show the major steps in your timeline and the progression across the term. Include items you have already finished as well as those yet to be done.

G. INITIAL FINDINGS/DRAFT REPORT: Once you have gathered and analyzed data, made decisions about how best to portray those data for a specific audience --- present a two-three page “at a glance” initial report of findings as the last section of your course project. As mentioned above, this is NOT designed to be a full contracted evaluation experience. Make this last section an example of one or two areas of the data that you would like to share, even though the full plan may call for a deeper analysis and portrayal if this were a full evaluation.

I will be reviewing each draft section using the Writing Guidelines (available online) and the specific Evaluation Project Rubric. Please consult these guidelines thoroughly to inform your planning and writing. Each specific assignment is worth varying points. For example, the first section of this assignment will include Sections A and B and is worth 8 points. Once the feedback is provided on sections A and B, you will be expected to revise these sections and also move on to the next sections C and D. That part of the assignment, then, will include rewritten sections A and B along with newly written sections C and D. That assignment is worth 8 points. As each assignment continues, the rewritten sections are worth fewer points and the new sections worth more. The assignment also grows in the total number of points, culminating in a total of 30 points for the final paper. Since various aspects of the Writing Guidelines become increasingly important as the assignment evolves, three different scales are used (8 points, 10 points, and 30 points) and are available online.

**Important Note Concerning Editing and Revising**

My review process typically includes a first page or so review of writing style and mechanics issues. I usually find that errors in mechanics are repetitive. If I notice it in the first page or so, and note it, assume that the error repeats throughout your paper even though I will not necessarily note it. As you edit the paper, make mechanical changes throughout. After the first page or so, you will see a line drawn and a notation indicating that I am reading for content only at that point. This signals that my focus for the review at that point changes from mechanical (though as noted above, these errors are most likely present throughout the paper) to conceptual --- I am now reading for the content of the paper and the construction of your argument or thesis throughout the remainder of the paper. Consult the writing rubric to understand the aspects of your writing that I am reviewing. Suggested changes in these parts of the paper go beyond “editing” and suggest substantive revision --- in other words, my comments are meant to have you rethink the section, the concept, the idea, the argument, etc. Editing is mechanical correction, revision is rethinking and re-conceptualizing.
**Assignment 4. Online Poster of Your Evaluation  10 points**

As part of our responsibility as scholar-practitioners, we need to share what we learn with our colleagues. It is through “professed” scholarship and practice that we claim ourselves as “professionals”. You will be expected to complete a conference-appropriate poster that adequately captures the focus of your work this term and presents a visually compelling summary for others. These “posters” may be produced in a number of ways. Most students use PowerPoint, though it is not required. Inspiration, Prezi, and other graphic and animation software can be used as well. You will need to produce a “poster” that meets the following criteria:

- Consider that this is an electronic poster --- keep in mind how it will be viewed and how that influences the design and presentation of material.
- The poster must be viewable from any computer without the need for special software.
- The poster must be viewed in its entirety within 7 minutes.
- **Recorded commentary must be included** that offers brief introduction and highlights of your project.
- The recorded commentary should align well with the graphic representations of the poster.
- The poster should cover the breadth of the paper/project without getting bogged down in too much detail.
- The poster is designed to entice people to read more of your written document because of increased interest in the topic.
- The poster should be of professional quality able to be shared with professional colleagues and the public.

I will be reviewing the poster using the Poster Rubric. Please consult this rubric thoroughly to inform your work.

**Course grades will be determined as follows:**

<table>
<thead>
<tr>
<th>Course Item</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Wiki Discussion</td>
<td>12</td>
</tr>
<tr>
<td>Assignment 2: Evaluation Review</td>
<td>12</td>
</tr>
<tr>
<td>Assignment 3: A and B new</td>
<td>8</td>
</tr>
<tr>
<td>Assignment 3: A and B revised; C and D new</td>
<td>8</td>
</tr>
<tr>
<td>Assignment 3: C and D revised; E and F new</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 3: E and F revised; G new</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 3: Final Draft (all revisions completed)</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 4: Online Poster</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>79 or less</td>
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</tbody>
</table>

No late assignments will be accepted! This is not to penalize you but rather a necessity due to the cumulative nature of the assignments. To make best use of the assignments as you build toward the final draft, being prompt with work is essential. Make adjustments in your schedule to meet the assignment deadlines.

EVALUATION RUBRICS:
Evaluation rubrics will be used to evaluate your work in this course. The rubrics provide more detailed information concerning what is expected and descriptions of the quality of work expected. Review and consult the rubrics for each assignment --- they will assist you in knowing whether your work is of graduate quality and rigor and will help you to diagnose issues that may help you to improve your performance. The evaluation rubrics are available on the course website.

COURSEWEB FOR THIS COURSE
This course is designed as a hybrid course, and a Courseweb site is available. It includes the SYLLABUS, CALENDAR< RUBRICS AND POLICIES and COURSE DOCUMENTS with additional readings and materials you may need to consult for the course. Additionally, WEB RESOURCES are available that you may find useful in the course. FACULTY INFORMATION provides contact information for the instructor. The DISCUSSION WIKIS section provides a number of discussion areas to complete Assignment 1. The course calendar provides a listing of the readings and the associated wikis. ASSIGNMENT DESCRIPTIONS AND UPLOADS provides an additional way to get to the WIKIS for participation in required discussions, and specific links to upload your written Assignments 2, 3, and poster Assignment 4.

The following recommendations from the faculty will assist you with your Courseweb online experience:

Familiarize yourself with CourseWeb: This course uses a web site (sometimes called “Blackboard,” the name of the software) provided through the University. To access the course Web site, go to http://courseweb.pitt.edu and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Course Web site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems. NOTE: CourseWeb has been upgraded and has changed substantially since the last semester. You need to set aside some time to become familiar with the new format of the web site.

Use the right internet browser: To access the course Web site, please use Mozilla Firefox (a free downloadable browser available at www.mozilla.com). This browser is most compatible with
CourseWeb. If you choose a different browser such as Internet Explorer, you may run into problems with opening files, cutting and pasting documents, and uploading assignments.

Arrange internet access: In order to succeed in this course, you need fast Internet access. Students with slow dial-up access spend unnecessary time and risk delayed assignments. The University has many fine computing labs available for your use. Here is the Web site where you can locate the labs and their operating schedules. [http://technology.pitt.edu/Students.aspx](http://technology.pitt.edu/Students.aspx). You have free printing up to ~900 copies a term. You can even set your home computer to send a print job to a campus lab. Call the HELP desk to learn how.

Acquire hardware and software: You will need to use Microsoft Office software for this course. You need to be able to open Adobe PDF files. The software is in the labs on campus. In addition, the complete Microsoft Office 2010 suite is available free to full-time students. For more information on how to download your software go to a University computing lab with your ID or go to: [http://software.pitt.edu/](http://software.pitt.edu/)  [For help with your ID card, go to Panther Central in Litchfield Towers lobby. [http://www.pc.pitt.edu/card/photoid.html](http://www.pc.pitt.edu/card/photoid.html)]

Use the right e-mail: You will need e-mail for this course, and that is provided free through the University. Please make sure that if you have your Pitt email forwarded to another account, you occasionally delete emails from your inbox in Webmail, accessible at [www.my.pitt.edu](http://www.my.pitt.edu). Once you reach your quota of emails in your inbox in Webmail, you will no longer be able to receive emails. If this occurs, then you may miss valuable information from your instructor or colleagues.

For help accessing or forwarding your Pitt e-mail, go to one of the University computer labs with your ID card, or call 412-624-HELP. Here is the University’s policy on e-mail, which we will follow for the success of this course: “Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.”

UNIVERSITY AND SCHOOL OF EDUCATION POLICIES THAT APPLY TO THIS COURSE

**Academic Integrity**

The integrity of the academic process requires fair and impartial evaluation on the part of faculty and honest academic conduct on the part of students. To this end, students are expected to conduct themselves at a high level of responsibility in the fulfillment of the course of their study. It is the corresponding responsibility of faculty to make clear to students those standards by which students will be evaluated and the resources permissible for use by students during the course of their study and evaluation. Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity, from the February 1974 Senate Committee on Tenure and Academic Freedom reported to the Senate Council, will be required to participate in the outlined procedural process as initiated by the instructor. Students in this course are expected to comply with
the University of Pittsburgh Policy on Academic Integrity, which can be found online at: http://www.provost.pitt.edu/info/ai1.html

**Attendance Policy:**
Attendance is required at all scheduled classes. As a doctoral student, you are expected to be present, to be on time, to be prepared for every class, and to remain for the duration of the class. In the event of an emergency (emergency is defined as a crisis, tragedy, and/or disaster), please contact your instructor by email to notify them that you will not be present in class. When you return to class, please provide the instructors with documentation concerning your emergency.

**Incomplete Grades:**
For this course, an $I$-Grade will be granted only if the student has *actively attended to the course requirements* but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time). An incomplete grade is not designed to replace a failing grade.

**Grievance Procedures:**
The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school- -level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

**Disability Services:**
If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

**Statement on Classroom Recording:**
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.