

NORTHEASTERN STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION
COURSE SYLLABUS, FALL 1999

I. COURSE NUMBER AND TITLE

EDUCATION 5923;

SEMINAR IN EDUCATION: PROGRAM DESIGN and EVALUATION

Meets Thursdays : 5:20 pm - 8:00 pm

Dr. Richard D. Cronk (918) 456-5511 Ext 3739; e-mail cronk@cherokee.nsuok.edu

II. PREREQUISITES

Graduate standing and admitted to the School Administration Program. Twelve hours of education and permission of the instructor and the department head. Curriculum I and Advanced Education Measurements are recommended.

III. CATALOG COURSE DESCRIPTION:

This seminar will provide an opportunity for advanced graduate students to do in-depth research on problems related to specific interests in problem areas of education, i.e. Program Design and Evaluation.

IV. KNOWLEDGE BASE

This course is based on specific philosophical assumptions about teaching, learning, and schooling that underlie all basic programs which prepare professional educators to work in public school settings. These philosophical assumptions are stated in terms of the responsibilities and obligations of professional educators as stated in the theme of the program. It is assumed that it is the responsibility of professional educators, as it relates to this course, to:

- A. Understand the design and conduct of an educational program to meet the concerns and needs of students, families, and the community.
- B. Incorporate into the process of developing education programs, local initiatives, concerns, and priorities.
- C. Link administrative principles to program goal attainment.
- D. Explain ways in which the resources may be utilized to improve the decision making process and program effectiveness.

This course will emphasize development of students' understanding of this research and its implications for organizing curriculum and instruction. The main emphasis will be on the course topics' representation in the current professional literature and how they are applicable in the public school.

V. CONCEPTUAL FRAMEWORK

The conceptual framework for the Teacher Education Program at Northeastern State University consists of an **Organizing Theme, "Professional Educators as Facilitators."** The program is based upon the concept: **The Professional educator is a facilitator of growth and learning for all students under his/her care.** This concept is implemented by a curriculum based upon the following five **Sub-themes**:

- A. An understanding of **Multicultural Diversity and Global Perspectives** in American Society and its relation to schooling.
- B. An understanding of **Effective Teaching Practices** reflected in part in the research-based Oklahoma Department of Minimum Criteria for Effective Teaching Performance.
- C. An understanding of **Group Learning Strategies**.
- D. An understanding of **Reflective Thinking** and its application to teaching processes and problem solving.
- E. An understanding of **Educational Technology** and how it enhances the ability of the professional educator in the teaching and learning processes as a teaching tool.

Sub-themes are outcome based and provide the foundation for the Teacher Education Program. Each academic program in the unit is designed to have objectives that are clustered around these sub-themes. Sub-themes are articulated throughout the teacher education coursework and the field experiences.

VI. MAJOR GOALS

Goals For The Course Include:

- A. Understand the major criteria for developing a Grant Proposal.
- B. Design and conduct a Needs Assessment for an educational program.
- C. Use the systems approach in designing an educational program for addressing a set of needs derived from a systematic needs assessment.
- D. Understand the methods of evaluation for assessing the effectiveness of an educational program and its management support system. At a minimum the evaluation design should allow for conducting both process and product evaluation on a formative and summative basis.

VII. EXPECTED LEARNER OBJECTIVES:

1. Students will be able to display an understanding of the specific requirements for writing a Grant Proposal consistent with the federal model. (This objective relates to State Department of Education Competencies for Licensure and Certification Competency 9 and Competencies for Administrative Certification, II.)
2. Students will be able to use electronic as well as more traditional data bases to secure research materials (studies,

reports, organizations, and individuals involved in this research).

(This objective relates to State Department of Education Competencies for Licensure and Certification Competency 9 and Competencies for Administrative Certification, II.)

3. Students will have developed an understanding of the recommended steps for doing a needs assessment. (This objective relates to State Department of Education Competencies for Licensure and Certification Competency 9 and Competencies for Administrative Certification, II.)

4. Students will have developed a basic understanding of the administrative systems, including accounting, personnel, property, and records keeping, and their relationship to program development. (This objective relates to State Department of Education Competencies for Licensure and Certification Competency 9 and Competencies for Administrative Certification I, V, VI, and VII.)

5. Students will have developed an understanding of methodologies of evaluation including the following models: Discrepancy Evaluation, Context-Input-Process and Product, and Naturalistic. (This objective relates to State Department of Education Competencies for Licensure and Certification Competency 9 and Competencies for Administrative Certification, III.)

VIII. FIELD-BASED EXPERIENCES COMPONENT

Not Required

IX. MULTICULTURAL DIVERSITY AND GLOBAL AWARENESS COMPONENT

The course, Program Design and Evaluation, is structured to complement competencies developed by the Oklahoma State Department of Education which refer to developing an appreciation for diversity and the range of culture which students bring to the classroom to better understand student needs in a global economy. Students are encouraged to consider cultural differences and global perspectives and educational issues as well when assessing needs and designing programs.

X. INSTRUCTIONAL MATERIALS

RECOMMENDED READING:

Needs Assessment:

Office For Needs Assessment and Planning at Florida State University

(On-line). Available: <http://onap.fsu.edu/onap/>

Strategic Planning and Needs Assessment, Chapter 2: Strategic Planning

(On-line). Available: http://eric-web.tc.columbia.edu/admin_finance/strategic/ch2.html

Program of Assessment, Diagnosis, & Instruction (PADI). A division of Enriched and Innovative Instruction. Montgomery County (MD) Schools.

(On-line). Available: www.mcps.k12.md.us/departments/eii/padi/

Strommem, E.F. & Lincoln, B. (1999). Constructivism, technology, and the future of classroom learning. (On-line). Available: www.ilt.columbia.edu/ilt/papers/construct

OR www.adprima.com/strategi.

Riggs, E.G. & Serafin, A.G. (1998) The principal as instructional leader: Teaching high school teachers how to teach reading. NASSP Bulletin, 82(600). 78-84.

Evaluation:

Trochim, W. M. K. Introduction to Evaluation.

(On-line). Available: <http://trochim.human.cornell.edu/kb/intreval.html>

Five generations of Evaluation: A Meta-Evaluation.

(On-line). Available: <http://web.syr.edu/~bumarten/evalact.html>

Madaus, G.F.; Scriven, M.S.; & Stufflebeam, D.L. (1988). Evaluation Models: Viewpoints on education and human services evaluation. Boston: Kluwer-Nijhoff Publishing.

Simpson, M.L. (1996). Conducting reality checks to improve students' strategic learning. Journal of Adolescent & Adult Literacy, 40(2). 102-109.

Grant Writing:

Yost, J. K. A Basic Guide for UI Faculty, Staff, and Students in Proposal Development.

(On-line). Available: www.uidaho.edu/research/propdevl.html

The Paladin Group. Elements of a Grant Proposal.

(On-line). Available: www.silcom/~paladin/promaster.html

Reid, A. N. T. A Practical Guide For Writing Proposals.

(On-line). Available: <http://members.dca.net/areid/proposal.html>

XI. INSTRUCTIONAL PROCEDURES

The course will primarily follow a seminar discussion format utilizing a Distance Learning set-up in that the class will

be taught from one site and broadcast to another site. The professor will vary the site from which he will be broadcasting, a schedule will be created and shared with the students. The students will be expected to complete Internet searches for relevant materials. The assignments to be handed in for credit will be done via e-mail transmission or by handing in the assignment on a disk. The word processing format must be listed on the disk along with the name of the file. I would prefer you using Corel Word Perfect, Microsoft Word, or Word Pad.

1. Self-Introduction Information

To e-mailed to the professor no later than August 25.

1. Name
2. Phone Number
3. Address (Snail Mail)
4. Hometown
5. Current School Assignment [Grade Level and/or Subject area(s)]
6. Professional Educational Goal(s)
7. Undergraduate degree(s) in ? And from (college/university)
8. Why did you initially want to become a teacher?
9. Extracurricular Interests
10. How computer literate are you?
11. E-MAIL ADDRESS
12. Anything unique about you that I might not be able to learn about you, just being enrolled in this class?

2. Reflection on Journal/Internet Articles

As you read articles from professional journals/Internet sites (see X. INSTRUCTIONAL MATERIALS p. 4); keep notes or a journal about each article. After reading the article, you are to write a reflection paper. The paper must be at least 2 pages typed double-spaced and a maximum of 4 pages typed double-spaced. You are to write 4 reflections, each one is worth 30 points. See the due dates in the "Schedule" at the end of the Syllabus.

Article Reflection paper objectives

1. Briefly describe the main point(s)of the article.
2. How did/does this article reflect Grant Writing, Needs Assessment or Evaluation?
3. Describe the research method(s) used in the article.
4. How is this research, or the results, applicable for your building and grade level?

Why or why not?

5. I want your reflections, interpretation, thoughts or position on the article .

What did it mean to you? Or how will you be able to use the information from the article?

3. Movie Reflection Paper

After viewing a movie about the teaching profession (administration), you are to write a reflection paper. The paper must be at least 2 pages typed double-spaced and a maximum of 4 pages typed double-spaced. **The paper is due Thursday October 14, 1999.** You are to make your own choice as to the movie and make arrangement to view the movie at your convenience. The reflection paper is worth **30 points**.

Movie Suggestions:

Dead Poet's Society, Stand and Deliver, To Sir With Love, Dangerous Minds, In and Out, Good Will Hunting, Mr. Holland's Opus, Stand By Me, Blackboard Jungle, Children of a Lesser God, Goodbye Mr. Chips, The Water is Wide, The Man Without a Face, 187, any others?

Movie Reflection paper objectives

Briefly describe the plot of movie.

1. How was this movie an example of the teaching profession, what made it an example.
2. Describe the educational value of the movie.
3. Was (were)the school/education situation(s) believable, or too hypothetical to be life-like?
4. Describe examples of how the movie showed Grant Writing, Needs Assessment or Evaluation?
5. I want your reflections, interpretation, thoughts or position on the movie. Be sure to make references to specific scenes in the movie.

XII. STUDENT PERFORMANCE ACTIVITIES

Students are expected to attend each class, takes notes and participate in class activities, discussions, and complete all assignments, tests and other requirements if they wish to receive a grade for the course.

(1) Being that the class meets once a week and for only 14 meetings; Students who have more than four (4) absences may be withdrawn from the course. Refer to the NSU 1999 Catalog page 74; and the NSU 1998-99 Graduate Catalog pages 37-40.

(2) STUDENTS WHO FAIL TO NOTIFY THE PROFESSOR PRIOR TO BEING ABSENT WILL NOT BE ALLOWED TO MAKE UP ANY QUIZ OR ASSIGNMENT COMPLETED IN-CLASS AND HANDOUTS FROM THE CLASS MISSED MAY NOT BE PROVIDED.

(3) If you are ill or have extreme family problems, inform your Professor immediately.

XIII. TIMETABLE (SEE COURSE SCHEDULE AT THE END OF THIS SYLLABUS)

XIV. EVALUATION OF STUDENT ACHIEVEMENT

All assignments are due on the date stated in the "Schedule". Extensions will be given only in cases of extreme emergency. **Late assignments will receive a 20% grade reduction.**

ALL MAKE-UP WORK MUST BE TURNED IN NO LATER THAN CLASSTIME THURSDAY, DECEMBER 2, 1999.

This is the viewpoint from which I will assess each assignment

A(90%)= Excellent: exquisite, superb, superior, distinguished.

B(80%)= Good: flawless, commendable, quality, competent.

C(70%)= Satisfactory: acceptable, adequate, sufficient, average.

D(60%)= Passing: sparse, poor, meager, inadequate, inferior.

F = Failure: delinquent, negligent, insufficient, deficient.

Self Introduction = 30

Article Reflection # 1 = 30 A- 90%=

Article Reflection # 2 = 30 B- 80%=

Article Reflection # 3 = 30 C- 70%=

Article Reflection # 4 = 30 D- 60%=

Movie Reflection = 30 F - = 000 -

School Evaluation = 30

Grant Proposal = 30

Class Participation = 30

Total = 270 points possible

XV. PORTFOLIO ASSIGNMENT

NONE

XVI. STUDENT EVALUATION OF THE COURSE AND INSTRUCTOR

At the conclusion of the semester, the students will have an opportunity to evaluate their instructor and the course. This will be done anonymously and will be used as a means to improve instruction, course content and/or criticisms from students will be taken seriously and will contribute to the improvement of the course and NSU's education program.

XVII. CONTACT AND COMMUNICATION WITH THE INSTRUCTOR

Dr. Richard D. Cronk

Northeastern State University

103M Education Building

717 N. Grand Ave.

Tahlequah, OK 74464

(918) 456-5511 Ext 3739

e-mail cronk@cherokee.nsuok.edu

Dr. Cronk's Fall Schedule:

Mondays, Tuesdays, Wednesdays, & Fridays

Field Coordinator - Visiting Interns in the Schools

Advisements By Appointment Only

Alternate Thursdays at Rogers State in Claremore and NSU in Tahlequah

OFFICE HOURS: 3:00 PM - 5:00 PM

CLASS: EDUC 5923 5:20 PM - 8:00 PM

XVIII. STUDENTS WITH DISABILITIES

If any members of the class feels that he/she has a disability and needs special accommodation of any nature whatsoever, the instructor will work with you and the University's Office of Student Affairs to provide reasonable accommodation to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodation as soon as possible.

EDUC 5923 SCHEDULE FALL 1999

PROGRAM DESIGN and EVALUATION

Meets Thursdays: 5:20pm - 8:00pm

Aug 19 Introduction & Organization

Definitions

Self Introduction Due Aug 25

26 Needs Assessment

Strommem, E.F. & Lincoln, B. (1999). Constructivism, technology, and the future of classroom learning.
Strategic Planning and Needs Assessment, Chapter 2: Strategic Planning.

Sept 2 Needs Assessment

Riggs & Serafin The principal as instructional leader: Teaching high school teachers how to teach reading.

9 Needs Assessment

Article Reflection # 1 Due

16 Evaluation

Trochim, W. M. K. Introduction to Evaluation.

23 Evaluation

Five generations of Evaluation: A Meta-Evaluation.

30 Evaluation

Simpson. Conducting reality checks to improve students' strategic learning

Article Reflection # 2 Due

Oct 7 No Class - Research Night

Midterm

14 Evaluation

Movie Reflection Due

21 FALL BREAK - NO CLASS

28 Evaluation

Evaluation of School Due

Article Reflection # 3 Due

Nov 4 Grant Writing

Yost, J. K. A Basic Guide for UI Faculty, Staff, and Students in Proposal Development

11 Grant Writing

18 Grant Writing

Article Reflection # 4 Due

Dec 2 Grant Writing Due

All Make-up Work Due

9 LAST DAY OF CLASS

Grant Writing Presentation