UNIVERSITY of West Georgia | College of Education

CEPD 7185-E01: (Doctoral) Program Evaluability Seminar
Fall 2016

Class Meeting Time/Location	N/A; fully asynchronous online	**Online Hours**	Mondays 1:00-3:00
Instructor	Julia Whisenhunt, PhD, LPC, NCC, CPCS	**Telephone**	678-839-6116 678-839-6567
Office Location	Ed Annex, room 241	**UWG email**	jwhisenh@westga.edu
Office Hours	Monday 1-3 (online) Tuesday 1:00-5:30 Wednesday 1:00-4:30		

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	**Student Services** http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	**Center for Academic Success** http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	**Distance Learning Library Services** http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	**Ingram Library Services** http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning,* with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral

study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National, state (i.e., GA PSC), and professional (i.e., CACREP) standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

COURSE INFORMATION

Course Description
This course is designed to enforce students' understanding of program evaluation through applying that knowledge to determine the evaluability of an existing mental health, educational, or service program. In this course, students learn about the factors that contribute to program evaluability and how to determine when a program can sufficiently withstand empirical review.

Required Text(s):
Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches* (4th ed.). Glendale, CA: Pyrczak Publishing.

Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Corwin.

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed). Washington, DC: Author.

Suggested Text(s):
Creswell, J. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Required Instructional Resource:
Tk20 Subscription (available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.)
**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/academics/education/tk20-system.php. For assistance, email tk20@westga.edu.

Course References:
Stufflebeam, D. L. and Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). San Francisco, CA: Jossey-Bass.

Approaches to Instruction

Instruction in this course is delivered through the use of formal lecture (i.e., narrated PPT and video), review of online multimedia resources, online student presentations, directed readings, small group work, and individual projects.

This course will be delivered 100% online. This requires the online equivalent of 1350 minutes of instruction (seat-time) and an additional 1350 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Online Readings	200 minutes
Narrated Presentations, Webinars, & Podcasts	650 minutes
Collaborative Projects	200 minutes
Review of Online Resources	300 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Learning Objective *Students will…*	2016 CACREP Doctoral Standard(s)
1. demonstrate the ability to conduct a program evaluability assessment	VI. B. 4, F
2. select the object of their proposed evaluation study	VI. B. 4, F
3. develop and interpret a review of literature to support their proposed evaluation study	VI. B. 4, H

Assignments and Evaluation Procedures

1. Review of Required Course Materials (6@3 Points Each=18 Points)

For each module, there are required course materials (i.e., readings, videos/webinars/podcasts, and non-graded activities). You are expected to review all of these required materials as part of your participation in the course. To receive course credit for your review of these required materials, you will complete a brief "quiz" in each course module, through which you will indicate your level of participation in each respective module. We are all counseling professionals, so please exercise good ethics in determining your participation score for each module. *Objectives 1-3*

2. Evaluability Assessment (17 Points)

Once you have identified your preferred program for the focus of your dissertation, you will complete an evaluability assessment to determine if the program can withstand empirical review. A checklist/template is provided in D2L. Using that checklist/template, you will collect information on the program through interviews with the program leaders and stakeholders, review of program documentation, and conversations with program collaborators. It is imperative that you complete all sections of the evaluability assessment. Moreover, if you determine that an essential component of program evaluability is not satisfied by your identified program, contact me immediately to determine an appropriate course of action. *Objectives 1-2* **This is a TK20 Key Assessment. FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME**

3. **Logic Model (5 Points)**

Using your completed evaluability assessment, you will create a logic model that summarizes the program objectives, activities, data sources, outputs, and impact. This assignment has two primary purposes: (a) to further reinforce program evaluability by determining a consistent connection between program objectives, activities, and data sources and (b) to help guide the development of your program evaluation method. A template for this logic model is provided in D2L. *Objectives 1-2*

4. **Grammar Aficionado (15 Points)**

Each student in this class will become an *expert* on one grammatical tool, writing skill, or APA style rule. Students will individually seek to learn as much as possible about their chosen topic and will use that knowledge to mentor peers. There are three parts to this assignment.

Part #1: Review an existing document (e.g., a previous paper you have written or a draft of a peer's paper) and provide feedback to demonstrate your expert ability to apply your knowledge in an editorial capacity. You must await my feedback on this part of the assignment prior to moving on to part number three.

Part #2: Develop a handout of sources (e.g., websites, videos, books) through which others may learn more about your chosen tool, skill, or rule.

Part #3: Provide feedback to **all** of your peers in this course, using a small sample of their writing (i.e., 2-3 pages). Remember that you are only responsible for mentoring your peers on your chosen grammatical tool, skill, or rule. *Objective 3*

5. **Cengage APA Style Guide Scavenger Hunt** (5 Points)

I have found that students are rarely eager to learn about APA style, but a thorough knowledge of APA style is critical to your success as a doctoral student. Therefore, I have created this brief assignment to encourage you to familiarize yourself with APA style. This is an open-book quiz; you can freely refer to the Cengage APA Style Guide throughout the quiz without penalty. *Objective 3*

6. **UWG Writing Center or SmartThinking Tutoring Session** (10 Points)

You will schedule and attend at least one 30-minute tutoring session through the UWG Writing Center or SmartThinking. Although I require only one session for this course, I strongly encourage you to schedule additional tutoring sessions, as needed. The point of this tutoring session is to provide an opportunity for you to receive mentoring on an area of academic writing with which you struggle. Therefore, the topic for this tutoring session is negotiable. Prior to attending the session, please email me (jwhisenh@westga.edu) to tell me your chosen topic. I may provide additional feedback or simply tell you to proceed with your chosen topic. To document your completion of this assignment, you will submit a copy of the notes you took during this tutoring session. *Objective 3*

7. **Draft of Introduction and Literature Review** (30 Points)

This assignment includes the submission of four different times, three of which I will use to scaffold your learning and one of which I will use for grading purposes.

Part #1: Draft of Introduction and Rationale: In this part of the assignment, you will draft your introduction and rationale. After drafting this document, you will submit it to each of your peers, so that they may individually provide feedback to you on their chosen grammatical tool, skill, or rule (i.e., Grammar Aficionado). After receiving this feedback, you will revise your Introduction and Rationale accordingly and submit it for me to review.

Part #2: Outline of Literature Review: After thoroughly reviewing the literature base and identifying how those gaps in the literature relate to your program evaluation plan, you will create an outline of your literature review. This outline should demonstrate that you have a comprehensive understanding of the available literature, are able to synthesize the literature in a way that connects to your study, and can connect ideas within the literature to form a sequential/cohesive flow.

Part #3: First Draft of Literature Review: This draft of your literature view will cover approximately half of your outlined material. I will use this submission to provide constructive feedback that you can apply to your "final" draft. Prior to submitting this draft of your literature review, please make sure to use the "Spelling & Grammar" check that is built into Microsoft Word. To access this function, simply go to the "Review" tab and click "Spelling & Grammar." The program will take you through the document, from start to finish, and identify a number of potential grammatical issues. Please note that some of the "issues" Word identifies are not applicable. So, use your discretion to filter through the changes that need to be made. If it is evident to me that you have not completed this step in the process, I will return the draft to you and ask that you revise and resubmit.

Part #4: "Final" Draft of Literature Review: This draft of your literature will be the final version submitted in this course. However, please understand that your literature will not be complete at the termination of this semester; we will work together to generate a working draft, which you will then submit to your dissertation chair for more extensive review. **Prior to submitting** this draft of your literature review, please make sure to do the following: (1) use the "Spelling & Grammar" check that is built into Microsoft Word, (2) submit this paper to SmartThinking for an "Essay Center 1 hr review" and a "Grammar & Documentation Review," (3) incorporate the feedback given by your SmartThinking tutor, and (4) submit to TurnItIn and make revisions, as needed, to avoid plagiarism. *Objective 3*
This is a TK20 Key Assessment. FAILURE TO SUBMIT ASSIGNMENTS DESIGNATED AS KEY ASSESSMENTS THROUGH TK20 WITHIN THE TIME FRAME DESIGNATED ON THE SYLLABUS WILL RESULT IN A GRADE OF 0 FOR THE ASSIGNMENT.

8. **Synchronous Online Check-Ins (Attendance is optional)**
There will be five synchronous online check-ins held via GoToMeeting. Attendance at these meetings is optional. They will be consultative in nature; we will not cover lecture material during these meetings. Come prepared to discuss any questions/concerns you have.

Assignment	Course Objective(s)/ Key Assessment	Points	Assessment Tool	Submit via	Due Date
Review of Required Materials	1-3/No	18	Quiz	D2L	See course schedule
Evaluability Assessment	1-2/Yes	17	Rubric	D2L and	August 28

				TK20	
Logic Model	1-2/No	5	Rubric	D2L	September 4
Grammar Aficionado	3/No	15	Rubric; Peer Rating	D2L	September 11; September 25
Cengage APA Style Guide Scavenger Hunt	3/No	5	Quiz	D2L	September 11
Writing Tutoring Session	3/No	10	S/U	D2L	October 16
Literature Review	3/Yes	30	Rubric	D2L and TK20	October 2; October 9; November 2; November 20
		100			

Grading Policy: A = 90-100%   B = 80-89%
                       C = 70-79%   F = 69% or below

Grades are based on completion of all course assignments and quality of work. An incomplete ("I") can be granted only in cases of extreme emergency, such as death in family or illness. Prior permission from the instructor is required. Assignments are to be turned in on time. A grade of A will not be assigned to any assignment turned in after the due date. Absences, tardiness, inappropriate behavior and/or non-participation may result in a reduction in assigned grade.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

*For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.*

Diversity: The University of West Georgia affirms the equal dignity of each person by valuing cultural, ethnic, racial, and gender diversity in students, faculty, and staff. The Department of Clinical and Professional Studies (CPS) is committed to fostering an educational environment in which diversity is embraced. As such, **CPS will not tolerate discrimination against any persons.**

Professional Conduct: Students in this class are considered professionals and, as such, are expected to conduct themselves professionally. Professionalism includes behavior related to, but is not limited to, dress/clothing, written and oral communication, interpersonal interaction, compliance with confidentiality and privacy rules, and compliance with laws and ethical codes. Should the instructor note any impairment in the judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. **To graduate from the program, the student must be willing and able to endorse the ethical standards of the American Counseling Association.**

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason for concern revealed, the faculty may initiate a student review. If such a review occurs, the student will be made aware of the procedure. Reasons for student review may include, but are not limited to, unprofessional or inappropriate dispositions and/or behaviors.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

Disability: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services: Click on the following link Student Services for a listing of all services available to students at UWG.

Extra Credit: Opportunities for extra credit are not provided for this class.

Late Work: Late work will not be accepted for this class, unless pre-approved by the instructor and for reasons related to valid university business and/or essential medical/dental care. Late work, when approved, must be submitted within 7 days of the initial deadline. Late assignments, if accepted, are subject to a penalty of half credit.

Grading of Group Assignments: Barring extraneous circumstances (e.g., a group member not contributing, a group member not responding to communication from others, a group member not submitting quality work, etc.), all group members will receive the same grade on a group assignment. However, in the event of an extraneous circumstance, the instructor reserves the right to individually award grades for group work and/or utilize a peer rating system. All students in this course are professional counselors and, as such, are expected to try to resolve any group issues independently. However, if a group issue cannot be resolved, the group members should contact the professor *before* submission of the final assignments so that she can intervene.

Network Etiquette: Communication in an online environment takes special consideration. Please adhere to the following standards of online communication:

- Be sensitive and reflective to what others are saying;
- Do not use offensive language;
- Use clear subject lines;
- Be forgiving. Anyone can make a mistake; and
- Keep the dialog collegial and professional.

Expected Response Times: Unless otherwise noted, you should receive an email response within 48 business hours. If I am unable to address your need within 48 hours, I will email you accordingly and provide an estimated response time. Further, I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Communication Rules: Please do NOT email the instructor via D2L. All email communication should be sent to jwhisenh@westga.edu. Assignments submitted via email will not be accepted; submit all assignments via D2L.

Changes to The Syllabus: This syllabus is subject to change.

Tentative Course Schedule (subject to change)

Begin Date	End Date	Topic	Activity/Reading Assignment	Assignment Name & Due Date**
August 10	August 14	Gearing up for the course	Roberts, Chpt 1	Plagiarism Certification; Register for Grammar Aficionado topic
August 15	August 28	#1: Program Evaluability		Evaluability Assessment; Participation Quiz 1
August 29	September 4	#2: Logic Models		Logic Model; Participation Quiz 2
September 6	September 11	#3: Mechanics of Writing		Cengage APA Scavenger Hunt; Grammar Aficionado, parts 1 & 2; Participation Quiz 3
September 12	September 18	#4: Style of writing	Roberts, Chpt 10	Participation Quiz 4
September 19	September 25	#5: Writing the Introduction and Rationale	Roberts, Chpt 11	Grammar Aficionado, part 3; Participation Quiz 5
September 26	October 2	#6: Identifying the purpose of the lit review	Pan, Chpts 1-4	Intro & Lit Review, part 1; Participation Quiz 6
October 3	October 9	#6: Reviewing the literature and creating an outline	Pan, Chpts 5-7; Roberts, Chpt 9	Intro & Lit Review, part 2
October 10	October 16	#6: Drafting the lit review	Pan, Chpts 8-11; 14	Tutoring Session
October 17	November 2	#6: Drafting the lit review, cont…	Pan, Chpts 8-11; 14	Intro & Lit Review, part 3
November 3	November 20	#6: Revising and finalizing the lit review	Pan, Chpts12-13	Intro & Lit Review, part 4
November 28	December 2	Course Wrap-Up		Submit Revised Intro and Lit Review to Your Dissertation Chair; Course Evaluations
Note: All times are in Eastern Time. Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of D2L. **Additional required course materials are located in D2L and indicated accordingly.**				

Looking for assignment rubrics? Keep scrolling.

Assignment Rubrics

Evaluability Assessment (17 Points)

Criterion	Possible Points
Student has completed the Project Design section of the Evaluability Assessment template and included all required information. That information is presented in a grammatically correct, clear, and concise format.	4.25
Student has completed the Information Availability section of the Evaluability Assessment template and included all required information. That information is presented in a grammatically correct, clear, and concise format.	4.25
Student has completed the Institutional Context: Practicality section of the Evaluability Assessment template and included all required information. That information is presented in a grammatically correct, clear, and concise format.	4.25
Student has completed the Institutional Context: Utility section of the Evaluability Assessment template and included all required information. That information is presented in a grammatically correct, clear, and concise format.	4.25

Logic Model (5 Points)

Criterion	Possible Points
Student has identified all program goals and performance measures.	1
Student has listed all program activities and inputs in a way that is intelligible and clearly related to the program objectives.	1
Student has listed all data sources in a way that is intelligible and clearly related to the program objectives.	1
Student has listed all program outputs in a way that is intelligible and clearly related to the program objectives.	1
Student has listed all program impacts in a way that is intelligible and clearly related to the program objectives.	1

Grammar Aficionado, Part #1 (5 points)

Criterion	Possible Points
Note: Review 2-4 pages for Part #1.	
Student identified her/his chosen grammatical tool, skill, or rule. (prerequisite)	--
Student identified all instances in which the original author incorrectly used the identified grammatical tool, skill, or rule.	1
Student provided an accurate correction to the original writing, which demonstrates correct use of her/his chosen grammatical tool, skill, or rule.	1
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule (i.e., how the original writing should be corrected).	1
Student's tone was constructive, but not punitive.	1
Student identified instances in which the original author correctly used the identified grammatical tool, skill, or rule, if applicable.	1

Topics include the following: 1) punctuation, including commas; 2) active voice and passive voice; 3) transitions; 4) parallel structure; 5) pronouns and pronoun/antecedent agreement; 6) sentence fragments and run-on sentences; 7) paragraph structure; 8) APA style lists; 9) APA style references; and 10) APA style in-text citations.

One student may register for each topic.

Grammar Aficionado, Part #2 (5 points)

Criterion	Possible Points
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule.	1
Student provided at least two examples of the incorrect and correct use of her/his chosen grammatical tool, skill, or rule.	1
Student provided hyperlinks to at least two sources that provide a written explanation of the grammatical rule, tool, or skill.	1
Student provided a hyperlink to at least one video explanation of the grammatical rule, tool, or skill.	1
Writing is grammatically correct and intelligible. Handout is well organized.	1

Grammar Aficionado, Part #3 (15 points)

Criterion	Possible Points
*For all peers enrolled in the course, review 3-4 pages of their Introduction draft and provide feedback on their use of the tool, skill, or rule you chose for this assignment. (**Note:** The person who specializes in APA style references should review no more than 8 references per peer.)*	
Student identified her/his chosen grammatical tool, skill, or rule. (prerequisite)	--
Student identified all instances in which the original author incorrectly used the identified grammatical tool, skill, or rule.	3
Student provided an accurate correction to the original writing, which demonstrates correct use of her/his chosen grammatical tool, skill, or rule.	3
Student provided a clear, but succinct, explanation of her/his chosen grammatical tool, skill, or rule (i.e., how the original writing should be corrected).	3
Student's tone was constructive, but not punitive.	3
Student identified instances in which the original author correctly used the identified grammatical tool, skill, or rule, if applicable.	3
Students will provide peer ratings based on the following five-star rating system.	
My peer's performance on the five established criteria (see above) meets or exceeds expectations; my peer has demonstrated expert knowledge of her/his identified grammatical tool, skill, or rule.	5 stars
My peer's performance on the five established criteria does not fully meet expectations; my peer has demonstrated basic knowledge of her/his identified grammatical tool, skill, or rule. She/he may not have identified all instances in which the original writing required revision, correctly revised the original writing, and/or explained how the original writing should be corrected.	4 stars

My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated limited knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, and/or explain how the original writing should be corrected. Her/his tone may have been punitive.	3 stars
My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated inadequate knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, or explain how the original writing should be corrected. Her/his tone may have been punitive.	2 stars
My peer's performance on the five established criteria does not meet expectations; my peer has demonstrated almost no knowledge of her/his identified grammatical tool, skill, or rule. She/he did not identify all instances in which the original writing required revision, correctly revise the original writing, or explain how the original writing should be corrected. Her/his tone was punitive.	1 star

"Final" Draft of Introduction and Literature Review

Criterion	Possible Points
Introduction provides a clear and succinct over of the paper, highlighting key information and presenting a strong rationale.	5
Review of the literature provides a summary of relevant key literature, which is clearly connected to the study rationale.	5
Review of the literature is fluidly written, providing a sense of cohesion between ideas.	5
Review of the literature provides strong theoretically grounded support for the respective dissertation study.	5
Writing is grammatically correct and APA compliant.	5
Student has complied with the required dissertation structure/format.	5
Prior to submitting this draft of your literature review, please make sure to do the following: (1) use the "Spelling & Grammar" check that is built into Microsoft Word, (2) submit this paper to SmartThinking for an "Essay Center 1 hr review" and a "Grammar & Documentation Review," (3) incorporate the feedback given by your SmartThinking tutor, and (4) submit to TurnItIn and make revisions, as needed, to avoid plagiarism.	