



COURSE INFORMATION

Course Title	Program Evaluation on Early Childhood Education						
Course Code	ECED 460	Format	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Blended	<input type="checkbox"/> Traditional		
Weeks	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> 15	<input type="checkbox"/> Other	Credit(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

COURSE DESCRIPTION

This course reviews policy making in education and human services organizations and/or communities. Critiques surrounding administrative procedures, planning, operations, and social policies are important aspects of the course. The design of this course provides participants with hands-on analysis of education and human service policies and procedures as it relates to evaluating early childhood educational centers. Early childhood education is a prerequisite for the course.

LEARNING OBJECTIVES (LO)

The student will be able to...

LO #	Objective
1	Participants will be able to explain ethical issues in program evaluation.
2	Participants will be able to discuss various elements of program evaluation and assessment, including planning, operations, social policies, and curriculum.
3	Participants will develop basic needs assessment and evaluation instruments.
4	Participants will be able to describe and incorporate qualitative and quantitative methods in evaluation.
5	Participants will be able to describe and interpret formative and summative process evaluations.
6	Participants will be able to describe and incorporate goal attainment and stakeholder satisfaction elements in evaluation design.

REQUIRED TEXTS

Name	Link/File Name
NAEYC Early Learning Program Accreditation Standards and Assessment Items	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web_0.pdf
Resources are provided each week in the Brightspace course.	

GRADING OVERVIEW & SCHEME

Categories	Percentage Totals
Discussions	30%
Assignments	20%
Guided Project Components	45%
Final Submission of Guided Project	5%
Total	100%

	Range		Range		Range		Range
A	95-100	B	82-86	C	73-75	D	62-65
A-	90-94	B-	79-81	C-	70-72	D-	59-61
B+	87-89	C+	76-78	D+	66-69	F	58 and below

COURSE SCHEDULE

Week	Activity Titles
1	Discussion: Introduction Discussion: Quality Childcare & Program Evaluation
2	Discussion: Connecting Resources to Items in Standards 1 & 10 Assignment: Explanation of Item in Standard 1 Guided Project for Your Program Evaluation: Program Description with Mission & Vision
3	Discussion: Connecting Resources to Items in Standard 5 Assignment: Explanation of Item in Standard 6 Guided Project for Your Program Evaluation: Policy
4	Discussion: Sharing Your Guided Project Assignment: Explanation of Item in Standard 4 Guided Project for Your Program Evaluation: Ethics
5	Discussion: Connecting Resources to Items in Standard 2 and 9 Assignment: Infographic of Items in Standard 2 and 9 Guided Project for Your Program Evaluation: Program Goals & Objectives
6	Discussion: Finding Balance Assignment: Explanation of Item in Standard 3, 7, or 8 Guided Project for Your Program Evaluation: Goal/Objective Attainment Guided Project for Your Program Evaluation: Stakeholder Satisfaction
7	Discussion: Checking In Discussion: Needs Assessment Guided Project for Your Program Evaluation: Needs Assessment
8	Discussion: Formative vs. Summative & Massachusetts Model System for Educator Evaluation Discussion: Sharing Your Guided Project – 2 Guided Project for Your Program Evaluation: Evaluation Model Guided Project for Your Program Evaluation: Formative Process Evaluation
9	Discussion: Examples in Program Evaluation & Meaningful Data Assignment: Interviews, Surveys, & Focus Groups Guided Project for Your Program Evaluation: Data Collection Instrument
10	Discussion: Data Analysis Assignment: Implementation of Act 166 Discussion: Sharing Your Guided Project – 3 Guided Project for Your Program Evaluation: Data Analysis
11	Discussion: External vs. Internal Auditor Discussion: Looking Back at Quality Childcare & Program Evaluation Guided Project for Your Program Evaluation: Final Submission
12	Discussion: Sharing Your Program Evaluation Assignment: Infographic on Your Program Evaluation

10/31/19 9:03 AM

ONLINE COURSE FORMAT

The format for this class will be consistent with adult learning practice and is based on the exchange of knowledge, experience, and skills between students and instructor. The instructor will serve as a facilitator for discussions and practical exercises engaged in by the participants. Classes will be interactive, thought provoking and participatory. This course will communicate via Brightspace ONLY. You will be expected to post course assignments and participate in forums (often referred to as “threaded discussions”) online. Assignments are meant to engage students in a way that requires thoughtful research and analysis rather than “reporting” information.

ATTENDANCE POLICY

Students are expected to attend classes; for online and blended courses, participate in weekly activities. In some circumstances, a student may be absent from classes for College-excused absences noted below. Beyond those College-excused absences, each instructor has the freedom to set a specific attendance policy for his or her class and is responsible for communicating that policy to class members via the syllabus.

If a student misses a class meeting or does not complete required activities in a blended or online class for any reason, including illness, emergency, or College-excused absences, he or she is still responsible for the material covered and any assignments due.

Faculty are required to report student attendance for face-to-face courses and engagement in online or hybrid courses at the beginning of the semester and again as part of mid-term grading. Financial Aid will only be disbursed after a student satisfies the following attendance expectation as reported by faculty at the beginning of the semester:

- For face-to-face courses, a student must be present in the classroom to be considered as “attending”.
- For online courses, a student who has completed the required online activities is considered as “attending”.
- For blended courses (which consist of a combination of online and face-to-face sessions), completion of online activities and/or attendance of the in-class meeting is considered as “attending”.

Federal regulations require Springfield College to accurately track students who may or will be withdrawing from courses or from the College. ***Therefore, if at any point during the semester, a student stops regularly attending a face-to-face course or stops completing required online activities in a blended or online course, faculty are required to immediately notify the Registrar’s Office.***

ABSENCES DUE TO ILLNESS OR EMERGENCY

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email, through the LMS and/or via phone. Students

10/31/19 9:03 AM

should ask about options for obtaining missed material and whether it is possible to make up missed work. In the event of an extended illness or emergency, students should also notify the Dean of Students (studentaffairs@springfield.edu or 413-738-3922).

COLLEGE-EXCUSED ABSENCES

The following situations should be recognized as College-excused absences from class:

1. Participation in an intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletics website.
2. Participation in a scheduled College curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

In order to be considered as excused, the student follows the guidelines listed below:

- For intercollegiate athletics or other scheduled curricular or co-curricular activities, the student must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or drop or withdraw from the course.
- The student should arrange in advance of the absence for the make-up of any work that will be missed and for submission of any assignments due.
- The student should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a co-curricular activity mid-semester) and provide documentation if requested. Again, the impact of the absence(s) must be discussed with the instructor.

If possible, the instructor should allow the student to make up the class work or complete an alternative assignment.

ASSIGNMENT SCHEDULE & DUE DATES

The Learning Management System "Server Time" is set to Eastern Standard Time (EST). Therefore, the deadline for activities found in this syllabus is based on EST. Please pay close attention to your time management to prevent late submissions.

Original discussion posts should be posted no later than Thursday of the online week with all remaining activities due by the last day of the online week (Sunday).

A course week is defined as Monday morning beginning at 12:01 am EST and concluding on the following Sunday at 11:59 pm EST.

10/31/19 9:03 AM

PARTICIPATION

After the first two weeks of the term, student participation in online activities and face-to-face class sessions will count significantly toward the grade but will not be recorded as attendance. Students can only earn points for academic work that the class completed during the face-to-face class meetings or during a weekly period of online activities and must be engaged in the activities during the time-frame specified by the instructor.

COURSE PARTICIPATION

Definition of Online Class Participation

- The success of your learning experience in online discussion is dependent on the active participation of all students. Therefore, it is imperative that you enter each discussion link prepared to participate in the class discussions, which requires that you not only post your responses to the questions in a timely manner allowing time for others to respond, but you must also respond/react/provide substantive feedback to other's postings.
- It should be noted that not all engagement in class discussions constitutes substantive class participation. Class participation in an online environment is characterized by the following:
 - Connects personal experiences to the concepts being studied, gives an orderly, brief version of the experience, with a point that is stated clearly;
 - Avoids repeating points made by others;
 - Shows evidence of having completed, understood, and applied the reading for the course;
 - Incorporates shared ideas to create an understanding of the concept under discussion;
 - Poses real-life questions or challenges that spring from the discussion and attempts to shape an informed conclusion.

GRADING

This course will use a weighted grade book.

- A weighted grade book will have different categories (i.e. Discussions or Assignments).
- Each category will be worth a certain percentage of your total overall grade.
- Within each category, there will be a certain number of activities. For example, there will be a certain number of discussions in your discussion category which make up a specific percentage of your total grade.

To see how your grades are weighted and to see how many activities make up each category for this course, please view Grades within your Brightspace classroom.

- To see view your syllabus, please navigate to "Content" > "Start Here" > "Course Info & Syllabus."
- To view your grade book, please navigate to "Grades" on the menu at the top of the screen.

10/31/19 9:03 AM

- In the Grades section of your Brightspace classroom, you will notice each task is worth 100 points. Please note 100 points is weighted differently based on the category.

ACADEMIC ASSISTANCE

A wide variety of academic assistance is offered through the **Academic Success Center** in the Harold C. Smith Learning Commons, Suite 300 (3rd floor). To contact the ASC, please call 413-748-3389 or email asc@springfield.edu. During the fall and spring semesters, the ASC is open Monday-Thursday, 9am-9pm; Friday, 9am-3pm; and Sunday, 4-9pm:

Disability & Accessibility Services

- [Disability & Accessibility Services](#) works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College. To schedule an appointment or request accommodations, please contact the ASC by calling 413-748-3389, emailing ASC@springfield.edu, or stopping by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

Tutorial Services

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.

Academic Coaching Program

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.
- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

MTEL Assistance Program

- The [MTEL Assistance Program](#) provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

DISABILITY-RELATED ACCOMMODATIONS

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities), please contact the Academic Success Center's [Disability & Accessibility Services](#). They will work with you on an individualized, case-by-case basis to determine eligibility and develop an appropriate accommodation plan. To schedule an appointment, please call 413-748-3389, email ASC@springfield.edu, or stop by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

10/31/19 9:03 AM

Please note: it is your responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations **in advance** each semester and/or as needed. Accommodations cannot be provided retroactively.

This class may be recorded or transcribed if an enrolled student has been approved for this service as an academic accommodation by the Academic Success Center's Disability & Accessibility Services. Recordings are for the approved student's individual access only, and are not to be shared, copied, or distributed to others. For questions or concerns about acceptable use, please contact the Academic Success Center: 413-748-3389, asc@springfield.edu, or Learning Commons 300.

ACADEMIC HONESTY AND INTEGRITY POLICY

BASIC POLICY

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

For the more information, please review the entire Academic Honesty and Integrity Policy here:

http://catalog.springfield.edu/content.php?catoid=77&navoid=2086#acad_hone_and_int_e_poli

RUBRICS

Discussion Board Rubric					
	Proficient (25-22 points)	Satisfactory (21-19 points)	Needs Improvement (18-17 points)	Unsatisfactory (16-0 points)	Score
Timeliness of original response	Original post submitted on time.	Original post 1 day late.	Original post submitted 2 days late.	Original post not submitted for this assignment or 3 days late.	/25
Original post topic & justification	Consistently addressed topic included a clear and relevant focus on discussions prompts and provoked further discussion among peers. Relevant justification to support topic was consistently provided.	Addressed topic, included a clear and relevant focus on discussions prompts and provoked further discussion among peers most of the time. Relevant justification to support topic was provided most of the time.	Addressed topic, included a clear and relevant focus on discussions prompts and provoked further discussion among peers some of the time. Support of the topic was provided some of the time but lacked relevant justification.	Did not address the topic, did not include a clear and relevant focus on discussions prompts and did not provoke further discussion among peers. Support of topic and justification was not provided.	/25
Peer responses	Met number of peer response(s) and consistently furthered the relevant discussion of peer posts. Peer response(s) were posted on time.	Met number of peer response(s) and furthered the relevant discussion of peer posts most of the time. Peer response(s) were posted on time.	Met number of peer response(s) but did not consistently further the relevant discussion of peer posts. Peer response(s) were posted on time.	Did not meet the number of peer response(s) and did not attempt to further the relevant discussion of peer posts. Peer response(s) were not posted on time.	/25
Grammar, punctuation, and spelling	Minimal or no spelling, grammar, or punctuation errors.	A few spelling, grammar, or punctuation errors.	Some spelling, grammar, or punctuation errors.	Numerous spelling, grammar, or punctuation errors.	/25
					/100

10/31/19 9:03 AM

Written Assignment Rubric					
	Proficient (25-22 points)	Satisfactory (21-19 points)	Needs Improvement (18-17 points)	Unsatisfactory (16-0 points)	Score
Quality Content & Development	Content indicated synthesis of ideas, in-depth analysis and evidence of original thought and support for the topic. Main points were well developed and revealed a high degree of critical thinking.	Content indicated original thinking and developed ideas with sufficient and firm evidence. Main points were developed and revealed critical thinking.	Content indicated some original thinking and reasoning. Main points were present with limited detail and development. Some critical thinking was present.	Content showed little to no original thinking and reasoning. Most ideas were underdeveloped and unoriginal. Main points lacked detailed development. Ideas were vague with little evidence of critical thinking.	/25
Course Content Connection & Analysis	Assignment demonstrated mastery of content and made numerous/rich connections to terms and ideas presented in the course. Writing included a deep level of analysis and reflection on the material.	Assignment demonstrated comprehension of content and made several/useful connections to terms and ideas presented in the course. Writing included a satisfactory level of analysis and reflection on the material.	Assignment demonstrated some engagement with content and made a few connections to terms and ideas presented in the course. Writing included minimal analysis and reflection on the material.	Assignment demonstrated a lack of engagement with content and made no or strained connections to terms and ideas presented in the course. Writing included little to no analysis and reflection on the material.	/25
Organization	Writing showed high degree of attention to logic and reasoning of points. The assignment clearly led to the conclusion and provoked further thought regarding the topic.	Writing was coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall conclusion of ideas was present.	Writing was coherent and logically organized some of the time. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout assignment.	Writing lacked logical organization and showed minimal coherence. No clear direction to the conclusion.	/25
Grammar, punctuation, spelling, and APA formatting	Minimal or no spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is under 20%.	A few spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is under 20%.	Some spelling, grammar, punctuation, or APA formatting errors. Grammarly report is submitted and plagiarism result is over 20% or no Grammarly report is submitted.	Numerous spelling, grammar, punctuation, or APA formatting errors. No Grammarly report is submitted.	/25
					/100

***Please note, this document may be subject to change.**

10/31/19 9:03 AM