Course Title:
Program Evaluation and Assessment

Course Number:
EDEC 6533-223

Course Description:
This course provides an in-depth exploration of the multiple purposes and types of assessment in early childhood and elementary education including classroom assessment, standardized child/student assessment, program evaluation, and accountability assessment. It also focuses on the various forms of assessment, evaluation of assessment techniques and practices, and examination of current trends and practices. A special focus will be placed on program evaluation and accountability assessments and approaches. Attention will also be devoted to use of data to inform instruction and improve programs.

Class Dates, Location and Hours:
Dates: November 17-22, 215
Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: October 19, 2015

Site Director:
Tiffany Winfield is the Site Director. Assistant: Nichole Soukup. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information:
Course Professor: Diane M. Horm, Ph.D.
Mailing Address: OU-Tulsa
4502 East 41st Street
Tulsa, OK 74135
Telephone Number: 918 660-3985
Fax Number: 918 660-3911
E-mail Address: dhorm@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bksstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

**Strongly Suggested:**


Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

Through this course students will:

- Explore the multiple purposes and types of assessment in early childhood and elementary education including classroom assessment, standardized child/student assessment, program evaluation, and accountability assessment;
- Develop understanding of how to critically evaluate assessment tools, techniques, and practices;
- Understand current trends and practices in assessment and program evaluation in education; and
- Deepen their understanding of use of data to inform instruction and improve programs.

**Assignments, Grading and Due Dates:**

**Prior to In-Person Class Meetings:**

<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Oct. 19, 2015</td>
<td>NA</td>
<td>Pre-course assignments begin today</td>
</tr>
<tr>
<td>Week #1: Oct. 19-23</td>
<td>NA</td>
<td>Order/download texts. Submit the “Introduction” essay for the program if you have not done so already and email to <a href="mailto:dhorm@ou.edu">dhorm@ou.edu</a> by October 22.</td>
</tr>
</tbody>
</table>
| Week #2: Oct. 26-30  | Start to review and read the texts | Write a 3-5 page paper on your “Assessment Perceptions and Experiences” (double-spaced, 12-point font) that answers these questions:  
1. What do the words assessment and program evaluation mean to you?  
2. What is your experience with assessment and program evaluation?  
3. In the future, what role will you play with assessment and program evaluation?  
Due October 30. Email to dhorm@ou.edu. |
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<tr>
<th>Week #3: Nov. 2-6</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Read and review texts</td>
<td>Locate a position statement or policy articulated by your professional organization about assessment or program evaluation. For example, Division for Early Childhood (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation. Missoula, MT: Author: <a href="https://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf">https://www.naeyc.org/files/naeyc/file/positions/PrmtgPositiveOutcomes.pdf</a></td>
<td>Bring a hard copy of your professional organization’s statement or policy to class on Nov. 17 and be prepared to present it and discuss with your classmates.</td>
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<tr>
<th>Week #4: Nov. 9-13</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Read and review texts</td>
<td>NA</td>
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**In-Class Sessions – Week #5**

<table>
<thead>
<tr>
<th>Day and Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Nov. 17, 2015</td>
<td>• Welcome and Introductions; • Discussion of assignments and topics; • APA Style; • Purposes and Functions of Assessment</td>
<td>Review APA Manual Chapters 1 &amp; 2 of Text</td>
<td>Deliver a brief presentation (5-10 minutes) about the policy or position statement you located from your professional organization on assessment and/or program evaluation.</td>
</tr>
<tr>
<td>Wed., Nov. 18, 2015</td>
<td>• Types of Assessment; • How to Evaluate Assessments; • Ethics and Professional Standards</td>
<td>Chapter 7 of Text</td>
<td>Write a paragraph about a topic related to assessment or program evaluation that you plan to develop a 30 minute presentation on to be delivered on Nov. 22</td>
</tr>
<tr>
<td>Thursday, Nov. 19</td>
<td>Standardized and Non-standardized Assessments</td>
<td>Chapters 4, 5, 8, &amp; 9 of Text</td>
<td>Student demos of standardized or non-standardized assessments they use with critical review</td>
</tr>
<tr>
<td>Friday, Nov. 20</td>
<td>Classroom Observational Assessments</td>
<td>Chapter 6 of Text; Readings TBA</td>
<td>NA</td>
</tr>
<tr>
<td>Saturday, Nov. 21</td>
<td>Program Evaluation and Accountability Assessments</td>
<td>Chapters 3, 10, &amp; 11 of Text</td>
<td>Brief paper (5 pages) on strengths and limitations of program evaluation and accountability assessments</td>
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<tr>
<td>Day and Date</td>
<td>Topic</td>
<td>Reading Assignments</td>
<td>Assignments Due</td>
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<tr>
<td>Sunday, Nov. 22 Class meets 8:30 to 4:30</td>
<td>Using Assessment/Data to Inform Program Improvement</td>
<td>Chapter 10</td>
<td>Student Presentations / each student will deliver a 30-minute presentation on a topic of their choice related to assessment and/or program evaluation that they have negotiated with the instructor.</td>
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**Post In-Person Class Meetings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week #6: Nov. 23-27</td>
<td>Work on take-home, open-book final exam</td>
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<tr>
<td>Week #7: Nov. 30-Dec. 4</td>
<td>Work on take-home, open-book final exam</td>
</tr>
<tr>
<td>Week #8: Dec. 4-11</td>
<td>Typed final exam <strong>due on Dec 11, 2015</strong>; email to <a href="mailto:dhorm@ou.edu">dhorm@ou.edu</a></td>
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**Grading:**

This is a letter-graded course: A, B, C, D, or F. The following percentage grading scale will be used: A=90-100%; B=80-89%; C=70-79%; D =60-69%; F=59% or less.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Introduction Essay</td>
<td>5 points</td>
<td>Oct. 22</td>
</tr>
<tr>
<td>3-5 page “Assessment Perceptions and Experiences” paper</td>
<td>5 points</td>
<td>Oct. 30</td>
</tr>
<tr>
<td>Verbal presentation of professional association’s position statement or policy on assessment</td>
<td>5 points</td>
<td>Nov. 17</td>
</tr>
<tr>
<td>Demo of standardized or non-standardized assessments with critical review</td>
<td>10 points</td>
<td>Nov. 19</td>
</tr>
<tr>
<td>Program evaluation / accountability paper</td>
<td>10 points</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>Initial paragraph on idea for student presentation</td>
<td>NA</td>
<td>Nov. 18</td>
</tr>
<tr>
<td>Student presentations Must be at least 30-minutes in length and be accompanied by a written outline that is distributed to instructor and classmates.</td>
<td>25 points</td>
<td>Nov. 22</td>
</tr>
<tr>
<td>Final Comprehensive Exam This will be a take-home, open-book written exam</td>
<td>40 points</td>
<td>Dec. 11</td>
</tr>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
Education:

- Ph.D., Virginia Tech, 1985, Child Development / Early Childhood Ed.
- Ed.S., Radford University, 1983, School Psychology
- M.S., Virginia Tech, 1981, Psychology (Experimental/Developmental)
- B.S., Slippery Rock State, 1978, Psychology

Academic and Professional Employment History:

- Jan. 2010 - present  Endowed Chair and Director of the Early Childhood Education Institute (ECEI), University of Oklahoma - Tulsa
- Aug. 2006 – Dec. 2009  Endowed Professor and Founding Director of the ECEI, University of Oklahoma - Tulsa
- Aug. 2002 – June 2006  Associate Dean, University of Rhode Island (URI), College of Human Science & Services
- July 1987 – June 2006  Professor (1998-2006); Associate Prof (1993-98); Assistant Prof (1987-93), URI Dept. of Human Dev. & Family Studies Early Childhood Education Program Leader
- Sept. 1992 – June 2006  Director, URI Child, Development Centers, URI Dept. of Human Dev. & Family Studies

Frequently Taught Advanced Programs Courses:

- EDEC 6533  Program Evaluation

Major Areas of Teaching and Research Interest:

Through the ECEI, Dr. Horm is currently leading several applied research initiatives in early childhood education including program evaluation research in collaboration with Tulsa’s Educare programs and Community Action Project-Tulsa. She is also leading the development of the IT^3 (Infants, Toddlers, Twos, and Threes) Research Center, a designated University Strategic Organization at OU, in which she is strategically building the research capacity of her group and mentoring a diverse group of young researchers to partner with community agencies with the shared goal to improve services for young children and their families in Tulsa and the nation.

Representative Publications (Since 2010):


**Representative Honors and Awards Received**

• Awarded the *Board of Regents’ Award for Superior Research and Creative Activity*, OU, April 2015; one of two Regents’ Awards for Research given at OU in 2015

• Appointed *Visiting Professorial Fellow*, University of Wollongong, Australia, 2014-2017


• Awarded the JR College of Education’s *Research Award*, OU, April 2013

• Awarded the JR College of Education’s *Leadership/Citizenship Award*, OU, April 2011

• Awarded the *President’s Leadership Award for Distinguished Service*, OU-Tulsa, 2010

• Awarded a *Zero-to-Three Harris Mid-Career Fellowship*, 2007-2009; nationally competitive selection of experienced professionals to support work related to infants/toddlers and families

• Sponsored to participate in the 2004 *Summer Institute for Women in Higher Education Administration*; sponsored by Higher Education Resources Services and Bryn Mawr College, offers women administrators and faculty intensive training in education administration.

• Received an *Outstanding Outreach Award*, University of Rhode Island, May 2002

• Selected to receive and accepted an Office of Educational Research and Improvement (OERI) *Visiting Scholar Fellowship* sponsored by the U.S. Department of Education and administered by the National Research Council; completed an 11 month fellowship at the National Institute on Early Childhood Development and Education, 1998-99

**Major Professional Affiliations**

• American Educational Research Association

• National Association of Early Childhood Teacher Educators

• National Association for the Education of Young Children

• Network of Infants & Toddler Researchers

• Society for Research in Child Development