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Course Title: Program Development and Evaluation
Pre-requisites: 12.0 credits
Co-requisites: ECS 4070
Restrictions: Registration in the Early Childhood Studies Program
Credits: 0.5
Course Website (If applicable): http://www.onlineguelphhumber.ca/
Method of Delivery: 3-0 (Lecture)

Calendar Description
The focus of this course will be on children’s right to quality programs in early education and care. The issue of quality will be reviewed from multiple perspectives. Then quality will be discussed with reference to current programs in early childhood and include major evaluation studies both national and international. Evaluation theory will be presented with a focus on
evaluation theorists representing three streams of evaluation. Students will develop a program logic model and discuss the steps involved in designing a program evaluation that meets stakeholders’ needs. Throughout this course students will work with the staff and director in an early childhood program of their choice (current practicum placement) and the assignments will be conducted within the framework of that particular program.

Course Rationale
This course will expose students to the underlying principles involved in the development and evaluation of programs for young children. Students will first examine the philosophical roots of early childhood program design and evaluate their relevance for current early education. Students will also become familiar with some of the current approaches and strategies used in program development and evaluation. Research on published evaluation in the field will be reviewed and students will be able to plan an evaluation related to a current early education program of their choice.

Course Learning Outcomes
On completion of this course the student will be able to:

1. Compare and contrast the historical and philosophical bases of program development in early childhood education and care.
2. Formulate a personal philosophy for working with young children and articulate the philosophical bases from original sources for their beliefs and practices.
3. Explain the evolution of the field of program evaluation.
4. Identify the major approaches to program evaluation used in the field of early childhood.
5. Assess a range of program evaluation tools and techniques.
6. Critically review major provincial, national, and international evaluations of programmatic initiatives in early childhood.
7. Develop and present a program logic model to diagrammatically describe the components of an early childhood program that will be the basis for their proposed evaluation.
8. Conceptualize and design an evaluation for a component of an early childhood program in which the student is currently placed.
9. Identify components of quality in early childhood programs and integrate these with the contextual factors that impact on quality in actual practice.

Method of Delivery
- Lectures
- Course readings
- In-class activities
- Gathering information from field placement setting (or program in community)
- Student presentations
Learning Resources

Course website will provide on-line resources for students including:

· Course reading materials:
  o Electronic Course Package – selected readings and resources prepared by professor and accessible through links on course website
· Assignment instructions and grading rubrics available on course website

Course Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic/ Activities</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to course</td>
<td>Course outline</td>
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<tr>
<td>Sept 9</td>
<td>o Course outline, overview of assignments</td>
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<td></td>
<td>o Relating Philosophy and Practice Paper</td>
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<td>Sept 16</td>
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<tr>
<td>Week 3</td>
<td>Block Week – No Class Scheduled</td>
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<td>Sept 23</td>
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<td>Operating Criteria for Child Care Centres Providing Subsidized Care, City of Toronto, 2009</td>
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<td>Weeks</td>
<td>Topic/ Activities</td>
<td>Readings</td>
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<td>Week 5</td>
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<tr>
<td></td>
<td>Program Logic Models</td>
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<td></td>
<td>o <em>A tool for program development and evaluation.</em></td>
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<td></td>
<td>o <em>Students will participate in the development of a logic model in class.</em></td>
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<td></td>
<td>Philosophy and Practice Paper Due</td>
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<td>Week 6</td>
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<tr>
<td>Oct 14</td>
<td>Thanksgiving - No Class</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>Oct 21</td>
<td>Mid-term test</td>
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<td>Week 8</td>
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<td>o Curriculum</td>
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<td><em>Overview of field of evaluation</em></td>
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Revised on August 30, 2013
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic/ Activities</th>
<th>Readings</th>
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</table>
| Week 9     | ➢ Evaluation practices: Designing evaluations  
              o Guiding Principles  
              o Methods  
              ➢ Evaluation practices: User-friendly evaluations  
| Week 10    | ➢ Evaluation practices: Designing evaluations  
              o Preparing evaluation proposals  
| Week 11    | ➢ Evaluation Issues: Evaluating evaluations  
| Week 12    | ➢ Student Presentations                 |                                                                                                                                         |

**Evaluation Strategies and Due Dates**  
Students will be evaluated in this course through:

<table>
<thead>
<tr>
<th>Method of Evaluation</th>
<th>Value</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Philosophy and Practice Paper</td>
<td>25%</td>
<td>Week 5 - Oct 7th</td>
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<tr>
<td>Mid-term test</td>
<td>15%</td>
<td>Week 7 - Oct 21st</td>
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<tr>
<td>Evaluation Strategy</td>
<td>Percentage</td>
<td>Time Frame</td>
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<tr>
<td>Program Logic Model</td>
<td>20%</td>
<td>Week 9 - Nov 4th</td>
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<td>Program and Evaluation Presentations</td>
<td>30%</td>
<td>Week 10-12 - Nov 11th, 18th, 25th</td>
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<tr>
<td>In Class Participation</td>
<td>10%</td>
<td>On-going</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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* A detailed description of the parameters for each of the above evaluation strategies will be available on the course website up to two calendar weeks prior to the due date of each.

**Academic Policies - Important University of Guelph-Humber Academic Regulations**

It is the student’s responsibility to be familiar with the University’s Policies and Academic Regulations. These policies can be found at: [http://www.guelphhumber.ca/registrar/policies](http://www.guelphhumber.ca/registrar/policies)

**NOTE:** The University of Guelph-Humber Undergraduate Calendar states “Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university’s Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

**Drop Box Policy**

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

**Academic Integrity / Academic Honesty**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.
It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourses misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the Guelph-Humber Academic Calendar at: http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml

**Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading—an indication of the standard achieved—to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

**Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a...
deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of medical, psychological or compassionate consideration. Please see your Admission and Program advisor for details.

**Accommodation Procedures**

Students with special needs are accommodated through Humber ITAL Disability Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: [http://www.humber.ca/disabilityservices/](http://www.humber.ca/disabilityservices/)

Students will identify themselves to Disability Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "DS Memo to Faculty".

**When students require test accommodations, they will:**
- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

**EARLY CHILDHOOD PROGRAM POLICIES**

**Preamble**

Early Childhood Educators wishing to use the registered ECE credential must meet the rigorous requirements of the Ontario College of Early Childhood Educators (CECE). The Early Childhood Program policies are a reflection of the requirements of employers in the human services sector and of the professional college of Early Childhood Educators, as well as legislation governing this profession. All standards referred to below are taken from the CECE Code of Ethics and Standards of Practice (2011).

1. **Meeting Deadlines**

   *Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators obtain and review information relating to children under their professional supervision in a timely manner. Learning to meet deadlines is a critical professional skill.*

   Evaluation of all assignments will take into account an individual’s or group’s ability to complete assignments within established deadlines — an important quality in the human services field.

   1.1 The due date/time and location will be specified by the professor. The due date is the last date to submit an assignment. All assignments must be submitted by the due
date/time designated by the professor.

1.2 If a student submits an assignment after the designated due date/time, the assignment is considered late.

1.3 An assignment deemed late by the professor will receive an immediate deduction of 5% from the total value of the assignment. An additional 5% from the total value of the assignment will be deducted for each subsequent 24 hour period (or part thereof), including weekends, that the assignment is late from the original due date/time.

1.4 An assignment will not be accepted for grading after seven (7) calendar days of the original due date/time, unless an extension has been granted by the professor.

1.5 An extension to an assignment due date/time may be granted for exceptional reasons deemed acceptable by the professor, if requested by the student via e-mail to the professor at least 24 hours before the assignment’s original due date/time.

1.6 An extension may not be granted if supporting evidence for the exceptional circumstance is not provided by the student, if required by the professor.

1.7 If an extension is granted, the professor will provide a new date for the assignment. Extension requests will be granted for up to seven (7) calendar days beyond the original due date/time, unless for compelling circumstances.

1.8 Deductions will not be applied to assignments granted an extension by the professor.

2. Submitting Assignments

1.1 Assignments will be submitted according to the method and location specified by the professor.

1.2 Late assignments must be submitted to the professor via the Drop Box located in the Learning Commons, Second Floor, unless otherwise specified by the professor.

1.3 The following guidelines will help to ensure that assignments are received by the professor: (1) date/time stamp the first page of the assignment using the stamp provided at the Drop Box, (2) place the assignment in a sealed envelope, (3) clearly write the professor’s first and last name and course code on the outside of the envelope, (4) date/time stamp the assignment envelope, (5) insert the envelope in the appropriate program’s Drop Box slot.

1.4 Assignments that are not date/time stamped by the student will be date/time stamped by the Faculty Liaison Officer when the box is emptied at the scheduled times.

1.5 If the professor agrees beforehand, students may email an assignment to the professor to establish the date and time of submission. A hard copy of the identical assignment must be submitted within 24 hours to the professor in order to be accepted as confirming the e-mailed submission’s date/time.

3. Missed Tests (Does not include Final Exams)
Standard III (Safe, Healthy and Supportive Learning Environments) requires that Early Childhood Educators promote a healthy lifestyle including but not limited to nutrition and physical activity. It is critical that students take appropriate steps to reduce their workload if they are unable to meet their academic or professional responsibilities.

3.1 In exceptional circumstances, a student who is absent for a test may be granted the opportunity to do a makeup test upon request, if the reason for the absence is deemed acceptable by the professor. Requests for such makeup tests must be made by telephone or e-mail to the professor, prior to the date of the test. Supporting evidence for the exceptional circumstance may be required by the professor.

3.2 If granted, a makeup test is scheduled as close to the date of the original test as possible, by arrangement with the professor. Students experiencing a significant disruption in their personal lives which is contributing to their not meeting their academic and/or field placement responsibilities are required to take the necessary steps to address their personal issues. This may include reducing their course load, seeking counselling assistance, or taking a leave of absence if appropriate.

4. English Language and APA Citation Style Standards

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators build effective relationships with colleagues and other professionals by using clear verbal and written communications. It is critical that students learn how to produce legible and accurate assignments, using standards acceptable within the profession. Correct spelling and grammar are important skills required by employers. The correct use of APA citation style is an important requirement for graduate school studies in social work.

4.1 Early Childhood Educators are required to present clear and concise documentation in a variety of formats. To encourage students to develop this skill, all written assignments will be evaluated using the following parameters of English language usage:

- Spelling
- Sentence structure
- Verb tense and subject-verb agreement
- Punctuation
- Grammar and syntax

4.2 The American Psychological Association (APA) style of documentation is recognized as a standard documentation style for college and university programs in the social and human services. To encourage students to develop this skill, all written assignments will be evaluated using APA citation style standards (6th edition).
5. **Creating an Effective Learning Environment**

Standard IV (Professionalism Knowledge and Competence) requires that Early Childhood Educators work collaboratively with colleagues... [and] ...By supporting, encouraging and working collaboratively with their co-workers, Early Childhood Educators enhance the culture of their workplaces.

5.1 Creating an effective learning environment is a key facet of student success. It is incumbent on the students to contribute to the creation of such an environment by:

- First and foremost respecting the rights of others.
- Listening attentively when others are talking.
- Refraining from talking with peers about issues not related to the course.
- Turning cell phones off (do **not** have on vibrate or use text messaging in class).
- Using computers only for course purposes - note taking, accessing PowerPoint, in class and course material (**not** for personal uses – e.g., MSN).
- Arriving on time and remaining for the duration of the class. If there is a need to be late or leave early, do so with minimum disruption to everyone.