

**UNIVERSITY OF NORTH DAKOTA**  
**PROGRAM DEVELOPMENT**  
**EDL 548, 3 CREDITS**  
**FALL 2006**

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**Office Hours**

I am available to meet with you to discuss class work, your degree program and other topics. You can make an appointment at your convenience. I answer Email messages within one day when I have internet access.

**Possible Changes to Class:**

This is a draft syllabus and should be considered as tentative. The syllabus will be reviewed in the first class session and modified according to the class discussion. Weather problems, unanticipated problems, instructor judgment, or student interest may result in changes in the projected plan.

**Disability Statement**

If you have emergency medical information to share with us, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with one of us. We will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

**COURSE DESCRIPTION:**

This course will examine the learning theories that undergird the design and delivery of educational programs and services. Students will acquire the knowledge and skills needed to conduct needs assessments and outcomes assessments in-person and mediated environments. They will also develop facilitation skills essential to the delivery of educational programs.

**CAS STANDARDS ADDRESSED IN THIS COURSE**

**6b Student Characteristics and Effects of College on Students**

This component must include studies of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development.

**COURSE OUTCOMES**

1. Identify and respond to changes in students and populations.
2. Understand how programs and services impact student behavior.
3. Design and deliver services and co-curricular programs, including student leadership programs.
4. Students will be able to conduct needs assessments and outcomes assessments.
5. Understand how organizations, culture, and environment influences and shapes student behavior.

**EXPECTATIONS OF FACULTY, GRADUATE STUDENTS, AND THE CLASSROOM ENVIRONMENT**

We will discuss the expectations that we have of each other as well as our expectations of the classroom environment. Some expectations include:

**Academic Integrity**

As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with the instructor.

**Attendance**

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. Expectations for class attendance are similar to expectations for work attendance; if you know you will miss a class session, please inform the instructor. Prior notice is expected for an absence.

**Deadline on Homework Assignments**

Homework is due on the assigned date at the start of class. If you are unable to complete an assignment on the due date, please make alternate arrangements with the instructor as early as possible and prior to the due date.

**Electronic Devices:**

Please either disable cell phones and pagers or otherwise ensure that phone calls do not disrupt the class. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of class. If you must take a phone call, please leave the classroom.

**REQUIRED TEXTS:**

Barr, Margaret J., Desler, Mary K. and Associates. (2000) *The Handbook of Student Affairs Administration*. San Francisco: Jossey-Bass.

Komives, Susan R., Woodard, Dudley B Jr., and Associates. (2003) *Student Services: A Handbook for the Profession, 4th Edition*. San Francisco: Jossey Bass.

CAS Standards when they become available.

Additional reading assignments will be posted in Blackboard.

**RECOMMENDED TEXTS:**

American Psychological Association. (2001) *Publication Manual of the American Psychological Association* (5th Education). Washington, DC: APA

**COURSE REQUIREMENTS**

1. Complete interviews with a professional in the field about the program planning process. Following the interview summarize the key points that you covered with the professional staff person. Then summarize what you have learned about the program planning process from the professional. Topics will be assigned throughout the class.
  - How do you determine what students need when you are planning programs and services? Due 6 September 2006.
  - What theories do you use most frequently when you are planning programs and services? What are the needs of students that you think are most critical for your office/program/department to address? Due 20 September 2006.
  - What groups within the student body do you consider when you are doing program planning? Due 4 October 2006.
  - Later in the semester you will be soliciting feedback from your professional about your program plan.
2. Identify three different types of institutions. Examine the vision, mission, goals, and/or history of each institution. Compare and contrast the vision, mission, goals, and history. Then using the information you garnered from these data, identify what types of programs and services you would expect each institution to offer for students. Identify how you would expect the programs and services to differ among the three institutions. Due 13 September 2006.
3. In small groups you will review institutional data and develop a list of student needs that you have identified from these data sources. You will use the CIRP data, Student Satisfaction Survey, the NSSE survey, or another data source (you must confer with me if you intend to use another data source). Summarize your findings in a PowerPoint presentation to be given to the department heads and vice president. (Class members will role play the department heads and vice presidential roles.)

4. Each student will develop a comprehensive program plan on a topic of her/his choosing. The program plan will include:

- an analysis of the context (institutional mission, student needs, theoretical support);
- a statement of the program goals and anticipated outcomes as well as the assessment plan to measure if the outcomes have been achieved;
- a program plan including the content of the program, the method of program delivery, a summary of all resources needed to deliver the program;
- the implementation plan including the marketing and all the materials for the audience; and
- a program evaluation plan.

The final comprehensive program plan will be due 6 December 2006; however, students will be asked to submit specific parts of the plan and drafts of the plan at regular intervals throughout the semester. Students will present their program plans to their classmates on 6 and 13 December 2006.

**COURSE GRADING:**

Assignment	Weight	Due Date
Participation	10%	
Professional Interviews	20%	
Institutional Presentations	5%	
Student Needs Assessment <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• presentation</li> </ul>	15%	
Comprehensive Program Plan	50%	

**CLASS PLAN:**

<b>DATE</b>	<b>Topics</b>	<b>Reading</b>	<b>Due</b>
23 August	LOGIC Model for Program Planning	BB - PPT	
30 August	National Perspectives and Theory	BB-folder B13	
6 September	History and Mission	B2	Interview 1
13 September	Needs Assessment	B15	Institutional History
20 September	Program Goals and Outcomes		Interview 2
27 September	Needs of Student Sub-Groups	B 12, 14, 17 K 8, 26, 28	
4 October	Program Planning -	K 3 B 29	Interview 3
11 October	Program Planning	B 16, 18, 19 K 16, 18	Proposed program topic
18 October	Program Planning		
25 October	Program Implementation		Outcomes for program plan
1 November	Program Implementation		
8 November	Program Implementation		
15 November	Program Evaluation		
22 November	NO CLASS – alternate assignment		
29 November	Program Evaluation		
6 December	Program Plan Presentations		Program Plan
13 December	Program Plan Presentations		

29 August 2006