Middlebury Institute *of* International Studies at Monterey

Graduate School of International Policy & Management

COURSE SYLLABUS – Spring 2019
IEMG 8510: International Education Program Design and Assessment – 4 Credits
January 28 - May 17
Section A (CRN: 20473): Tue. / Thur. 8 – 9:50 am
Section B (CRN: 20769): Tue. / Thur. 10 – 11:50 am

Instructor: Dr. Daniel Chatham

Contact information		**Office hours**	
Email:	dchatham@middlebury.edu	Tuesdays	11:00– 13:00 pm
Office:	Casa Fuente 300c	Wednesdays	9:30 - 12:00 pm
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COURSE DESCRIPTION

An introduction to the theory and practice of international education needs assessment, program design and evaluation, this project-based course provides an opportunity for students to study, explore and apply program development and assessment methods within the international education context. Students put their learning into practice through creation of a program proposal and execution of an assessment plan utilizing tools and research discovered throughout the course.

COURSE OBJECTIVES

Students successfully completing this course will be able to demonstrate specific competencies (knowledge, skills and attitudes) to design and assess international education programs. The learning outcomes for this course are as follows:

Knowledge:
1. Utilize theoretical concepts and standards of good practice that serve as a foundation for program design and assessment
2. Develop an understanding of program design and assessment models and tools available within the international education field
3. Learn how to select program design and assessment models for the best fit based on context

Skills:
1. Demonstrate the ability to design, implement and assess international education programming
2. Complete an institutional review board proposal necessary to conduct research with human

participants
3. Employ strong business writing skills for proposal-writing and reporting for multiple constituents
4. Develop proactive planning and networking skills to partner successfully with an external organization (learning partner) in the field
5. Engage stakeholders to understand needs, gather input and fulfill project requirements to meet established standards and expectations
6. Successfully manage a project of significant scale and impact in a team-based environment, applying project-management skills to execute a project in collaboration with an external organization

Attitudes:
1. Navigate and appreciate creative tensions inherent in concurrent learning environment, maintaining a positive attitude and strong contributing team member throughout the process
2. Value thoroughness and attention to detail in the design and assessment process
3. Demonstrate flexibility and creativity with managing the iterative process, ambiguity, project timelines and navigating obstacles
4. Consider and appreciate the ethical issues in international education program design and assessment
5. Realize the rigor needed to develop a quality program and quality assessment tools
6. Show an open and thoughtful approach to offer and receive constructive criticism and feedback, and an ability to recognize interests and tensions of multiple stakeholders

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TEXTBOOKS AND OTHER MATERIALS

Required Texts: All students are required to have regular access to the following textbooks for the course duration.

1. Deardorff, D.K. (2015). Demystifying Outcomes Assessment for International Educators: A Practical Approach. Stylus. ISBN-13: 978-1620361276. Publisher's Price: $29.95
2. Schuh, J.H. (2016). Assessment Methods for Student Affairs, Second Edition. Jossey-Bass. ISBN- 978-0- 7879-8791-6. Publisher's Price: $46.00

Any additional required readings will be provided via Canvas LMS. Portions of the following books will be used during the course.

1. Clark, R. E., & Estes, F. (2008). Turning research into results: A guide to selecting the right performance solutions. Information Age Pub Incorporated.
2. Gupta, K., Sleezer, C. M., & Russ-Eft, D. F. A Practical Guide to Needs Assessment. (2007). San Francisco, CA: Pfeiffer, 2.
3. Kirkpatrick, J. D., & Kirkpatrick, W. K. (2016). Kirkpatrick's four levels of training evaluation. Association for Talent Development.
4. Merriam, S. B., & Tisdell, E. J. (2015). Qualitative research: A guide to design and implementation. John Wiley & Sons.

The Canvas learning management system is a form of communication that will be used to distribute readings, schedule, and assignments. Please engage with our course Canvas site via Course Hub. You only need to log in to the site and find the course. Check to make sure you are properly enrolled in the

Canvas site at the beginning of the term.

METHODOLOGY AND POLICIES

The course is participative in design. The course is based on small and large group discussions and brief lectures given by the instructor, along with in-class workshops, guest speakers and group activities. Beyond the course readings you are expected to have read in preparation for class, you will also complete practical assignments that relate to course projects and give you valuable experience for your career in international education. Discussion and individual contributions are encouraged and expected. The goal of the course is to provide a breadth and depth of international education program design and assessment; discover practical realities and challenges you will face when implementing these methods within the field; and explore topics and resources that will assist you in building your professional knowledge base.

It is expected that you will have read the assigned material and arrive prepared to discuss readings and answer related questions in class. Discussions and individual contributions are expected each day, and count toward your final evaluation.

To effectively participate in assignments or classroom discussion, you should be able to accomplish the following:
1. Demonstrate your understanding of class materials by showing how to analyze and evaluate information presented;
2. Identify new applications, creative solutions or alternatives during class discussion;
3. Demonstrate applied inquiry on the subject through reading reflections and by asking thoughtful questions or constructively critiquing materials;
4. Present additional material not contained in the readings or class material; and
5. Provide examples from your own experience furthering class discussion.

In-Class Workshops and Instructor Meetings:
Additionally, as projects begin to get underway some class time may be devoted to guided in-class group workshop time. Attendance and participation is required for in-class workshops. Workshop time is guided by instructors and/or to be used productively and as an opportunity for the course instructor to meet with groups individually. Groups should be well prepared for class workshop time. Groups are expected to meet regularly with the instructor during in-class workshop time and office hours for feedback.

ACADEMIC CONDUCT

All students will be held to all policies and procedures listed in the most current Policies and Standards Manual (PSM). This includes but is not limited to our Student Honor Code and regulations on plagiarism. A complete copy of the Policies and Standards Manual (PSM) can be found here: http://www.miis.edu/offices/records/policies

Self-Plagiarism: Re-use of a student's work, in part or in its entirety, for another course without the express permission of the course instructor may be considered a form of plagiarism.

REQUIREMENTS AND GRADING

Your grade will be based on your performance within following assignment types:

Needs Assessment	10%
Literature Review*	15%
Mid-Term Draft Proposal	15%
Final Report and Deliverables	25%
Group Presentations	15%
Discussion & Reflections*	10%
Individual Participation & Professionalism*	10%
TOTAL	**100%**

*Individual Grades Assigned. For information on standard MIIS Grading Policies, please refer to the Policy and Standards Manual. Additional assignments may be given in class beyond the list above, to support learning and guide project-based learning experiences in this course.

Note on Project Teams: All students are expected to *fully and equitably* contribute to teamwork, and should seek to coordinate schedules, plan regular meetings, develop group norms and establish constructive communication early in the term. In the event of conflict, teams should make effort to directly address challenges within the group before seeking assistance from the professor.

The instructor reserves the right to seek feedback from learning partners, reassign teams, assign individual project work and/or individual grades as necessary for successful completion of the course. Feedback will be collected about participation of all individuals from team members and learning partners and considered in final grading.

For information on standard MIIS Grading Policies, please refer to the Policy and Standards Manual .

POLICY FOR STUDENT DISABILITY ACCOMMODATIONS

Students with documented disabilities who believe that they may need accommodations in class are encouraged to contact Assistant Dean of Student Services, Ashley Arrocha, as early in the semester as possible to ensure that such accommodations are implemented in a timely manner. Assistance is available to eligible students through the Office of Student Services. Please contact aarrocha@miis.edu or 831-647-4654 for more information. All discussions will remain confidential.

ATTENDANCE & PARTICIPATION

Attendance and active participation in class are essential for students' individual learning. In addition, each student's participation enhances the learning environment of the classroom for all students. Though expected to attend every session, students may miss one class during the course and still receive full points for attendance.

If there are extenuating circumstances, please discuss the situation with the instructor as early in the

semester as possible. Students are responsible for seeking all information related to classes missed. In addition, arriving late, departing early, failure to be prepared for class, causing distractions in class (e.g. social media use not related to class) or failure to participate actively (as judged by the instructor), will result in a loss of partial or full participation points for that day.

You are evaluated on the quality of your contributions and insight. Quality comments possess one or more of the following properties: offers a different and unique, but relevant perspective; contributes to moving the discussion and analysis forward; builds on other comments; Transcends the "I feel" syndrome – meaning, it includes evidence and demonstrates reflective thinking.

WRITING STYLE & FORMATTING REQUIREMENTS

Written assignments in this course will follow business writing guidelines, unless otherwise noted on the corresponding assignments as outlined. Business writing means a "plain-language" style that is clear and succinct and appropriate in a professional context. The writing for each assignment should be understood by anyone with a secondary/high school education, and should be skimmed easily.

Elements of business writing include summaries and short paragraphs, with the first sentence including the main points; headers to indicate new sections and topics; tables and figures that allow complicated information to be displayed concisely.

Business writing guidelines for this course include:
1. Single-spaced, Times New Roman font, 12pt, 1" margins.
2. Brief, plain-language, concise/to-the-point style / demonstrated ability to self-edit
3. Summaries with bullet points, concise details
4. Table of Contents, headers and spacing should be utilized appropriately
5. Non-text methods of communication, including charts, graphs and visuals to summarize data sets, comparative information, complicated details or other relevant information at a glance

Resources are available in http://sites.miis.edu/iemprojectbasedcourses/ under "General Resources". Students are also encouraged to utilize resources on Lynda.com for Business Writing and to utilize the Graduate Writing Center on campus.

SCHEDULE OVERVIEW

See Canvas for the Weekly Course Schedule & Assignments for details about course topics, readings & assignments. Schedule is subject to change, full details, course announcements and updates will be posted on Canvas LMS.

This course will meet every week from January 28 – May 15, except the following weeks:
- March 16-24 – No Class (Spring Break)

Assignment Submission Instructions:
Upload all assignments to Canvas, unless otherwise indicated by the instructor.

I.   Participation and Professionalism

You will be evaluated upon your attendance, regular participation and engagement in and out of class and your professionalism, as observed by your instructor, peers and learning partner.

Each student's participation enhances the learning environment of the classroom for everyone and given the team-nature of this project-based course absences can present significant challenges. Though expected to attend every session, students may miss 2 class sessions scheduled during the semester and still receive full points for attendance. If there are extenuating circumstances, please discuss the situation with the instructor as soon as possible. In addition, arriving late, departing early, failure to be prepared for class, or failure to participate actively (as judged by the instructor), will result in a loss of participation points for that day.

Active participation in class discussion is essential for your individual learning and to contribute to building a positive learning environment. You are expected to be prepared to discuss the weekly reading assignments and to engage with your peers in meaningful discussions about the weekly topics. Your advance preparation dictates the quality of in-class discussion and engagement and what you take away from the course. Additionally, this course requires a significant amount of student effort outside of the classroom, and students are encouraged to make use of instructor and TA office hours to seek guidance and counsel on project-specific needs throughout the course.

Your preparation, participation and professionalism are crucial in this course as we engage with numerous professionals as learning partners and welcome guest speakers from various sectors of international education.

MIIS graduates will enter the field as well-prepared professionals and are expected to practice such professional behaviors in the classroom. Good leaders and professionals must be able to discuss and debate ideas rigorously but respectfully and we will be expected to do the same in this course. All students must provide each other with a respectful space to share ideas and analysis of issues facing international educators. Ideas shared in class should be considered valid and important, though there may be times when students disagree with fellow classmates, guest speakers or the professor, such disagreements should be expressed appropriately and respectfully (and sometimes privately).

In addition to professional dialogue in the classroom, professional behaviors are also expected, including a demonstrated ability to engage in the course without distraction. Laptops, tablets, and cell phones are not to be used for purposes unrelated to the class, except during class breaks. Texting and checking email are considered purposes unrelated to the class. If it is clear to the instructor that this policy is not being followed, students may be docked participation points and/or asked to leave class.

"*The research is almost unanimous, which is very rare in social science, and it says that people who chronically multitask show an enormous range of deficits…including multitasking and learning.*"
– More research is available at:

II.   Needs Assessment

Upon finalizing your learning partner, you will need to conduct a key informant needs assessment with your learning partner, utilizing information presented in class to explore appropriate design and assessment projects for possible implementation, examine knowledge and assumptions that may impact the project, prioritize the learning partner needs and guide your Scope of Work. The needs assessment must contain a minimum of five (5) critical questions and responses that you gather directly from your Learning Partner. This needs assessment should ultimately inform your "problem statement" for your project and identify key priorities and goals for your Learning Partner.

Utilize tools such as SWOT or DESTEP analysis to distill the information you collect from the informant interview(s). Provide an analysis of the results of your needs assessment that clearly describes the key elements influencing your project. This report should be used to later inform your Logic Model development. You will need to consider the feedback and responses you received from your instructor and learning partner to be successful, anticipating any limitations or challenges you may encounter and creating a working outline of your strategies to fulfill the learning partner needs. This report should be approximately four (4) pages, excluding appendices.

III.   Literature Review

A literature review will be conducted as a means of providing justification and credibility for your Logic Models, and validity to the connection between your needs assessment and your plan. The literature review should demonstrate the ability to explore target and peripheral resources, and utilization of relevant and meaningful sources of information. **The literature review should follow APA style formatting, as is the standard for academic and scholarly writing.** Include a minimum of five (5) sources. This is an individual assignment.

IV.   Draft Proposal

The purpose of your mid-term proposal submission is to ensure that you have a clear plan of action for your program design and/or assessment project and are making sufficient progress on your project requirements by the mid-point in the semester. This does not need to be a finished product, but it should be well-written and demonstrate the reflective and iterative process of the stages and steps you are progressing through and outline a clear plan for your project. Your proposal will focus on the first stage of your project – which may be either program design or assessment while outlining next steps for the project.

The purpose of this assignment is to create and apply the Program Logic Model Framework in developing an international education program. The Design Proposal outlines the overall structure of the existing or desired program and provides important details and information necessary for implementation.

Besides creating a design proposal that meets your learning partner's needs, the Design Proposal should also include the following components:

1. Executive Summary
2. Description of the Learning Partner Profile
3. Team Bios
4. Needs Assessment Analysis / Summary

     5. Problem/Need Statement or Research Question
     6. Scope of Work and Supporting Materials (most can be added as appendices)
        a. Statement of Ethics
        b. Problem/Need Statement or Research Question
        c. Proposed deliverables
        d. Limitations and Considerations
        e. Project management and communications plan

V.   Final Report and Deliverables

Your final project must be a comprehensive portfolio that includes all of the outlined elements including many of the elements you assembled from your mid-term project submission, updated with instructor and learning partner feedback, including but not limited to:

1. Table of Contents
2. Executive Summary
3. Team Bios
4. Learning Partner Profile
5. Needs Assessment Analysis/Summary
6. Literature Review Summary
7. Scope of Work Summary
8. IRB approval, if required
9. Logic Models: Theory of Change and Program Logic Model with Narrative
10. Deliverables for Learning Partner
11. Project Limitations, Considerations
12. Future Recommendations - are there important elements connected to your project that you were not able to incorporate that your learning partner should consider for the future? What are the next steps for the project?
13. Conclusion / Summary
14. Appendices, as needed

VI.   Final Group Presentation

The presentation will be no more than 15 minutes in length followed by 5 minutes of questions and answers. Please notify your learning partner of the final presentation dates early in the term as they are welcome to participate in the presentation in person or via an online web platform.

The presentation will be graded on the following criteria:

- Visual presentation: The content displayed was easy to read and understand, captured the audience attention, and the design of the presentation was professional and consistent using proper grammar, spelling, etc. Slides are not text heavy, text is readable, properly use graphics, and the presentation flows well. Consider branding presentation to align with learning partner organization (logo w/permission, color scheme, etc).
- Oral presentation: The content was described clearly and succinctly. A proper professional tone was maintained throughout the presentation and Q&A session. It is clear that a plan for the presentation was worked out in advance for the presentation and all members of the group had equal opportunities to present. Consideration is shown to present effectively to both the live and virtual audience, adjusting volume for remote audiences, speaking toward the webcam and conference microphone and maintaining contact with the live audience as well.
- Quality of Content: The presentation includes a clear introduction of the learning partner and project. The Theory of Change and Program Logic Model are included and briefly discussed.

Handouts may be used to supplement the visual presentation. Presentations should also include key highlights, challenges, and recommendations.

- Professional presentation: Presenters are dressed professionally and maintain regular eye contact with the audience. The stance of the presenters is solid, e.g. no swinging, pacing, shifting from side to side. Consideration is shown to both the live and virtual audience. Questions were fielded professionally. Presenters listened carefully to questions being asked, answered the actual question or probed for clarification if it was unclear. All presenters contributed to answering questions and listened to each other's response to avoid repetition. Presentations successfully manage questions from online and live attendees.

Additionally, all students will be required to submit peer evaluations of each presentation. Peer evaluations will be shared with teams following the presentation.

VII.   Discussion & Reflection

Self-reflection exercises, discussion board posts, and/or reflection prompts will be used in class or on Canvas to evaluate the various components of the process throughout the term. Postings and discussion of peer responses are expected to earn full points for discussion and reflection. All postings are submitted by individual students, not as teams.

Typically, students will post an individual response and then are required to respond to two peer response to compare and contrast experiences, offer support and guidance, and generally support colleagues through the course. For full points, individual responses and peer responses must be submitted in the assignment deadline.

When writing reflection postings – consider the following elements:

Critical self-reflection asks questions about assumptions you made about yourself, the project, the learning partner your teammates. Critical thinking and self-reflection recognizes different ways of approaching an issue.
- Critical self-reflection uses phrases such as "I could have approached this differently by….", "what I learned about myself in this situation was…." or, "my preferences of work styles include ABC, however my learning partner and/or teammates preferred XYZ."
- Self-reflection also considers areas for self-improvement such as demonstrating understanding as to why a situation was difficult and how you could change the way you work through challenges.
  - o Statements that identify self-improvement include "A better way to approach this is….," or "Next time I need to focus on…,"

Constructive Feedback
- o Constructive feedback moves beyond the superficial, surface level feedback (e.g. complaints, personal criticisms, etc.) to deeper, thoughtful evaluation of what could have been done differently by any involved party to better meet your goals and successfully complete the project.
- o Though this will be viewed only by the instructor, this type of feedback should be information you can share and discuss professionally in a face-to-face conversation with your partner, instructor and/or learning partner, and you are encouraged to share with one another.
- o Constructive feedback demonstrates critical thinking, linking outcomes to the end results.

ADDITIONAL PROJECT ELEMENTS

All elements below are required components for the project and must be completed throughout the semester as instructed. These elements will count toward your Draft and Final Project Reports.

Learning Partner Agreement – Terms of Reference & Scope of Work (signed)

The Terms of Reference is required upfront to document the relationship between the MIIS student team and the Project Supervisor at the learning partner organization. This document must be submitted in the first 2-3 weeks of the course and is subject to instructor approval. This helps elevate the commitment from Learning Partners, ensures all teams have LPs, and documents the LPs for instructor tracking purposes.

The Scope of Work Agreement (SoW) is the agreement between the students and the learning partner that specifies the terms of the specific project. In this document, you must identify key stakeholders and their relation to the project, clearly describe the scope of the work for the project and establish a timeline for when each deliverable work components are due.

Clearly explain all anticipated deliverables in the Scope of Work and identify any limitations or considerations for your project that should be explicitly outlined for mutual understanding and agreement. Your scope of work must also include a statement of ethical practice and a project management and communication plan.

The Scope of Work document can only be completed after conducting a Needs Assessment with your learning partner to understand the specific needs of the organization and the project of interest. The Scope of Work document will be submitted in the first half of the semester (in which revisions may be required by the instructor) and again in the final project submission. Deliverables will be largely executed in the second half of the term, and the Scope of Work should reflect this timeline clearly.

NIH Human Subjects Certification and Institutional Review Board (IRB) Proposal

Whenever data will be collected from human subjects, an institutional review board proposal is necessary to ensure that participants are being ethically treated and research is sound.

NIH Certification: To understand the requirements for researchers working with human subjects, students are required to complete the NIH Online Ethics Training Course. A certification of completion from NIH or CITI (or other Middlebury approved entity) must be submitted to your instructor. This takes approximately two hours to complete and can be found at: http://phrp.nihtraining.com/index.php

Institutional Review Board: If your triad is collecting data from human subjects (via survey, interviews, focus groups, etc.), you may be required to submit the Middlebury Institutional Review Board (IRB) application as part of this course, or an IRB through your Learning Partner, depending upon learning partner requirements (typically this applies to assessment focused projects). To determine if IRB is necessary for your project, discuss with your instructor. Here are a few guiding questions – if you answer yes to any of these questions, you will likely need an IRB:
- Will you be collecting data from more than 10 students/participants?
- Will you directly collect data yourselves or will your Learning Partner collect the data?
- Will you collect data from students/participants that is not anonymous?

- Will you collect data from vulnerable populations (e.g. minors <18 yrs, prisoners, pregnant women, undocumented individuals, international students, etc.)?

For those needing to complete the IRB, each team must fill out the necessary paperwork for the IRB process at MIIS/Middlebury. The IRB process goes through Middlebury and can be found: **http://www.middlebury.edu/academics/resources/irb.** In some cases, students' assessment plans will be such that they meet one of the stated exceptions and do not require a full IRB review. Even in that circumstance, students will be required to complete this assignment to gain familiarity with this important process.

Depending on the learning partner, an institutional review board (IRB) protocol may also be required by the institution before assessment data can be collected. Each student is responsible for checking with learning partners, familiarizing yourself with their IRB requirements and submitting it as required by the learning partner. *Students that must complete a Learning Partner IRB may contact the instructor and submit a copy in lieu of the Middlebury IRB proposal.*

The IRB will be submitted early in your project planning and revised/ finalized during your project execution. You must include a copy of the revised final IRB with your Final Project submission at the end of the term.