

Northwest Indian College

Syllabus

Planning and Evaluating Tribal Programs

THSV 450, Section XXX

5 Credits

Quarter being offered: xx/xxxx

Class Meeting Location, Days and Time:

Instructor Information:

Instructor Name:

Office Location:

Office Hours:

Telephone/Fax:

Email:

Course Description from Catalog

THSV 450 PLANNING AND EVALUATING TRIBAL PROGRAMS (5 credits)

engages students the in the process of planning and evaluating human services programs that focus on indigenously, individual and community well-being and resilience, and promotion of social and economic abundance. Introduces asset mapping and needs assessment. Addresses development of outcomes for program evaluation at planning stage. Prerequisite: THSV 370.

Course Prerequisites (if any): THSV370.

Text(s)/Readings/Materials

American Psychological Association. (2013). *Publication manual of the American Psychological Association* (6th Ed.). Author. [Note: Be sure it is the 2013 or 2nd printing of the 2010 edition.]

Grinnell, R. M., Jr., Gabor, P.A., & Unrau, Y.A. (2012). *Program evaluation for social workers: Foundations of evidence-based programs* (6th Ed.). New York, NY: Oxford University Press.

Kretzman, J. P., McKnight, J.L., & Dobrowski, S. (2005). *Discovering community power: A guide to Mobilizing local assets and your organization's capacity*. Evanston, IL: Asset-Based Community Development Institute, School of Education and Social Policy, Northwestern University. Available at:
<http://www.sesp.northwestern.edu/images/kelloggabcd.pdf>

University of Wisconsin-Extension. (2002-2012). *Program development and evaluation*. Available at <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html> [Used in HUMS 450 and 460]

Articles and websites as assigned.

NWIC Institutional Outcomes

This course has been developed in alignment with institutional outcomes for students who successfully complete a degree:

- **Native Leadership – To Acquire a Quality Education.** Educated Native leaders are essential to the survival and advancement of Tribes. NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas.
- **Way of Life - To Give Back.** Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision making.
- **Inherent Rights – To Apply Indigenous Knowledge.** Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perspective and are able to differentiate between inherent rights and acquired rights.
- **Community Minded – To Utilize Education Through Work.** Indigenous knowledge advances the capacity of tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community.

THSV Program Outcomes

This course has been developed in alignment with program outcomes for students who successfully complete the program.

- **Leadership:** Demonstrate leadership using critical, creative, and reflective thinking skills that unites the group around a common vision.
- **Direct Services:** Compare indigenous knowledge and traditional ways with other theories and skills in order to provide direct services that rebuild and revitalize tribal communities and sovereign nations.
- **Indirect Services:** Compare indigenous knowledge and traditional ways with other theories and skills in order to provide indirect services that rebuild and revitalize tribal communities and sovereign nations.
- **Fieldwork:** Engage, evaluate, and integrate learning in human service settings and coursework.

THSV Course Outcomes

Upon successful course completion, a successful student will be able to:

- Design and evaluate programs appropriate to tribal settings.
- Develop and evaluate outcomes.
- Develop program budgets.
- Design and perform needs assessments and locate community resources (asset mapping).

Course Requirements, Assignment and Assessments

	Summary of Assignments	Due Date	Points
1	Attendance and participation	Weekly	20
2	Design and conduct a needs assessment and match needs to community resources.	Week 5	20
3	Design a program appropriate to a tribal setting including a budget and program outcomes.	Week 7	20
4	Develop a program evaluation plan.	Week 8	20
5	Final paper: Learning Outcomes	Week 10	20
	Total		100

The grade for this course is based on 100 possible points. Points are earned based on the quality of the completed assignments, class participation, and attendance. Details of each assignment are listed below.

1. Attendance and Participation, Weekly (bi-weekly?), 20% of grade

Attendance at class meetings provides opportunities for students to practice skills, engage in dialogue regarding knowledge, theory, and skills required of human service professionals, and develop as scholar practitioners. This course provides opportunities for experiential learning through group participation and projects.

Grading criteria: Present, prepared, and engaged with topic. Behavior contributes to class focus on course content and learning outcomes.

Students will work in a small group to complete assignments 2, 3, and 4.

- *In assignment 2, students will collect data on the need for a program they wish to design.*
 - *In assignment 3, students will design a program, outcomes, and budget for a viable program in a tribal setting based on the needs assessment in assignment 2.*
 - *In assignment 4, students will formulate a detailed plan to evaluate the program they designed in assignment 3.*
 - *Small groups will perform peer reviews of the work of other groups during week 8 and 9 (non-graded).*
-

2. Needs Assessment Matched to Resources, Week 6, 20% of final grade

Students will agree on what they believe is a community need and conduct a minimum of one focus group to gain ideas from the community. They will also review demographic data and other pertinent information to determine the validity and extent of the need. They will assess community resources to determine if the proposed program will require resources from outside the community.

Grading criteria: Need is substantiated through information presented, use of resources is reasonable.

3. Design a Program for a Tribal Setting, Week 8, 20% of final grade

The group will take the idea from assignment 2, and develop a formal proposal to begin a program. The proposal must include measurable outcomes and realistic itemized budgets.

Grading criteria: The proposal is presented in a professional format, including graphics where appropriate, writing is grammatically correct, and ideas are supported by logic, statistics, and culture. Data from the needs assessment and asset mapping are integrated in the proposal and lead logically to the outcomes. Outcomes are measurable. Budget is complete and realistic.

4. Develop a program evaluation plan, due week 9, 20% of final grade

The group will design a sophisticated and detailed plan for evaluating the program at 6 months, 1 year, and 3 years. Each step of the plan will include a rationale explaining the intent of the step in the overall evaluation.

Grading criteria: The proposal is presented in a professional format, including graphics where appropriate, writing is grammatically correct, and ideas are supported by logic, statistics, and culture. Following the plan would result in a valid evaluation of the program outcomes and success (or not) and include recommendations for improvement.

5. Final Paper: Learning Outcomes, due week 10, 20% of final grade

This assignment is done individually. You do not need an introduction or conclusion for this paper. Quote each learning outcome followed by no more than one page reflecting what you have learned to meet the outcome. The learning outcomes are on page 2 of the syllabus. Write one additional page on

your learning that is not covered by the learning outcomes and is tied to your own vision of your future career.

Grading criteria: Reflection addresses course materials and future leadership as a scholar-practitioner. Sections are not redundant of other section. Writing is correct and references are done using APA conventions.

Assignment schedule: See last page.

Grading: Points are NOT rounded up; e.g., you must have 95 points (not 94.9) to receive an A.

At least... Points	Grade
95	A
90	A-
87	B+
84	B
80	B-
77	C+

At least... Points	Grade
74	C
70	C-
67	D+
64	D
60	D-
Below 60	F

Course Policies

- **Reading:** All reading is to be completed on or before the beginning of class on the date due. Students are expected to bring their texts and notes and be prepared to discuss reading.
- **Attendance:** Students are expected to attend and participate in all class sessions unless they are ill or have an emergency situation.
- **Behavior:** Classroom behavior includes respectful dialogue and the willingness to explore multiple viewpoints, ideas, and value systems. It also includes contributing to small group exercises and assignments by focusing on the intent of the assignment in the context of the course and equal sharing of the workload. Students are expected to be engaged in their own learning, confident of their ability to interpret and relate new information, competent to identify and disclose underlying assumptions (particularly in regards to cultural values), and state and consider opinions and perceptions without agreement on what is right or best. Class dynamics are best when students come both as *learners* and as *knowers*.
- **Late Work:** Late work will be accepted up to one week after the due date subject to a 10% penalty on the possible number of points. The instructor reserves the right to waive this policy based on individual or emergent circumstances.
- **Exams and Quizzes:** If there are extenuating circumstances, exams and quizzes may be taken in advance to accommodate student schedules or made-up in the event of illness or other circumstances (e.g., death in family) as determined by the instructor.
- **Raising Grades:** Extra credit, late work, and resubmission of assignments to raise grades are not allowed unless otherwise noted in specific assignment details. Students who need assistance understanding an assignment should contact the instructor prior to submittal of the assignment.
- **Academic Integrity:** Academic integrity is clearly defined in the NWIC catalog, as are academic dishonesty, and the consequences for engaging in behaviors such as: cheating, plagiarism, lying, and other dishonest acts. Refer directly to the catalog policy.
- **Electronic Devices:** Electronic devices are allowed in class as long as they are used appropriately. Appropriate uses include: checking facts, accessing current information to contribute to class discussions, and taking notes. Inappropriate uses include: texting, emailing, Facebooking or using other social media, and completing work for other courses. Inappropriate behaviors are distracting

to the class and interfere with learning. Students who engage in inappropriate usage will lose participation points and may be asked to leave the class if the behavior continues.

- Submitting Assignments: In order to reduce the amount of paper consumed, please submit your individual assignments electronically either as a Google document (email a link to the document to the instructor) or as an email attachment. If the instructor is not able to access the document, the assignment will be counted as late. The instructor's email address is: xxx@nwic.edu

Outline/Schedule of Topics: Weekly or daily list and description of topics covered. Tie to readings schedule or other appropriate activities and assessment. Subject to change at instructor's discretion.

Week	Topics & Activities	Reading	Assessment
1.	<ul style="list-style-type: none"> Go over syllabus, course expectations and Institutional, Program, and Course outcomes Vocabulary and concept handout Group sets norms for class dialogue Introduce course materials in context of class 		#1 Attendance Participation
2.	<ul style="list-style-type: none"> Preparing for evaluations Accountability, The process The program Ethics Cultural Competence 	Grinnell, Gabor, & Unran: Preface for Students, xxiii-xxvi, Part I, 1-115	1 Attendance Participation
3.	<ul style="list-style-type: none"> Doing Evaluations Needs Assessments Process Evaluations Outcome Evaluations Efficiency Evaluations 	Grinnell, Gabor, & Unran, Part II, 116-203	1 Attendance Participation
4.	<ul style="list-style-type: none"> Mobilizing community assets Matching resources to needs Asset Mapping 	Kretzman, McKnight, & Dobrowski, pp. 1-29 (website)	1 Attendance Participation
5.	<ul style="list-style-type: none"> Tools for Evaluating Evaluation designs Measurement & Measuring instruments Data Sources, Sampling, Collection 	Grinnell, Gabor, & Unran, Part III, 206-297	1 Attendance Participation 2 Needs Assessment matched to resources
6.	<ul style="list-style-type: none"> Making Decisions with Data Data information systems Making decisions 	Grinnell, Gabor, & Unran, Part IV, pp. 298-379	1 Attendance Participation
7.	<ul style="list-style-type: none"> Program development and evaluation Tools you can use! 	University of Wisconsin-Extension, website	1 Attendance Participation
8.	<ul style="list-style-type: none"> Peer review of assignment #3 		1 Attendance Participation 3 Design a program
9.	<ul style="list-style-type: none"> Peer review of program evaluation plans #4 Review for final paper 		1 Attendance Participation 4 Program Evaluation Plan
10.	<ul style="list-style-type: none"> Discuss Institutional, Program, and Course Outcomes Final paper due 		1 Attendance Participation 5 Final Paper: Outcomes
11.	Finals Week-Final (no final)		