

https://docs.google.com/document/d/1_BPstjcvxRxWVsrV-ML8S-n9FX0X2BibhRh9Kl15h4/edit?usp=sharing

Land Acknowledgement

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O'odham peoples.

Statement of Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective. At Watts College, we echo these sentiments through [Our Aspirations](#) to be a vehicle through which we make the world a better place.

Join me for PAF 541 Open House! This is a *totally optional* Zoom meeting just to say hi and meet. Of course, you can also ask any questions. If this time doesn't work for you, let me know and we'll schedule time to meet.

Tuesday, August 23, 2022, 6pm-7pm Arizona Time Meeting URL: <https://asu.zoom.us/j/6022778725>

Course Number and Title

PAF 541: Program Evaluation

August 18 – October 7, 2022

Faculty Information

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Phone: (602) 496-1438

Office hours: Thursdays from 12:00-1:30pm in person or on zoom: <https://asu.zoom.us/j/6022778725>. If this time doesn't work for you, email me and we'll find a time.

I will gladly honor your request to address you by an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Please note: You can change your displayed name in some ASU systems including Canvas, Email, and Google Apps. Learn more about preferred name displays here: <https://students.asu.edu/forms/preferred-display-name>. You can learn how to set personal pronouns in Canvas here: <https://lms.asu.edu/how-set-personal-pronouns-canvas>.

Course Information

Course Catalog Description

Various methodologies for the evaluation of public policies and programs.

Course Enrollment Requirements

PAF 501 with C or better

Course Overview

As policy makers, program directors, and citizens grasp with decisions to initiate, continue, or terminate programs, they need to rely on effective program evaluation for data-based decision making. All public programs have goals that serve citizens. Program evaluation aims to determine whether these programs achieve their intended goals or contribute to those they serve and how to improve their effectiveness. The purpose of this class is to create a cadre of public service professionals who have a grounding in the principles, strategies, and logic of program evaluation through an introduction to and practice with the models, methods, and techniques that are used in current practice. The course reviews the many ways of understanding and assessing program effectiveness. We will be guided by a lens of equity and inclusion that elevates the voices and needs of program recipients that identifies systems and program logic that perpetuate representation, participation, and inclusion.

Course Learning Objectives

By the end of the course, you will be able to demonstrate competency in the following areas:

- Be able to explain the principles and logic of program evaluation.
- Be able to compare the difference between research vs. evaluation.
- Be able to determine the key questions addressed in the many types of evaluations.
- Be able to explain the theoretical justifications of program theory and evaluation.
- Be able to analyze the multiple methodologies available for the evaluation of public policies, programs, and initiatives frequently used in public service practice to determine appropriateness.
- Be able to prepare a program evaluation design.
- Be able to discern a variety of program evaluation report formats based on stakeholder needs.
- Be able to provide program evaluation expertise to program managers, program staff, and policy makers on the full range of preparing, implementing, and managing program and policy evaluation studies.

Course Materials

Required Textbook

Mattessich, P. W. (2021). *The manager's guide to program evaluation: Planning, contracting, & managing for useful results*. (2nd Ed.). Fieldstone Alliance. ISBN-13: 978-0940069381

Make sure you buy the 2nd edition! This book is available new for purchase from the bookstore and is available from online vendors. There is one copy of this book at ASU Noble Library for checkout.

There are extensive readings, videos, and optional resource materials for this course. All of the additional materials are posted in Canvas.

Computer Requirements

- **Computer System:** Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.
- **Operating System:** Windows-based computers should be running the most recent version of Windows. Apple computers must be running A recent version of macOS. For operating systems recently released (the

last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.

- **Required Software:** [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)
- **Web Browser:** Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.
- **Internet Connection:** Courses are best viewed with high-speed internet and a reliable internet connection.

Detailed Requirements by Application:

- [Canvas LMS computer requirements](#)

Need Help? Students needing help with technical issues can contact a 24/7 live chat service at [contact.asu.edu](#) or [My ASU Service Center](#) for help.

Notification of Objectable Materials

This course will contain material of a mature nature, which may include explicit language of racism and oppression. Learners are encouraged to speak with the instructor to voice concerns and to provide feedback. If this material will reinforce trauma, please speak with the instructor for accommodations and assignment of different materials.

Workload Expectations

The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit." Therefore, in a 3-credit course, students should expect to invest 45 hours online, as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). For 7.5-week classes, the workload doubles to 18 hours per week engaging in online activities, reading, doing other homework, completing assignments or assessments, and studying.

Course Structure

This course is arranged in weekly modules. Each module contains the learning objectives, the learning materials, and course activities due that week. All modules will be accessible from the first day of the course. You may work ahead of the schedule as long as you can submit the assignments with the necessary criteria.

Assignments and Evaluation Procedures

Summary of Assignments

Assignment	Percentage/Points
Program Description and Program Theory Pieces (draft)	5 points
Evaluation Purpose & Questions (draft)	5 points
M&E Plan (draft)	5 points
Outcome Evaluation Plan (draft)	5 points
Advisory Member Evaluation Contribution (Assessed from Group Members)	30 points
Program Evaluation in the News (Canvas discussion)	20 points
Evaluation Design for Community Initiatives (Canvas discussion)	20 points
Final Evaluation Design	60 points
TOTAL	150 Points
<i>There are extra credit assignments available for this course (optional). See the Assignments page and modules points.</i>	

Assignment Description Overview

In this course, you will design a program evaluation plan for an existing program of your choice. A program evaluation plan is made up of many components. You will learn about each of these weekly through a series of course modules. You will have a chance to practice applying these by submitting draft components (Sundays) and receiving feedback from your advisory board (by Tuesday) and submitting to your instructor (Wednesdays). This means that you will receive feedback on those parts of the plan and will then have a chance to improve them before you submit your final paper (due the last day of the course). You will be assigned to a small group in Canvas (Advisory Boards) where you'll share these drafts with your group members. They will provide support and feedback to you and you to them on their evaluation design work. However, each group member will design their own program evaluation design individually based on their program. Your role as an advisor/board member will be assessed by the members of your group and the instructor and is graded. Additionally, there are two discussions on Yellowdig where you'll submit your post to the whole class community (as opposed to just your group). Specific instructions on all these assignments and posting locations are in the assignment instructions in Canvas. There are no exams in this course.

See the [Course Schedule here](#) and at the end of this document.

Non-Graded Assignments

Reading/Viewing Assignments

All reading and viewing assignments are listed in the appropriate learning module. Each module has required reading or viewing, and many have additional optional readings. I strongly recommend creating a Program Evaluation folder on your personal device and downloading and saving every resource you find valuable. There will come a time in your public service career where you'll think, "I have an article or resource about this from my graduate program" and voilà, there it will be waiting for you.

Course Pre/Post Test

You will begin the course with an ungraded pre-test and will complete an ungraded post-test at the course's end. The pretest and post-test are for comparison purposes so that you can evaluate your knowledge gains during the life of the course as well as experience a common program evaluation methodology.

Introductions

Introduce yourself to the class indicating the name you'd like to be called and your preferred pronouns on the Canvas discussions. Share a bit about where you are from, where you work or intern, your professional goals and any experience that helps the class to know you better. Feel free to add something interesting about yourself!

Netiquette

The class will create the Netiquette guidelines for this course on the Canvas discussions. Netiquette is a social code that defines "good" online behavior and is important to follow during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to be effective. You will contribute the guidelines that you consider important for polite, respectful, professional, and scholarly for this course. Consider these recommendations from [ASU Online](#). The guidelines need to reflect professional behavior as outlined in the policy section of this syllabus. The instructor has the right to delete any posting that is disrespectful, incites inappropriate or non-academic behavior, or is not pertinent to the course.

Graded Assignments

Designing a Program Evaluation: This is the major deliverable for this class. You will choose an existing program and create an evaluation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with, or one you find on the internet that impacts a problem you're passionate about. You will need to have access to program information on the program's overall goals and activities (see below). If you do not have a program in mind, you can search program websites and contact the instructor if you get stuck for assistance. Remember, all programs are created to solve a problem and have a target population.

You will be creating an evaluation design, which is the blueprint for the evaluation. You will not be conducting the evaluation or collecting any program data on participants from the program. You will not be conducting surveys with the organization, asking for participant information, or creating reports with recommendations. This is an academic exercise.

The information that you will need to know about the program for the course includes:

1. Name of the Program, description of the program and context.
2. Understanding of the problem that this program involves. This should be a community or public focused program that addresses a public problem. The problem cannot be "lack of funding." Identify the community that is impacted; geographic community, an ethnic community, or any group that experiences this condition.
3. The target population involved in this program (this might include a geographical area, or a community not restricted to geography). The target group might focus on a specific age group, a specific ethnic group, a specific gender, or some other segment of the population. For example, you might list the problem you are going to focus on as "teenage mothers" or "homeless veterans" or "access to affordable housing." For the target group, identify the geographic target location if the target is defined by geography (for example, Maryvale or the US). If the target population is a specific community, tell us about that (for example, LGBTQ young adults in Maricopa County, first-time parents, high-school athletes).
4. The research from peer-reviewed and reputable sources (not Wikipedia and internet sites). Try to find statistics from a governmental agency and at least one other source. In the course of this project, you will explain the causes and root causes of the problem for your target area. This can include individual and environmental/contextual risk factors.
5. The goal of the program (some will be long term- like preventing teen pregnancy or high school graduation rates, some will be short term like increasing recycling or restocking food assistance programs).
6. Program activities of the program (for example- is this a school-based curriculum, media campaign, community development activities, parent education, web resources, etc.). You will describe the program in more detail in a later assignment.
7. Key stakeholders. Every program will involve staff, funders, and participants of the program. However, there may also be other stakeholders interested in this program (e.g., policy makers, family members of the participants, elected officials, union representatives, etc.). If you are not working directly with a program, then you will need to use your intellect, imagination, and experience to determine who the important stakeholders might be.

Program Component Drafts

During the weekly modules, you will work on key elements of the plan by composing each for your program and then sharing them with your Advisory Board. These are assigned as drafts to allow you to receive guidance and feedback as you develop your plan. (Drafts will be graded by the instructor only on timeliness, adherence to guidelines, and level of effort.) You will first submit the draft to your advisory board (see below) and then consider their feedback and make revisions before submitting your draft to the instructor. You are expected to review and incorporate all my feedback into your final paper—the Evaluation Design (you determine how you want to include your Advisory Board comments).

The drafts are:

- Program Description and Program Theory (draft)
- Evaluation Questions and Purpose (draft)
- M & E Plan (also called Monitoring & Evaluation Plan or Process Evaluation) (draft)
- Outcome Evaluation (draft)

Final Paper: The Program Evaluation Design

The final paper- the Evaluation Design will be about 10-pages containing the sections of the draft components (with improvements as necessary) as well as the other elements you create based on learning during the course. You must use the template provided in the module for this assignment.

Advisory Board (Canvas Groups)

Evaluators should never create the evaluation design in a vacuum. Usually, a team of stakeholders will provide advice and feedback to all the relevant evaluation tasks. Accordingly, you will be assigned to a small group as your Advisory Board for this course. Your role is to be a board member for your group mates and read their submissions and provide them with quality feedback including areas of strength and productive feedback for improvement based on your knowledge of the course material for that assignment (you don't need to be an expert on their program topic). You should have at least two pieces of feedback per week to members. Your group members will assess your integrity, participation, and contribution in this process at the end of the course and you will receive a grade for your contribution. Likewise, your group mates will be your Advisory Board and offer you feedback on your assignments (and you'll assess their participation as a board member). These Advisory Boards are located on and take place in the groups page of Canvas. Your grade for this assignment is determined by your weekly participation, your fellow members' assessments, and the instructor's assessment of the quality of your participation. You'll post your assignment to the Advisory Board by Sunday and respond to your peers with feedback by Tuesday. You can then make any needed edits and submit the assignment to the instructor by Wednesday.

Canvas Discussion Board- Full Course Cohort (2 Assignments)

We will be using the Canvas discussion board twice to share information with the full course cohort. These forums provide an opportunity to see the topics and programs that your peers are working with (not just your Advisory Board members) and be exposed to the extent that program evaluation is all around us. Because of the nature of the platform, it provides for some creative posting opportunities.

The following two assignments will take place on the discussion board link (not the advisory board/group area):

1. Program Evaluation in the News
2. Community Initiatives Evaluation Topic (Topic You Choose from the Module)

Submit a post that responds to the prompts below. There are no minimum word requirements but criteria in the assignment. Submit by the deadline and then review at least three peers' postings to expand your knowledge about program evaluation. Post a comment or video to at least three peers.

1. Program Evaluation in the News! (A Current Event Analysis)

During the first week of the course, you will need to notice mention of program evaluation in society. You will find an example where an evaluation study with results is mentioned from a reputable news source within the past year. The evaluation can be on any program that serves a public need (can be international too). It does not need to be in your problem or program area.

Submit your post in the discussion board to the full course community with the following information:

- The title of the news article and source
- Program name
- Problem the program attempts to mediate or solve
- Target population of the program
- Findings and recommendations from the evaluation report (not the news article) (i.e. should the program continue?)
- Potential stakeholders who may be interested in these findings
- Based on what you read, do you think this program should continue? Explain.
- An APA formatted reference with the link to the article

Free Newspaper Subscriptions from the ASU Library

ASU provides all students with [free digital access to newspapers](#) such as the Wall Street Journal, the New York Times, the Phoenix Business Journal and other news. You also have access to Google News in your Google account.

2. Evaluation Designs for Community Initiatives

In this assignment, you'll share with your peers the following information on your program in the discussion board:

- The evaluation framework you choose to review and how it aligns with the program you're creating the evaluation design for
- How you might use this framework or materials in your evaluation study

Extra Credit Assignments

There are extra credit assignments in the Assignments folder and respective modules. They are optional and must be completed by the due date to receive credit. Just attempting the assignment does not guarantee receiving full credit; the assignment must meet the highest standard of completeness. *Extra credit points are added manually at the end of the course to your points total.*

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Grading

Grading Procedure

Grades reflect your performance on assignments. Review individual assignments for grading criteria. Graded assignments will be available within one week of the due date via the Gradebook. View in-Canvas feedback using [annotations in Canvas](#).

Grade Scale

This course uses a + grading system as defined below.

Grade	Percentage	Points Range
A+	97.00 % – 100 %	145.5 – 150
A	90.00 % – 96.99 %	135 – 145.49
B+	87.00 % – 89.99 %	130.5 – 134.99
B	80.00 % – 86.99 %	120 – 130.49
C+	76.00 % – 79.99 %	114 – 119.99
C	70.00 % – 75.99 %	105 – 113.99
D	60.00 % – 69.99 %	90 – 104.99
E	Below 60.00%	89.9 and below
Y*	70 % - 100 %	105 and above

*The Y (Satisfactory) grade may be an option for this class. This is in lieu of pass/fail and only applies for coursework with a C grade or better on a case-by-case basis. The Y grade does earn class credit but does not calculate into your GPA. If you are considering requesting the Y grade, make an appointment to discuss this with your professor.

Managing COVID-19 at ASU

The [Centers For Disease Control and Prevention](#) has the most up-to-date information about the status of COVID-19 in the U.S. You also can find more from the [Arizona Department of Health Services](#).

For the most updated information regarding coronavirus at ASU, visit [coronavirus.asu.edu](#). Visit the [Coronavirus FAQs](#) for common questions and answers related to the virus at ASU.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all [Health Services locations](#). Please make your appointment at [myhealth.asu.edu](#). These vaccines are provided at no cost to you. You may also use [vaccines.gov](#) to find a location near you.

Face Coverings

You are encouraged to follow [CDC recommendations on face coverings](#).

COVID-19 Testing

To assist individuals in monitoring their own health, testing is available for anyone who wishes to know their health status related to COVID-19. You can [participate in COVID-19 testing](#), free of charge; no appointments are necessary.

If you are sick

If you test positive or have symptoms, we ask that you follow the [CDC recommended steps to self-isolate](#) and avoid contact with others, except to get medical care. Students can contact ASU Health Services (480-965-3349 or [eoss.asu.edu/health](#)), who will advise you about scheduling a telehealth or in-person appointment; students should also contact their professors.

Vulnerability to COVID-19 Infection

Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Course Policies

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. All submissions by a student are expected to be the student's original work. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving sanctions that include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of 'E'), course failure due to academic dishonesty (indicated on the transcript as a grade of 'XE'), loss of registration privileges, disqualification, suspension, and dismissal from the university. Please see the official ASU Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at: [http://provost.asu.edu/academicintegrity](#)

If students have questions about appropriate submissions or methods of citation or have extenuating circumstances, they should contact their instructor prior to submitting materials and prior to the assignment deadline..

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

Electronic Review of Written Submissions

To ensure compliance with academic integrity policies, written submissions will be submitted to TurnItIn, or a similar plagiarism detection program. Submission of any writing assignment in the course to the professor constitutes consent by the student for the instructor to upload the paper to check against any anti-plagiarism database.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Avoiding Plagiarism

Some students truly do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. But ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. Direct Quotations – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citations to the source both in text and in your references section!
2. Paraphrasing/Indirect Quotations – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. Using Other's Ideas – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted, nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. Collaborative Work – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from your professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. Altering or Revising Another's Work – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.

6. Altering or Revising Your Own Prior Work – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements of the course you are currently taking. Contact your instructor for written approval if you are seeking an exception for unique cases.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at [Student Accessibility and Inclusive Learning Services \(SAILS\)](#) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. SAILS staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Establishing Eligibility for Disability Accommodations

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from SAILS is required. Once registered with SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing student.accessibility@asu.edu. To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus University Center Building, Suite 160 602-496-4321 (Voice)	Polytechnic Campus 480-727-1165 (Voice)
West Campus University Center Building (UCB), Room 130 602-543-8145 (Voice)	Tempe Campus 480-965-1234 (Voice)

Attendance and Accommodation of Excused Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.); (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence *at least* one week in advance of the absence.

Accommodations for those assisting in government declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work. If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Missed Classes Due to University-Sanctioned Activities

In accordance with ACD 304–02, students who participate in university-sanctioned activities that require classes to be missed will be given opportunities to make up examinations and other graded in-class work without penalty, if possible. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. Thus, if making-up with work is not possible, then the student may receive an incomplete contingent upon making arrangements with the professor to complete the final coursework and earn a final grade.

Accommodation for Religious Practices

In accordance with ACD 304–04, students should notify faculty in advance of the need to be absent from class due to religious observances. The instructor will provide reasonable accommodation of individual religious practices by adjusting the academic environment, without penalty, to provide flexibility. Absence from class or examinations due to religious observance, however, does not relieve students from responsibility for any part of the course work required during the period of the absence. A list can be found here <https://eoss.asu.edu/cora/holidays>.

Accommodation for Line of Duty

In accordance with SSM 201-18:

1. **Line-of-Duty Missed Assignment Make-Up Policy (incomplete or withdrawal not required).**
Students who serve as active duty or reserve military personnel who miss classes, graded assignments, or examinations because of required work performed in the line-of-duty, and this absence does not require the use of the activation for military duty withdrawal policy, shall be given opportunities to make-up examinations and other graded work. However, absence from class or examinations due to line-of-duty activities does not relieve students from responsibility for any part of the course work required during the period of the absence. In addition, because of the potential for a dramatic increase in family-related responsibilities during a deployed spouse's absence, student spouses who are legally responsible for minor dependents should be afforded the same accommodations to make-up missed work when their spouse is deployed. Under this policy, when there is a question as to the validity of the line-of-duty event, Pat Tillman Veterans Center shall determine whether a particular event qualifies as a military line-of-duty activity.

2. Activation for Military Duty (incomplete or withdrawal required).
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch or is the spouse, as described in the Purpose section of this policy, and is unable to complete classes because of military activation, may request complete withdrawal or course withdrawals, incompletes, or grades, depending on the timing of the activation and the individual student's needs. Absences resulting from military activation will not adversely affect a student's catalog year.

To receive consideration under the military activation policy, a student should complete a Military Activation Form and return the completed form, along with a copy of the military activation order, to the Pat Tillman Veterans Center. The Pat Tillman Veterans Center staff will coordinate the processing of the form for the student, including verification of orders, counseling on available options, referrals to academic departments, referrals or notification to offices regarding potential refunds, and initiation of processing administrative withdrawals or incomplete grades.

Accommodation for Illness

Absences for illness, quarantine, or self-isolation related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email or Canvas messages. Students who are vulnerable to COVID-19 should contact [Student Accessibility and Inclusive Learning Services](#) (SAILS) to discuss possible accommodations.

Other Absences

Life happens. As much as possible, please notify the instructor if an urgent situation arises and you will be missing class. You may request make-up work from the instructor including recorded lectures by contacting the instructor as soon as it's possible.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

Communication

For course questions, please post all course questions on the Questions discussion board in Canvas so that everyone can benefit from the response. If you have a question or situation of a personal nature, please message me through Canvas. I check the course daily for questions and can respond to emails immediately. Add the course name or number in the subject of the email.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. And I do use the results to make course improvements!

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Due Dates, Late, or Missed Assignments

As reasonable as possible, notify the instructor before an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Extensions can be granted but need to be arranged with the instructor. All coursework needs to be submitted by the last day of class unless arrangements have been made for an Incomplete grade. Depending on missing coursework, a pass/fail option (Y grade) may also be available.

Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account. Please ensure Canvas notifications are being sent to your email.***

Extra Credit

There are extra credit assignments in the Assignments folder and respective modules. They are optional and must be turned in by 11:59pm the last day of class to receive credit. Just attempting the assignment does not guarantee receiving full credit; the assignment must meet the highest standard of completeness.

Grade Appeals

Per the [University Policy for Student Appeal Procedures on Grades](#), grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the School Director's official designee, which may include the School's Academic Grievance Officer or the Associate Director of the School. If the dispute is not resolved at the School level, the student may appeal to the Dean's official designee. The appeal process is final at the College level.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Student Accessibility and Inclusive Learning Services (SAILS).

Student Conduct

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus: <https://www.azregents.edu/board-committees/policy-manual>

- Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access [360 Life Services](#).

ASU provides a dedicated [Sexual Violence Awareness and Response](#) website with a variety of [resources](#) and [educational](#) programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to [seek support](#) and [report](#) the incident. Identify the most appropriate path for your needs using the [Sexual Assault Reporting Options and Resources](#) document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: www.myplanapp.org. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://canvas.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk call toll-free at 1-855-278-5080.

Warning of Course Content

At times, we may discuss material that may be disturbing—even traumatizing—to some students. This may include strong language (including swear words); graphic descriptions of or extensive discussions of crimes, victimization (including suicide, homicide, rape and sexual abuse, kidnapping, violent assaults, and drug abuse), or disaster scenarios; and depiction or discussion of discriminatory attitudes or actions. If you have experienced criminal victimization or some other type of trauma in your past, you should feel free to excuse yourself from the classroom during a discussion that causes you to experience distress. You will, however, be responsible for any material you miss or, alternatively, for an alternate assignment if you are unable to engage with the material. If you suffer from some form of post-traumatic stress that may be triggered by discussion of material, you are encouraged to formulate

a plan for treatment with the relevant health advisers to work on preventing unexpected reactions to potentially triggering material. ASU student counseling services can be reached Monday through Friday from 8am to 5pm at 602-496-1155 or in the Historic Post Office Building, Suite 208. There is also a 24-hour ASU-dedicated crisis hotline at 480-921-1006.

Keep in mind that some discomfort is inevitable in classes because the goals of higher education include exposing students to new ideas; having students question beliefs they have taken for granted and grapple with ethical problems they have never considered; and, more generally, expanding their horizons so as to become informed and responsible democratic citizens. You may become frustrated from time to time as you struggle with viewpoints that differ from your own. Even if you have previously experienced some form of trauma or victimization, this course may offer you the benefit of helping to understand behaviors in a manner that allows you to process what may have occurred in your past and move forward in your recovery.

Student Success

Tip for Success

- Check the course **daily**, to stay in touch with the material and activities
- Read announcements and check email! This is the only way your instructor can update you on course information. **Update your Canvas notifications to receive announcements by email.**
- Create a **personal organization system** to keep track of due dates specified.
- **Communicate regularly** with your instructor and peers.
- **Create a study and/or assignment schedule** to stay on track.
- Set aside **regular times** in which you can do your classwork with minimal interruptions or distractions. Avoid multitasking while studying.
- Use a [citation manager](#) to reference all your courses' readings. Zotero, Mendeley, and EndNote are supported by ASU Library.
- Learn about and use the student resources available to you! You can get free assistance from the [ASU Library](#), [IT Support](#), the [Writing Center](#), and more.

University Academic Success Programs

Free tutoring support is available in person and online for most courses and for currently enrolled ASU students. Services are offered through ASU's [University Academic Success Programs](#) for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

Writing Center and Support

Students are encouraged to access the writing center for free assistance with their papers. ASU Writing Centers offer a dynamic, supportive learning environment for undergraduate and graduate students at any stage of the writing process. Free online writing tutoring is available at <https://tutoring.asu.edu/online-tutoring>. In addition, a number of writing tutorials on anything from [APA citations](#), the [Purdue Online Writing Lab](#), and much more can be found at <https://tutoring.asu.edu/student-resources/academic-resources>.

Pacing, Content Availability, and Course Schedule

All Canvas modules are available at the start of the course. Any changes will be announced in Canvas. [Please set Canvas notifications to receive announcements immediately.](#)

ACTIVITIES/ASSIGNMENTS	POINTS	DUE 11:59pm/AZ
Week 1: August 18- 24 WHAT IS PROGRAM EVALUATION?		
Welcome and Orientation		
Introduction to and Types of Program Evaluation		
Lecture/Readings & Course Materials	--	--
Pretest	Submitted	January 16
Introduction and Netiquette Guidelines posts	Not Graded	January 16
Program Evaluation in the News + Replies	20 points	January 16
Week 2: August 25- 31 UNDERSTANDING THE PROBLEM		
Cultural Competency and Ethics		
Understanding the Problem- Needs Assessments		
Lecture/Readings & Course Materials	--	--
Advisory Board Welcome & Share Your Program	30 points total	Aug 28/ Aug 30
Submit Program for Approval	Approved	August 31
Week 3: September 1-7 DESCRIBING THE PROGRAM		
Engaging Stakeholders in Evaluation Questions		
Three Roles of Theory in Evaluation		
Lecture/Readings & Course Materials	--	--
Advisory Board: Program Description + Theory Pieces Replies	30 points total	Jan 27/Jan 29
Program Description and Theory Pieces (draft)	5 points	January 30
Week 4: September 8 - 14 THE EVALUATION STUDY		
Evaluation Designs Overview		
Evaluation Designs for Community Initiatives		
Lecture/Readings & Course Materials	--	--
Advisory Board: Evaluation Purpose & Questions + Replies	30 points total	Feb 3/Feb 5
Evaluation Purpose & Questions (draft)	5 points	February 6
Evaluation Designs for Community Initiatives + Replies	20 points	February 6

Week 5: September 15 - 21 PROCESS EVALUATION & PERFORMANCE MANAGEMENT		
Process Evaluation and Performance Management		
Lecture/Readings & Course Materials	--	--
Advisory Board: M&E Plan + Replies	30 points total	Feb 10/Feb 12
M&E Plan (draft)	5 points	February 13
Week 6: September 22-28 MEASURING OUTCOMES & IMPACTS		
Quantitative, Qualitative and Mixed Methods in Evaluation		
Lecture/Readings & Course Materials	--	--
Advisory Board: Outcome Evaluation Plan + Replies (Canvas)	30 points total	Feb 17/Feb 19
Outcome Evaluation Plan (draft)	5 points	February 20
Week 7: September 29-October ENSURING EVALUATION USE		
Reporting and Ensuring Evaluation Use		
Lecture/Readings & Course Materials	--	--
Final Evaluation Design	60 points	October 5
Course Evaluation	Submitted	October 5
Advisory Board Member Contribution Survey	30 points total	October 7
Post-Test	Submitted	October 7
Extra Credit (Optional)	Varies	October 7