



**KENNESAW STATE
UNIVERSITY**

WELLSTAR COLLEGE OF HEALTH
AND HUMAN SERVICES
Bachelor of Science in Human Services

HS 3600 Program Development and Evaluation	
Instructor Information	Instructor: Darlene Xiomara Rodriguez, PhD, MSW, MPA Office Phone: 1-470-578-3669 Office Location: Prillaman Health Sciences, Room 3313
Class Meeting Time	Synchronous: Thursdays 2pm-4:45pm; Asynchronous: Via MSTeams, opens 12:01am on Tuesdays and closes at 11:59pm on Sundays (EST)
Meeting Location	Online: Using D2L and MSTeams
Semester/Year & Credit Hours	Spring 2022 3 Class Hours, 0 Laboratory Hours, 3 Credit Hours
Instructor Preferred Communication & Office Hours	Preferred communication methods: D2L email, telephone, or MSTeams Thursday “Team Meetings” between 2pm and 4:45pm or by appointment

The Syllabus

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course. It contains a great deal of information. You are asked to sign the contract at the end of this document as testament to your understanding of the content herein. Please note, if for any reason you do not agree with the information and requirements discussed within this document and are unable to sign this contract, you will be asked to withdraw from the course.

Additional course materials are found on D2L at <http://d2l.kennesaw.edu>.
To log in you will need your current KSU NetID and password.

Course Catalog Description

This course introduces students to the development and evaluation of human services programs. Students will discuss appropriate program evaluation techniques and design elements, including an evaluation plan.

Prerequisite, Corequisite, or Concurrent Prerequisite Knowledge:

HS2200 and HS3500

HS Major, HS Interest, or Non-majors with permission of the Department.

Course Modality:

Online, Synchronous with asynchronous program evaluation consultation with agency/client.

Course Materials

Required Materials

Author(s): Giancola, Susan P.

Title: *Program Evaluation: Embedding Evaluation into Program Design and Development*

Edition: 1st

ISBN: 978-1-506-35744-7

Publisher: Sage.

NOTE: A copy of the book is available for on-campus reading/review at the Human Services Library as well as at the KSU Library (Kennesaw Campus).

Program-wide Recommended Text for purchase or reference from the Library:

Title: *Publication Manual of the American Psychological Association*

Edition: 6th (pending admission to program) or 7th (most recently published in 2020)

ISBN: 978-1-4338-0561-5 (6th edition); 978-1-4338-3216-1 (7th edition)

Reliable computer and internet access to complete D2L tasks, use MSTeams, and complete consulting projects.

Course Learning Objectives & Relationship to Human Services Education

This course is designed using the national standards for the Baccalaureate Degree in Human Services by the Council for Standards in Human Service Education found at www.cshse.org.

This course is designed to address the following standards:

Knowledge Objectives:

- The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (*CSHSE National Standards* 11d).
- The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism (*CSHSE National Standards* 12g).
- The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:
 - a) Obtain, synthesize, and clearly report information from various sources;
 - b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;
 - c) Upholding confidentiality and using appropriate means to share information; and
 - d) Using technology to locate, evaluate, and disseminate information (*CSHSE National Standards* 14a-d).

Skills Objectives:

- The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (*CSHSE National Standards 15c*).
- Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas:
 - a) Clarifying expectations;
 - b) Dealing effectively with conflict;
 - c) Establishing rapport with clients; and
 - d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (*CSHSE National Standards 17a-d*).

Values Objectives:

- The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas:
 - d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;
 - e) Belief that individuals, service systems, and society can change;
 - f) Interdisciplinary team approaches to problem solving;
 - g) Appropriate professional boundaries; and
 - h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (*CSHSE National Standards 19d-h*).
- The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically the area of reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (*CSHSE National Standards 20e*).

Course Assignments*

Guidelines and rubrics for the assignments below are outlined in the corresponding section within D2L.

1. Chapter Exams (60%)

Students have four exams; the lowest score is dropped. Each exam worth 20% of total grade (*CSHSE National Standards* 11d; 12g; 14a-d; 15c; 17a-d; 19d-h).

2. Program Development/Evaluation [High Impact Practice with Agency/Client] (25%=Shared Team Grade)

In a team-based setting, you will be completing a series of exercises, assessments, and reflections based on applying the concepts surrounding embedded evaluation. Successful completion of the program evaluation activities will enable you to connect the theory of the text with the real-life experience of program developers and evaluators. Moreover, completing these tasks will assist a real-world client/agency that is seeking evaluative assistance to inform problem definition as well as program design, implementation, and evaluation (*CSHSE National Standards* 11d; 12g; 14a-d; 15c; 17a-d; 19d-h; 20e).

3. 360-Degree Program Evaluation Team Evaluation & KSU QEP Service Learning Reflection (Total = 10%)

The members of your program evaluation team will engage in formative and/or summative assessment about you and your contributions to the program evaluation project regarding your client and population. NOTE: Failure to attend and actively participate in class and in your program evaluation team will result in decreased scores that will affect your final grade (*CSHSE National Standards* 11d; 12g; 14a-d; 15c; 17a-d; 19d-h; 20e).

4. CITI Program Training (5%)

You will be completing the Collaborative Institutional Training Initiative (CITI) Social-Behavioral-Education modules for research with and on human subjects. By doing so, you will learn about the ethical realities and implications of research and evaluation. By completing this universal training, you will also earn your CITI Certification for three years, which will prove useful to you in your professional career and/or graduate education pursuits (*CSHSE National Standards* 11d; 12g; 14a-d; 15c; 17a-d; 19d-h).

Grading Scale

Assignment	Weight/Points
1. Exams	60%
2. Program Development/Evaluation for Client	25%
3. 360-Degree Evaluation & Service Learning Reflection	10%
4. CITI Program Training	5%
Total	100%

Final Course Grades are reported using the following grading scale

A – Excellent (90.0 points or higher)	C – Satisfactory (70 to 79.9)
B – Good (80 to 89.9)	D – Passing, but less than satisfactory (60 to 69.9)
	F – Failing (59.9 or lower)

Rounding: There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up. For example, a 74.5 is 75, and a 74.4 is 74.

Course Policies

Late Work: The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please decide on an alternate due date, if required, by communicating directly with the professor. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback.**

Preferred Instructor Communication:

Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.

- Email communications should not be seen as an alternative to meeting with the professor. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
- I will do my best to respond to emails of immediate need within 48-72 hours. This only applies Monday to Friday during the hours of 10am-5pm. To cultivate and maintain a healthy life-work, I do not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your original inquiry.
- When emailing, while enrolled in the course, use D2L's email platform. It prioritizes student emails within the KSU email system. When you do, it will already identify the course you are enrolled in. Therefore, use the subject line to provide a concise statement of purpose (e.g., <insert course name> **Appointment**). If you do not adhere to these guidelines, and you submit an email via KSU email, it will likely delay my response to your request, since I respond to emails in order of priority, task, and time commitments.

4. Please, also, include a salutation (e.g., **Hello or Dear Dr. <Instructor First Name>**), so I know the email is meant for me, and a closing signature (e.g., **Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.

Assignment Turnaround Policy: I strive to return your graded assignments within 14 business days of assignment closing date.

Department or College Policies

Grade Appeals and Student Complaints

*The Department of Social Work and Human Services advocates those students who experience difficulties or problems, **first speak** to their instructor for effective resolution. If this does not work, then the student is encouraged to contact the Human Services' Program Director next, followed by Department Chair should no resolution be met.*

Note: KSU desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. The complaints and concerns webpage was developed to assist current and prospective students in submitting complaints and appeals, and to direct them to the most effective venue for accurate information and resolution. The resources on the page will direct students to the specific venue to appropriately address the related student complaint.

Complaints for online students are resolved following the same general procedures for students who attend classes on campus. However, for any process that requires a student appear in person, the university may make other arrangements. For processes that cannot be completed via telephone, email, or written correspondence, the university may set up a two-way video-conference site in place of a meeting on the KSU campus.

COVID-19 illness

If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

COVID-19 vaccines are a critical tool in “Protecting the Nest.” If you have not already, you are strongly encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU’s official [Covid-19 website](#).

Face Coverings

Based on guidance from the University System of Georgia (USG), all vaccinated and unvaccinated individuals are encouraged to wear a face covering while inside campus facilities. Unvaccinated individuals are also strongly encouraged to continue to socially distance while inside campus facilities, when possible.

For our program evaluation partner/agency, if you meet in person then you are instructed to follow their agency policy regarding COVID-19.

Institutional Policies

[Federal, BOR, & KSU Required Syllabus Policies](#)

Course Enrollment Policy: Students are solely responsible for managing their enrollment status in class; nonattendance does not constitute a withdrawal.

KSU Student Resources

This link contains information on help and resources available to students: [KSU Student Syllabus Resources](#)

Key Academic Dates to Remember for Fall Semester

The information below can also be accessed at the University Registrar’s Website under “[Academic Calendars](#)”.

<u>Date</u>	<u>Assignment/Event</u>
January 10, 2022	First Day of Classes/First Day
January 13, 2022	1 st Class meeting
January 14, 2022 @ 11:45pm	Drop/Add Ends
January 17, 2022	Rev. Dr. Martin Luther King, Jr. Holiday
March 7-13, 2022	Spring Break
March 15, 2022 @ 11:45pm	Last Day to Withdraw Without Academic Penalty/Semester Midpoint
April 25, 2022	Last Day to Withdraw with a WF
May 2, 2022	Last Day of Classes
May 12, 2022 @ 12:00pm	Final Grades DUE to Owl Express

Course Calendar

Refer to the tasks below and mark them off as you complete them.

CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Module 1 Wk 1	Week of 1/10 Session: Thursday 1/13	<input type="checkbox"/> Course Overview/Expectations Chapter 1 Evaluation Matters	Welcome to Program Development & Evaluation! AFTER CLASS be sure to: <ul style="list-style-type: none"> o Review Syllabus and Course Schedule o Review D2L Website o Complete Student Inventory (Qualtrics Link in D2L) o Complete Syllabus MOU (Qualtrics Link in D2L) o Create account with CITI Program Training o Work on the modules associated with “Social-Behavioral-Education (SBE) Basic” Course o NOTE: If you need assistance, consult C3.
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards</i> 11d). • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ul style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards</i> 14a-d). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards</i> 19d-h). 		
Unit Objectives	<p>Chapter 1 introduces the reader to evaluation and the fundamental terminology associated with the different types of evaluation. Additionally, the chapter serves to introduce the reader to the embedded evaluation model and its initial steps.</p> <p>After reading this chapter you should be able to:</p> <ol style="list-style-type: none"> 1.1 Define evaluation. 1.2 Identify programs and policies that might be evaluated. 1.3 Describe the purpose of evaluation and its relationship to research. 1.4 Distinguish between formative and summative evaluation. 1.5 Compare and contrast internal and external evaluation. 1.6 Discuss the embedded evaluation model. 1.7 Explain the first step in embedded evaluation 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk 2	<p>Week of 1/17</p> <p>Session: Thursday 1/20</p>	<p>📖 Chapter 2 History of Evaluation</p>	<p>FINAL DUE DATE: Sunday 1/23 at 11:59pm EST</p> <ul style="list-style-type: none"> ○ Complete Student Inventory (Qualtrics Link in D2L) ○ Complete Syllabus MOU (Qualtrics Link in D2L) ○ Practice Exam C1 (Saturday 12:00am–Sunday 11:59pm) <p>CONTINUE: Working on CITI Program Training</p> <ul style="list-style-type: none"> ○ Be sure to pace yourself as you work on the modules associated with the SBE Basic Course ○ NOTE: If you need assistance, consult C3.
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards 11d</i>). • The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism (<i>CSHSE National Standards 12g</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>Chapter 2 provides the reader with historical context of the field of evaluation. Upon reading this chapter, the reader will understand the contributions that led to the development of the field of evaluation.</p> <p>After reading this chapter you should be able to:</p> <ol style="list-style-type: none"> 2.1 Discuss the historical context of evaluation. 2.2 Describe how the discipline of evaluation has evolved over the last 200 years. 2.3 Identify important contributors to the development of the field of evaluation. 2.4 Explain the history of research and evaluation with respect to ethics. 2.5 Identify current issues in evaluation. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk 3	<p>Week of 1/24</p> <p>Session: Thursday 1/27</p>	<p>📖 Chapter 4 Evaluation Ideologies & Approaches</p>	<p>CONTINUE: Working on CITI Program Training</p> <ul style="list-style-type: none"> ○ Be sure to pace yourself as you work on the modules associated with the SBE Basic Course ○ NOTE: If you need assistance, consult C3.
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards 11d</i>). • The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism (<i>CSHSE National Standards 12g</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ul style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>In this chapter the reader will be introduced to the evaluators associated with common evaluation approaches, provided detail as to how the evaluation design and approach is used in an evaluation, and will have the ability to explain the rationale for using theory-based evaluation approaches.</p> <p>After reading this chapter you should be able to:</p> <ol style="list-style-type: none"> 4.1 Describe common evaluation approaches. 4.2 Identify the evaluator(s) associated with common evaluation approaches. 4.3 Explain how multiple approaches might be used in an evaluation. 4.4 Describe how evaluation designs and evaluation approaches are used in an evaluation. 4.5 Explain the rationale for using theory-based evaluation approaches. 4.6 Relate embedded evaluation to other evaluation approaches. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk4	<p>Week of 1/31</p> <p>Session: Thursday 2/3</p>	<p>Program Evaluation Real-World Application</p>	<p>EXAM PERIOD: Exam 1 covers C2 History & C4 Ideologies/Approaches Friday 12:01am through Sunday 11:59pm</p> <p>Conducting an Embedded Evaluation Definition the Problem</p>
CSHSE	<ul style="list-style-type: none"> Determine if students have met the competencies for this Module and overall course in alignment with the Standards covered. Below are additional standards associated with real-world application. <p>Knowledge Objectives:</p> <ul style="list-style-type: none"> The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> Obtain, synthesize, and clearly report information from various sources; Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; Upholding confidentiality and using appropriate means to share information; and Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ol style="list-style-type: none"> Clarifying expectations; Dealing effectively with conflict; Establishing rapport with clients; and Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ol style="list-style-type: none"> The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; Belief that individuals, service systems, and society can change; Interdisciplinary team approaches to problem solving; Appropriate professional boundaries; and Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<ul style="list-style-type: none"> Assessment of student knowledge via unit exams and program evaluation real-world application. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Module 2 Wk 1	Week of 2/7 Session: Thursday 2/10	📖 Chapter 5 Define Part 1: Understanding the Program	CONTINUE: Working on CITI Program Training <ul style="list-style-type: none"> ○ Be sure to pace yourself as you work on the modules associated with the SBE Basic Course ○ NOTE: If you need assistance, consult C3.
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards 11d</i>). • The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism (<i>CSHSE National Standards 12g</i>). • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ul style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>Upon completion of this chapter the reader will understand the purpose of embedded evaluation and will be introduced to the development of program goals as part of the evaluation process.</p> <p>After reading this chapter you should be able to:</p> <ol style="list-style-type: none"> 5.1 Describe the purpose of embedded evaluation. 5.2 Discuss resources you can use to understand your program. 5.3 Create program goals worded as outcome statements. 5.4 Identify a program’s primary strategies. 5.5 Explain a program’s theory, linking strategies to goals. 5.6 Describe contextual conditions necessary for a program to be successful. 5.7 Explain the difference between theories of change (ToC) and theories of action (ToA) 		


Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk 2	<p>Week of 2/14</p> <p>Session: Thursday 2/17</p>	<p>📖 Chapter 6</p> <p>Define Part 2: Modeling the Program</p>	<p>CONTINUE: Working on CITI Program Training</p> <ul style="list-style-type: none"> ○ Be sure to pace yourself as you work on the modules associated with the SBE Basic Course ○ NOTE: If you need assistance, consult C3.
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards 11d</i>). • The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, processes to effect social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism (<i>CSHSE National Standards 12g</i>). • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ol style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>This chapter will continue the process of defining the program to be evaluated by building upon the program theory delineated in Chapter 5. Additionally, the reader will also be introduced to logic modeling as a way to graphically represent program theory</p> <p>After reading this chapter you should be able to:</p> <ol style="list-style-type: none"> 6.1 Explain what a logic model is and its purpose. 6.2 Describe the benefits of stakeholder involvement in the logic modeling process. 6.3 Create a logic model to represent a program. 6.4 Use logic modeling to facilitate the creation of program theory. 6.5 Explain your program's theory using a logic model. 6.6 Describe how a logic model can be used with stakeholders. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk 3	<p>Week of 2/21</p> <p>Session: Thursday 2/24</p>	<p>📅 Exam Week</p> <p>Program Evaluation Real-World Application</p>	<p>EXAM PERIOD: Exam 2 covers C5 & C6: Definition Friday 12:01am through Sunday 11:59pm</p> <p>EVALUATION DOCUMENTS: Tables in and corresponding deliverables related to C5 & C6 by Sunday at 11:59pm</p> <p>Conducting Embedded Evaluation Reviewing Definitions Preparing to Plan and Implement the Evaluation Preparing Abstract for KSU Symposium for Student Scholars</p> <p>FINAL DUE DATE: Sunday 2/27 at 11:59pm EST</p> <ul style="list-style-type: none"> ○ CITI Program Training ○ Upload to D2L your Certificates of Completion and Passage Scores for the SBE Basic Course. ○ NOTE: If you need assistance, consult C3. ○ You can submit this assignment at any time prior to this date. <p>NOTE: Nonprofit Leadership Alliance Virtual Conference Wednesday 2/23 – Friday 2/25</p>
CSHSE	<ul style="list-style-type: none"> • Determine if students have met the competencies for this Module and overall course in alignment with the Standards covered. Below are additional standards associated with real-world application. <p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ol style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). 		

	<p>Values Objectives:</p> <ul style="list-style-type: none">• The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas:<ul style="list-style-type: none">d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;e) Belief that individuals, service systems, and society can change;f) Interdisciplinary team approaches to problem solving;g) Appropriate professional boundaries; andh) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards</i> 19d-h).
Unit Objectives	<ul style="list-style-type: none">• Assessment of student knowledge via unit exams and program evaluation real-world application.

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Module 3 Wk1	Week of 2/28 Session: Thursday 3/3	Chapter 7 Plan Part 1: Planning the Evaluation	AFTER CLASS be sure to: <ul style="list-style-type: none"> o Work on your program evaluation assignment as a team and/or pairings regarding: <ul style="list-style-type: none"> o Planning o Designing
CSHSE	<p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards</i> 11d). • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ul style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards</i> 14a-d). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards</i> 15c). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ul style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards</i> 17a-d). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards</i> 19d-h). 		
Unit Objectives	<p>Chapter 7 begins by explaining Step 2 in Embedded Evaluation and continues building evaluation around the logic model components as a means to tie questions back to the fundamental logic underlying the program.</p> <p>After reading this chapter you should be able to:</p> <p>7.1 Formulate relevant and clear evaluation questions.</p> <p>7.2 Embed evaluation questions into a program’s logic model.</p> <p>7.3 Construct evaluation questions for program strategies, short-term and intermediate objectives, and long-term goals.</p> <p>7.4 Create specific and measurable indicators to address evaluation questions.</p> <p>7.5 Estimate realistic targets for indicators.</p> <p>7.6 Organize evaluation questions and indicators into an evaluation matrix.</p>		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk2	Week of 3/7 Session: Thursday 3/10		KSU Spring Break CONTINUE TO: <ul style="list-style-type: none"> ○ Work on your program evaluation assignment as a team and/or pairings regarding: <ul style="list-style-type: none"> ○ Planning ○ Designing ○ Prepare for Implementation
CSHSE	Students are on a university holiday/break and exercising self-care and personal reflection.		
Unit Objectives	Students are on a university holiday/break and exercising self-care and personal reflection.		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk3	Week of 3/14 Session: Thursday 3/17	 Chapter 8 Plan Part 2: Designing the Evaluation	Last Day to Withdraw Without Academic Penalty (3/15) Finalizing Abstract for KSU Symposium Submission CONTINUE TO: <ul style="list-style-type: none"> ○ Work on your program evaluation assignment as a team and/or pairings regarding: <ul style="list-style-type: none"> ○ Planning ○ Designing ○ Prepare for Implementation
CSHSE	Knowledge Objectives: <ul style="list-style-type: none"> • The curriculum shall include the historical development of human services. Specifically, the broader sociopolitical issues that affect human service systems (<i>CSHSE National Standards</i> 11d). • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ul style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards</i> 14a-d). Skills Objectives: <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards</i> 15c). 		
Unit Objectives	Chapter 8 will continue to examine evaluation design and provide insight into enhancing evaluation design. Upon completion of the chapter, the reader will also have more understanding of the role of theory in evaluation design. After reading this chapter you should be able to: <ul style="list-style-type: none"> 8.1 Identify common evaluation designs, including non-experimental, quasi-experimental, and experimental. 8.2 Compare and contrast evaluation designs in terms of evaluation rigor. 8.3 Describe methods to strengthen evaluation designs. 8.4 Categorize evaluation methods as quantitative and qualitative. 8.5 Define reliability and validity, as they relate to evaluation. 8.6 Describe the advantages and disadvantages of various evaluation tools and methods. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk4	<p>Week of 3/21</p> <p>Session: Thursday 3/24</p>	<p>📅 Exam Week</p> <p>Program Evaluation Real-World Application</p>	<p>EXAM PERIOD: Exam 3 covers C7 & C8: Plan; Friday 12:01am through Sunday 11:59pm</p> <p>EVALUATION DOCUMENTS: Tables in and corresponding deliverables related to C7 & C8 by Sunday at 11:59pm</p> <p>Conducting Embedded Evaluation Reviewing Plans and Implementation of the Evaluation Preparing to Interpret, Inform, and Refine the Evaluation</p> <p>NOTE:</p> <ul style="list-style-type: none"> ○ KSU Symposium Abstract ○ Final Submission Date: Monday, March 21 by 11:59pm
CSHSE	<ul style="list-style-type: none"> • Determine if students have met Module competencies in alignment with the Standards covered. • Below are additional standards associated with the real-world application. <p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ol style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ol style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<ul style="list-style-type: none"> • Assessment of student knowledge via unit exams and program evaluation real-world application. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Module 4 Wk1	Week of 3/28 Session: Thursday 3/31	Chapter 9 Implement Part 1: Implementing the Evaluation	AFTER CLASS be sure to: <ul style="list-style-type: none"> ○ Work on your program evaluation assignment as a team and/or pairings regarding: <ul style="list-style-type: none"> ○ Implement ○ Prepare to Interpret, Inform and Refine
CSHSE	<p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ul style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>Chapter 9 will provide the reader with guidance in conducting an evaluation by building on the material addressed in the previous chapters' discussion on ethics and design. Upon completion of the reading, the reader will have been introduced to practical information regarding informed consent, collecting data, and organizing data</p> <p>After reading this chapter you should be able to:</p> <p>9.1 Identify components of a strong, informed consent letter in embedded evaluations. 9.2 Create an informed consent letter for an embedded evaluation. 9.3 Describe various methods for collecting data in embedded evaluations. 9.4 Summarize strategies for checking and organizing your data after data collection</p>		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk2	<p>Week of 4/4</p> <p>Session: Thursday 4/7</p>	<p>📖 Chapter 10 Implement Part 2: Analyzing the Data</p>	<p>CONTINUE TO:</p> <ul style="list-style-type: none"> ○ Work on your program evaluation assignment as a team and/or pairings regarding: <ul style="list-style-type: none"> ○ Implement ○ Prepare to Interpret, Inform and Refine ○ Prepare presentation for Symposium, this includes your scripts inside the notes function for what you will say and confirming you will be within the 15 minute time frame.
CSHSE	<p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ul style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ul style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). 		
Unit Objectives	<p>Chapter 10 is a continuation of implementation of the evaluation. The chapter focuses on data analysis, both qualitative and quantitative, and on addressing unforeseen circumstances</p> <p>After reading this chapter you should be able to:</p> <p>10.1 Demonstrate steps in qualitative data analysis.</p> <p>10.2 Contrast three common quantitative data analyses.</p> <p>10.3 Discuss potential solutions to unexpected and unintended circumstances during evaluations</p>		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk3	<p>Week of 4/11</p> <p>Session: Thursday 4/14</p>	<p>📅 Exam Week</p> <p>Program Evaluation Real-World Application</p>	<p>EXAM PERIOD: Exam 4 covers C9 & C10 Implement Friday 12:01am through Sunday 11:59pm</p> <p>EVALUATION DOCUMENTS: Tables in and corresponding deliverables related to C9 & C10 by Sunday at 11:59pm</p> <p>Conducting Embedded Evaluation Reviewing Plans and Implementation of the Evaluation Preparing to Interpret, Inform, and Refine the Evaluation</p>
CSHSE	<ul style="list-style-type: none"> Determine if students have met Module competencies in alignment with the Standards covered. Below are additional standards associated with the real-world application. <p>Knowledge Objectives:</p> <ul style="list-style-type: none"> The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> Obtain, synthesize, and clearly report information from various sources; Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; Upholding confidentiality and using appropriate means to share information; and Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ol style="list-style-type: none"> Clarifying expectations; Dealing effectively with conflict; Establishing rapport with clients; and Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ol style="list-style-type: none"> The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; Belief that individuals, service systems, and society can change; Interdisciplinary team approaches to problem solving; Appropriate professional boundaries; and Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards 19d-h</i>). The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically concerning reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20e</i>). 		
Unit Objectives	<ul style="list-style-type: none"> Assessment of student knowledge via unit exams and program evaluation real-world application. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Module 5 Wk 1	Week of 4/18 Session: Thursday 4/21	<ul style="list-style-type: none"> 📁 Real-World “Exam Week” 📖 Chapter 11 Interpret: Interpreting the Results 📖 Chapter 12 Inform and Refine: Using Evaluation Results 	<p>Symposium for Student Scholars (Tues. 4/19), presentation times determined by the Office of Undergraduate Research, keep date cleared until informed when your team’s presentation will take place.</p> <p>EVALUATION PRESENTATION: Presentation at KSU Symposium for Student Scholars</p> <ul style="list-style-type: none"> ○ Agency representatives are invited to attend this presentation ○ The session will be recorded and shared with other agency representatives ○ Debrief Symposium experience, use Chapters 11 and 12 to make needed refinements for deliverables to agency <p>AFTER CLASS be sure to:</p> <ul style="list-style-type: none"> ○ Work on finalizing your program evaluation and associated deliverables to agency ○ Finalize deliverables as agency partners will be meeting on Thursday 5/5 to discuss them, after reviewing them.
CSHSE	<ul style="list-style-type: none"> • Determine if students have met Module competencies in alignment with the Standards covered. • Below are additional standards associated with the real-world application. <p>Knowledge Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas: <ol style="list-style-type: none"> a) Obtain, synthesize, and clearly report information from various sources; b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application; c) Upholding confidentiality and using appropriate means to share information; and d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>). <p>Skills Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Specifically, skills to evaluate the outcome of the plan and the impact on the client or client group (<i>CSHSE National Standards 15c</i>). • Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically in the following four areas: <ol style="list-style-type: none"> a) Clarifying expectations; b) Dealing effectively with conflict; c) Establishing rapport with clients; and d) Developing and sustaining behaviors that are congruent with the values and ethics of the profession (<i>CSHSE National Standards 17a-d</i>). <p>Values Objectives:</p> <ul style="list-style-type: none"> • The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application to practice. Specifically in the following six areas: <ol style="list-style-type: none"> d) The worthy and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity; e) Belief that individuals, service systems, and society can change; f) Interdisciplinary team approaches to problem solving; g) Appropriate professional boundaries; and 		

HS 3600: Program Development and Evaluation

	<p>h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Services Education (<i>CSHSE National Standards</i> 19d-h).</p> <ul style="list-style-type: none">• The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically concerning reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards</i> 20e).
Unit Objectives	<ul style="list-style-type: none">• Assessment of student knowledge via unit exams and program evaluation real-world application.

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk 2	Week of 4/25 Session: Thursday 4/28	Program Evaluation Real-World Application	<p>Last Day to Withdraw with a WF (4/25)</p> <p>Conducting Embedded Evaluation Reviewing Plans and Implementation of the Evaluation Preparing to Interpret, Inform, and Refine the Evaluation Finalizing Written Evaluation and Corresponding Deliverables</p> <p>EVALUATION DOCUMENTS: For this section, these documents are captured in the completion and presentation of the final program evaluation.</p>
CSHSE	<ul style="list-style-type: none"> Determine if students have met Module competencies in alignment with the Standards covered. Below are additional standards associated with the real-world application. <p>Values Objectives:</p> <ul style="list-style-type: none"> The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically concerning reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20e</i>). 		
Unit Objectives	<ul style="list-style-type: none"> Assessment of student knowledge via unit exams and program evaluation real-world application. 		

Module Week	Date Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER Class)
Wk3	Week of 5/2 Monday 5/2	End-of-Term Evaluation	<p>PROGRAM EVALUATION DUE:</p> <ul style="list-style-type: none"> ○ Final Program Evaluation & Corresponding Deliverables ○ 360 Degree Team Evaluation ○ Service Learning Reflections ○ The last day to submit each of these is Monday 5/2 by 11:59pm <p>If representatives are unable to attend KSU Symposium or request a more formal presentation, this will be scheduled during final exam week. Dates to be set in conjunction with agency and program evaluation team.</p>
CSHSE	<ul style="list-style-type: none"> ● Determine if students have met Module competencies in alignment with the Standards covered. ● Below are additional standards associated with the real-world application. <p>Values Objectives:</p> <ul style="list-style-type: none"> ● The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically concerning reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20e</i>). 		
Unit Objectives	<ul style="list-style-type: none"> ● Assessment of student knowledge via culmination of the Program Development and Evaluation Process for agency/client. 		
Wk4	Week of 5/9		<p>FINAL GRADES POSTED TO OWL EXPRESS Thursday 5/12 at 12:00pm EST</p>

CHANGES IN ASSIGNMENTS, DATES, POLICIES

*I reserve the right to make changes in this syllabus,
but only for good reason and with adequate notice.*

You will be given a link via Qualtrics to complete a digital copy of the document below as your acknowledgement and agreement to the contents outlined in the syllabus.

+++

HS 3600: Program Development and Evaluation

The syllabus acts a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course. It contains a great deal of information. You are asked to sign the memorandum of understanding at the end of this document as testament to your understanding of the content herein. Please note, if for any reason that you do not agree with the information and requirements discussed within this document and are unable to sign, then you will politely be asked to withdraw from the course.

MEMORANDUM OF UNDERSTANDING

I understand that this syllabus acts as a contract of understanding between the professor and me. I have read this contract and understand what is required of me during the duration of this course. I agree to abide by the content herein.

I understand that I am responsible for all course content including assigned readings, texts and additional learning materials e.g. videos, presenters, etc.

I have also accessed the links describing various policies and student support services. I have read these and understand that I need to follow policies set forth by Kennesaw State University.

Student Signature: _____ Date: _____

Contact Information

Student Name: _____

City: _____ State: _____ Zip: _____

Home, Cell or Work Phone Number: _____

Student Net ID: _____