EAST TEXAS A&M

COUN 621: Psychoeducational Consultation and Program Evaluation
Course Syllabus: Summer 2025
Dates: Jul 7-Aug 7, 2025
Online

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty 13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Mee-Gaik Lim, Ph.D, LPC-S, LMFT-S, AAMFT-S
Office Location: Off-Site
Office Hours: Mon-Fri 9:00-2:00
University Email Address: mee-gaik.lim@etamu.edu
Preferred Form of Communication: email or text
Communication Response Time: 24-72 hours Monday-Thursday

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Required Textbook
Fitzpatrick, J. L., Sanders, J. R., Worthen, B. R., & Wingate, L. A. (2023). *Program evaluation: Alternative approaches and practical guidelines* (5th ed.). Pearson.

The syllabus/schedule are subject to change.

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**Additional readings as assigned.

Note: This course will use D2L as it Learning Management System

Recommended Textbook
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

SELECTED BIBLIOGRAPHY includes, but is not limited to, the following:

Bemack, F., Murphy, S., & Kaffenberger, C. (2005). Community-focused consultation: New directions and practice. IIn C. Sink (Ed.), *Contemporary school counseling* (pp. 327- 357). Houghton Mifflin.

Benshoff, J. M., & Paisley, P. O. (1996). The structured peer consultation model for school counselors. *Journal of Counseling and Development, 74,* 314-318.

Brack, G., Jones, E. S., Smith, R. M., White, J., & Brack, C. J. (1993). A primer on consultation theory: Building a flexible world view. *Journal of Counseling and Development, 71,* 619- 628.

Brown, D., Pryzwansky, W. B., & Schulte, A. C. (2006). *Psychological consultation and collaboration: Introduction to theory and practice* (6th ed.). Pearson/Allyn and Bacon.

Calley, N. G. (2009). Comprehensive program development in mental health counseling: Design, implementation, and evaluation. Journal of Mental Health Counseling, 31(1), 9-21. https://doi.org/10.17744/mehc.31.1.u018125603371233

Peterson, C. H., Schmid, K., & Kososki, R. (2019). A national survey of counselors' use of five types of program evaluation. *Counseling Outcome Research and Evaluation,* 1-17. https://doi.org/10.1080/21501378.2019.1678017

Prosek, E. A. (2019). An introduction to mixed methods design in program evaluation. *Counseling Outcome Research and Evaluation,* , 1-11. https://doi.org/10.1080/21501378.2019.1590688

Stufflebeam, D. L. (1971). The relevance of the CIPP evaluation model for educational accountability. *Journal of Research and Development in Education, 5,* 19-25.

Stufflebeam, D. L. (2001). Evaluation checklists: Practical tools for guiding and judging evaluations. *American Journal of Evaluation, 22,* 71-79.

Tate, K. A., Bloom, M. L., Tassara, M. H., & Caperton, W. (2014). Counselor competence, performance assessment, and program evaluation: Using psychometric instruments. Measurement and Evaluation in Counseling and Development, 47(4), 291-306. https://doi.org/10.1177/0748175614538063

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COURSE DESCRIPTION

Catalogue Description of the Course
COUN 621 (3 semester hours) – Psychological, educational, and sociological theories, models, and processes applied to human and organizational systems of change. Special attention is directed to applying theory to practice and to differentiating between human and structural problems and interventions.

General Course Information
Required for the Ph.D. in Counseling, students will examine theories and models of both mental health consultation and program evaluation. Students will be expected to demonstrate their expertise via practical applications.

Doctoral Learning Outcomes

2016 CACREP Standards Addressed in COUN 621

Doctoral Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
6.B.4.f. models and methods of program evaluation.	• Lecture (Weeks 3-4; 6-8;10) • Readings (Fitzpatrick, et al 2023 [Chapters 1-9; 11-18]; Calley, 2009; Peterson, Schmid, Kososki, 2019; Prosek, 2019; Tate et al, 2014) • Class Discussion (Wks 3; 6; 9;12; & 15)	1. Program Evaluation	1. Program evaluation rubric	1. ≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation

Content Areas include, but are not limited to, the following:
Program Evaluation
- Purposes of evaluation
- Evaluation approaches
- Planning evaluations
- Conducting evaluations
- Reporting on evaluations
- Evaluating
- Evaluations Consultation
- Consultation as a helping relationship
- Consultant roles
- Consultation stages
- Consultation models
- Working within an organization

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COURSE REQUIREMENTS

Minimal Technical Skills Needed
In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing any quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course is offered in person at CHEC. As a student in this course, you will be required to actively participate both in-person and in D2L You will be expected to participate and complete all online tasks via D2L. In addition to this, you are to complete an application-based project in this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete all readings prior to class time.
3. Complete all assignments by the deadline. No excuses.
4. Adhere to the university student code of conduct.
5. Participate in open discussions both in class and in D2L discussion boards. This will help with your growth in research knowledge.
6. All writing assignments must be done according to APA 7th edition. Proof read anything you write before you submit your assignment.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. This is a reading-heavy course
9. If you do not understand something, ask. Do not wait until the last minute.
10. Don't wait until Thursday evening to ask me about something you need answered that weekend. *Note: I usually check my email on weekday evenings.*
11. Attempt to resolve group related conflicts directly with your peers before engaging your instructor. If faculty intervention is necessary, please do so in writing, including what attempts were made to resolve conflicts.

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Assignments/Assessments

1. **Program Evaluation Project (100 points)**
   In small groups, students will conduct either a program evaluation or needs assessment. Students are expected to identify their own site/program where this evaluation/assessment will be conducted. Students will choose their own group members for this project. Variables to consider when choosing group members include program interest (school, community, substance abuse, dual diagnoses, probation/parole, pre/post incarceration, etc.), program purpose (education, intervention, remediation, etc.), personal schedule compatibility, geographic proximity for meetings, labor division preference, etc.

   SEE FOLLOWING PAGES FOR RUBRIC

Program Evaluation Project Rubric

	1 – Does Not Meet Expectation (0-3 points)	2 – Meets Expectation (4 points)	3 – Exceeds Expectation (5 points)
Write Up: Basic Introduction Information of Program Evaluation including cover page, table of contents, references, appendices, expertise of evaluators, executive summary (5 points)	Content demonstrates a lack of knowledge on key points. Does not include summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary; Not representative of doctoral level work	Content demonstrates knowledge on key points. Includes summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary; Representative of doctoral level work	Content demonstrates exceptional knowledge on key points. Includes summary of basic information such as cover page, table of contents, references, appendices, expertise of evaluators, executive summary Representative of doctoral level work
Write Up: Purpose and mission statement, background of organization, and statement of the problem (5 points)	Content demonstrates a lack of knowledge on key points. Does not include summary of Purpose and mission statement, background of organization, and statement of the problem; Not representative of doctoral level work	Content demonstrates knowledge on key points including a summary of Purpose and mission statement, background of organization, and statement of the problem; Representative of doctoral level work	Content demonstrates exceptional knowledge on key points including a summary of Purpose and mission statement, background of organization, and statement of the problem; Representative of doctoral level work
Write Up: **Program Evaluation Plan** including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation/consultatio n, and model(s) utilized (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation/consultation, and model(s) utilized; Not representative of doctoral level work	Content demonstrates knowledge on key points. Includes Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation/consultatio n, and model(s) utilized; Representative of doctoral level work	Content demonstrates exceptional knowledge on key points. Includes Program Evaluation Plan including goals, objectives, scope of needs assessment, evaluation plan, overview of evaluation/consultatio n, and model(s) utilized; Representative of doctoral level work

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Write Up: **Methodology** including methods used, data collection, and data analysis (with any graphs/charts necessary) (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Methodology including methods used, data collection, and data analysis (with any graphs/charts necessary); Not representative of doctoral level work	Content demonstrates knowledge on key points; Includes Methodology including methods used, data collection, and data analysis (with any graphs/ charts necessary); Representative of doctoral level work	Content demonstrates exceptional knowledge on key points; Includes Methodology including methods used, data collection, and data analysis (with any graphs/ charts necessary); Representative of doctoral level work
Write Up: **Results** including findings, conclusions, and recommendations (5 points)	Content demonstrates a lack of knowledge on key points. Does not include Findings, conclusions, and recommendations; Not representative of doctoral level work	Content demonstrates knowledge on key points Includes Findings, conclusions, and recommendations; Representative of doctoral level work	Content demonstrates exceptional knowledge on key points; Includes Findings, conclusions, and recommendations; Representative of doctoral level work

2. **Homework Assignments (3 at 50 points each; 150 points)**
   Each student will complete a total of three homework assignments during the course of the semester. The homework assignments are listed below and you will find the due dates in the course schedule. The assignments align with your final program evaluation project so you can get feedback. Please note that while all homework assignments are 'rough drafts', they will be graded for completeness. I do not expect perfection, and they will certainly need edits/changes/additions, but I do expect your best effort to complete the assignment for grading. Also, note that your homework assignments DO NOT include everything needed for your final project. Please review the final project rubric and several examples in D2L.

   Homework Assignment 1: Evaluation Approach
   In 2-4 pages, provide an overview of the evaluation approach to be used for your final project including major concepts and characteristics, purpose/rationale for choosing this approach, strengths and limitations for using the approach, and cultural considerations when utilizing this approach.

   Homework Assignment 2: Evaluation Plan (beginning phase)
   For this assignment, you will begin to develop your evaluation plan. This plan will include the purpose of evaluation, stakeholders/participants involved, the problem to be addressed (statement of the problem), goals and objectives, and design to be implemented (qualitative, quantitative, mixed methods).

   Homework Assignment 3: Methods
   Describe in detail the methods used for the program evaluation. This will include data collection procedures (including data sources and procedures) and data analysis (how did you or will you analyze your data).

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Homework Assignment Rubric (for each assignment)

	1 – Does Not Meet Expectations (0-3 points)	2 – Meets Expectations (4 points)	3 - Exceeds Expectations (5 points)
Content and Completeness: a demonstrated awareness of the of the knowledge base in the area of study; criteria that should be included in the assignment are addressed (5 points)	Knowledge of content was not identified/ addressed or information provided was underdeveloped; Completeness of assignment was underdeveloped; does not meet standards of doctoral level coursework	Knowledge of content was identified/addressed but missing 1 or 2 key considerations; Completeness of assignment but missing one or two key considerations; meets standards of doctoral level coursework	Knowledge of content clearly identified/addressed with no missing detail; Completeness of assignment with no missing detail; meets standards of doctoral level coursework
Structure and Mechanics: topics are well organized with headings, subheadings, and transitions; correct grammar, spelling, consistent style (5 points)	Structure disorganized and lacks any headings, subheadings, and/or transitions with significant errors (more than 2); Does not adhere to APA style; poor grammar and sentence structure; paper is disorganized; omission of in-text citations & references (if appropriate); does not meet standards of doctoral level coursework	Structure organized but may lack headings, subheadings, and/or transitions and some errors (1-2); Mostly adhere to APA style; sufficient grammar and sentence structure; paper is fairly organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework	Structure well organized with headings, subheadings, and transitions and no errors;Completely adhere to APA style; sufficient grammar and sentence structure; paper is well-organized; Use of in-text citations and references (if appropriate); meets standards of doctoral level coursework

GRADING

Program Evaluation Project   100 pts
Homework Assignments   150 pts
Total: 250 pts

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A (90-100) - Defined as consistently excellent performance, which distinguishes the individual as being hard-working and highly motivated to succeed.

B (80-89) - Defined as above average performance, occasionally submitting work of superior quality distinguishing the individual as being of high caliber.

C (70-79) - Defined as average performance with little or no distinction. In doctoral studies at A&M-Commerce, no credit is awarded for courses in which a grade of "C" is earned. Any student who earns a third grade of "C" or lower will be disenrolled and not be permitted to pursue further doctoral study at A&M-Commerce.

D (60-69) - Defined as below average performance. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "D" is earned. The course must be repeated and a higher grade earned in order to receive credit.

F (0-59) - Defined as unacceptable performance in relation to standards. In graduate studies at A&M-Commerce, students do not receive credit for courses in which a course grade of "F" is earned. Students are immediately placed on academic probation. The course must be repeated and a higher grade earned in order to receive credit.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:
- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser,

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Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System- Requirements

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer
    - Speakers or headphones.
    - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

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- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are
> allowed. JavaScript
> is enabled. Cookies
> are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "click here**"** to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.

Because I am an adjunct, email is the best way to reach me. I will attempt to answer all emails within 24-48 hours, Monday-Thursday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect. While I don't have standard office hours, I am always willing to meet with students in the evenings with advanced notice.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Written assignments are due on the day noted in the syllabus. All papers are due at the beginning of the class period. Late papers will have 10% deduction per day late from the final score.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.as px

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13 stude nts/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13 stude nts/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13 stude nts/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

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Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34 Safet yOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Date	Topic	CACREP standard	Readings	Assignments
Week 1 Jul 7-13	Course Introduction		Fitzpatrick et al (2023): Chapter 1-4	*Begin forming final project teams
Week 2 Jul 14-20	Introduction to Program Evaluation; Origins and Tenets		Fitzpatrick et al (2023): Chapters 5-7 Article: (Prosek, 2019)	**Homework 1**
Week 3 Jul 21-27	Approaches to PE Identifying & Selecting Evaluation <u>Question & Criteria</u> Planning How to Conduct Eval	6.B.4.f.	Fitzpatrick et al (2023): Chapters 8, 11, 13	**Homework 2**
Week 4 Jul 29-Aug 3	Practical Guidelines to Planning Eval Data Sources & Methods; Analysis & Interpretation Reporting Results	6.B.4.f.	Fitzpatrick et al (2023): Chapters 14-17 Article: (Peterson, Schmid, & Kososki 2019)	**Homework 3**
Week 5 Aug 4-7	Guidelines for Planning Evaluations	6.B.4.f.		**Program Evaluation**

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