**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM**  
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

Future Effective Date: 08/15/2014  
☐ New course  ☐ Temporary course  ☐ Drop service course  
☐ There is a course fee associated with this course (see instructions)

☐ Variable credit  
☐ Increase credit (former credit ____)

☐ Number (former number ____)

☐ Crosslisting (between WSU departments)  
(Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in ______ (Must have GenEd Committee Approval)  
☐ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only)  
☐ Graduate credit (professional programs only)

☐ Other (please list request)

<table>
<thead>
<tr>
<th>Prev_Sci</th>
<th>511</th>
<th>Introduction to Prevention Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>course prefix</td>
<td>course no.</td>
<td>title</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
<th>studio hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>pr week</td>
<td>per week</td>
</tr>
</tbody>
</table>

Description (20 words or less)  
Disciplinary roots; the epidemiological approach to risk and prevention; design, implementation, and dissemination of preventive interventions.

**Instructor:** Laura Hill  
**Contact:** Diane Scott

**Campus Zip Code:** 4852  
Phone number: (509) 335-8478  
Email: laurahill@wsu.edu

Phone number: (509) 335-8439  
Email: scottdj@wsu.edu

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  
Dean/date  
General Education Com/date

Chair (if crosslisted/interdisciplinary)*  
Dean (if crosslisted/interdisciplinary) *  
Graduate Studies Com/date

All-University Writing Com/date  
Academic Affairs Com/date  
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Major Curricular Changes—Rationales
Doctoral Program in Prevention Science

As part of the implementation of the new interdisciplinary doctoral program in Prevention Science (a program that started in 8/2012), it is necessary to gain approval for three new courses, and to change the prefix of an additional course.

New Course—Prev_Sci 511 Introduction to Prevention Science

First year students in the Prevention Science doctoral program must get an overview of the field of prevention science, along with an understanding of its disciplinary origins and history, to provide them with the background they need to take advanced prevention science courses. This course, developed and taught by Dr. Laura Hill, a prevention scientist and HD faculty member, will provide students with this background. It is a required course for all Prevention Science doctoral students, but will be open to students in other graduate programs as well. No similar course currently exists in the WSU system, so it will have no impact on other units in Pullman or other branches.

New Courses—Prev_Sci 535 Effective Prevention Strategies I; Prev_Sci 540 Effective Prevention Strategies II

This two-course sequence will provide Prevention Science doctoral students with the necessary skills to conduct needs assessments, design evidence-based prevention programs, obtain resources for implementation, and conduct evaluation of prevention program outcomes. These are required skills for all Prevention Science graduates, so these are required courses. They will be open to students in other graduate programs as well. They will be taught by Drs. Brittany Cooper and Laura Hill, both members of the HD faculty and prevention scientists. No similar courses currently exist in the WSU system—the closest courses are in educational psychology (Ed_Psych 570 “Introduction to Program Evaluation” and Ed Psych 571 “Advanced Program Evaluation”), but the main focus of these courses is not on prevention programming. They have a greater emphasis on educational programs. Drs. Mike Trevisan and Brian French, senior members of the educational psychology faculty, are also members of the Prevention Science faculty, and they agreed that requiring Prev_Sci 535, Prev_Sci 540, and Ed Psych 571 (see below) would give our Prevention Science students the skills they need for evaluation in prevention science settings. These courses will therefore have no impact on other units in Pullman or other branches.

New Courses—Prev_Sci 513 Research Methods in Prevention Science

The first year doctoral students in Prevention Science require an introduction to prevention science research methods. The Department of Human Development was already offering a first semester graduate research methods course in their prevention-oriented MA program taught by Dr. Matthew Bumpus. Dr. Bumpus is currently teaching this course to first year Prevention Science students, but since it is a course that ALL students in the Prevention Science program will be taking, we thought it more appropriate to change the title and prefix to reflect the prevention science emphasis. Since this course has been offered for many years under the HD
prefix, it will have no impact on other units in Pullman or other branches. It will be offered to students in other graduate programs as well.

*Changes in the Prevention Science Doctoral Degree Requirements*

Since the Prevention Science Ph.D. has been approved, the Prevention Science Program Graduate Committee has been reviewing the doctoral requirements in our program proposal and has decided to make some changes to our requirements. Two tables are inserted below: one summarizing the new requirements and one summarizing the old requirements. In both tables, each row represents a program requirement and the columns represent options of courses students can take to meet these requirements. Requirements that are changed are in italics. Justifications for these changes follow the tables.

**NEW PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Core Requirements (25-27 credits)</th>
<th>Course Options (all courses 3 credits unless otherwise indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Developmental Epidemiology and Public Health (9 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>A. Theoretical Foundations</td>
<td>PREV_SCI 511 Introduction to Prevention Science</td>
</tr>
<tr>
<td>B. Family Relationships</td>
<td>HD 550 Seminar in Family Relationships</td>
</tr>
<tr>
<td>C. Child Development</td>
<td>HD 560 Child Development</td>
</tr>
<tr>
<td><strong>II. Research Methods &amp; Statistics (9 Credits)</strong></td>
<td></td>
</tr>
<tr>
<td>A. Research Methods</td>
<td>PREV_SCI 513 Research Methods in Prevention Science</td>
</tr>
<tr>
<td>B. Quantitative Methods I</td>
<td>Ed_Psych 565 Quantitative Research</td>
</tr>
<tr>
<td>C. Quantitative Methods II</td>
<td>Ed_Psych 569 Seminar in Quantitative Techniques in Education</td>
</tr>
</tbody>
</table>
### III. Program Development, Implementation, and Institutionalization (7-9 credits)

<table>
<thead>
<tr>
<th>A. Program Development</th>
<th>PREV_SCI 535 Effective Prevention Strategies I</th>
<th>Nurs 564 Health Promotion in Nursing Practice (2-3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Program Evaluation</td>
<td>PREV_SCI 540 Effective Prevention Strategies II</td>
<td>Nurs 591 Mixed Methods for Outcomes Evaluation (2 credits)</td>
</tr>
<tr>
<td>C. Advanced Evaluation</td>
<td>Ed Psych 571 Advanced Program Evaluation</td>
<td>Nurs 554 Epidemiological Approaches to Community Health</td>
</tr>
</tbody>
</table>

### OLD PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Core Requirements (25-27 credits)</th>
<th>Course Options (all courses 3 credits unless indicated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Human Development In Context (8-9 credits)</td>
<td></td>
</tr>
<tr>
<td>D. Theoretical Foundations</td>
<td>Com 501 Theory Building in Communication</td>
</tr>
<tr>
<td></td>
<td>HD 511 Theory and Substance in Human Development</td>
</tr>
<tr>
<td></td>
<td>Nurs 536 Nursing Theory: Foundation for Knowledge Development (2 credits)</td>
</tr>
<tr>
<td>E. Family Relationships</td>
<td>HD 550 Seminar in Family Relationships</td>
</tr>
<tr>
<td>F. Child Development</td>
<td>HD 560 Child Development</td>
</tr>
</tbody>
</table>

<p>| II. Research                      |                                               |</p>
<table>
<thead>
<tr>
<th>Methods* &amp; Statistics (9 Credits)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Research Methods</strong></td>
<td>HD 513 Research Methods I</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Quantitative Methods</strong></td>
<td>Com 509 Quantitative Research</td>
<td>HD 514 Research Methods II</td>
<td>Nurs 588 Research Inquiry: Quantitative Methods</td>
</tr>
<tr>
<td><strong>F. Qualitative Methods</strong></td>
<td>Com 591 Qualitative Research Methods</td>
<td>Nurs 587 Research Inquiry: Qualitative Methods</td>
<td></td>
</tr>
<tr>
<td><strong>III. Program Development &amp; Evaluation (8-9 credits)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. Program Development</strong></td>
<td>HD 535 Program Development in Child and Family Studies</td>
<td>Nurs 564 Health Promotion in Nursing Practice (2 credits)</td>
<td>Nurs 554 Epidemiological Approaches to Community Health</td>
</tr>
<tr>
<td><strong>E. Program Evaluation</strong></td>
<td>HD 540 Effective Intervention Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. Advanced Evaluation</strong></td>
<td>EdPsy 571 Advanced Program Evaluation</td>
<td>Nurs 591 Mixed Methods for Outcomes Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Summary of Changes and Rationales
The titles of two of the core requirement areas were changed to more accurately reflect the learning goals of the program. “Human Development in Context” was changed to “Developmental Epidemiology and Public Health” and “Program Development and Evaluation” was changed to “Program Development, Implementation, and Institutionalization.” The “Research Methods and Statistics” title stayed the same. These title changes do not change the program requirements, but are more accurate descriptions of what students will learn in their required courses.

**Developmental Epidemiology and Public Health**

Rather than give students three options to meet their “Theoretical Foundations” requirement, we decided to require the new “Introduction to Prevention Science” course, Prev_Sci 511 (see above), to all students. None of the previous options thoroughly covered the field of prevention science.

We added two courses (one in nursing and one in communication) to the “Family Relationships” requirement, to provide students with more flexibility in meeting their requirements. Our nursing and communication representatives on the Prevention Science Program Graduate Committee helped identify these courses. This will allow students entering the interdisciplinary program through nursing or communication to focus their training in their area of interest.

**Research Methods and Statistics**

The “Research Methods” requirement stays the same, although as mentioned above, we are requesting to change the title and prefix of this course to reflect its emphasis on prevention science.

After reviewing the “Standards of Knowledge for the Science of Prevention” published in 2011 by the Society for Prevention Research, we decided to change our statistics requirements. Because the evaluation of prevention programs requires a knowledge of complex statistical methods for nested data and longitudinal designs, we felt it necessary to require a higher degree of statistical competence in our graduates than originally proposed. Because we did not want to increase the number of required credits for the degree (when we submitted the proposal, the graduate school administration made it clear that we should limit the number of required courses), this required that we drop the qualitative methods requirement. We will, however, strongly encourage our students to take qualitative methods courses (as well as additional quantitative courses) as electives. Students will now have the option of taking these quantitative courses in three departments (educational psychology, nursing, and psychology).

**Program Development, Implementation, and Institutionalization**

Two options were dropped from the “Program Development” area—one because the instructor left WSU (SPED 594) and one that, after a closer inspection of the course content, was moved to the “Advanced Evaluation” area below (Nurs 554).
We added Nursing 591 “Mixed Methods for Outcomes Evaluation” to provide students with more options to meet the “Program Evaluation” requirement.

Together we believe that the revised requirements will better give our students the background they will need to graduate as well-trained prevention scientists and better meet the “Standards of Knowledge for the Science of Prevention” published by the Society for Prevention Research—a document that was published after we submitted our original doctoral proposal.
PREV_SCI 540: EFFECTIVE PREVENTION PROGRAMS II, SPRING 2014 (3 credits)

**Instructor:** Laura Hill  
**Office:** Johnson Tower 523  
**Phone, Email:** 5-8478, laurahill@wsu.edu  
**Office Hours:** Tuesday 1-3  
**Class Time & Location:** Tues 2:50-5:40 PM, College 135

---

**COURSE DESCRIPTION:**

This course is the second in a two-part series on program development and evaluation. It is designed to provide you with an introduction to historical, theoretical, methodological, and professional issues in the field of program evaluation. You will gain practical experience in designing an evaluation (including analysis of an evaluation context, and selecting appropriate methods) for an ongoing program.

**COURSE ORGANIZATION AND EXPECTATIONS:**

Students are required to work independently on some assignments and to work cooperatively with class members on other assignments. Class sessions will include lecture, discussion, and peer and instructor collaboration on activities and your evaluation project. We will discuss aspects of professionalism throughout the semester; however, students should be sure to notify me as soon as possible in the event that difficulties in collaboration arise.

*** Our class is a cellphone-free zone. ***

**COURSE GOALS and LEARNING OBJECTIVES**

This course is designed to produce the following learning outcomes:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Student Demonstration of Learning Outcome (assignments, presentations, etc.)</th>
</tr>
</thead>
</table>
| 1. Increase your knowledge of the historical, disciplinary, and theoretical roots of the field of program evaluation | • Read assigned articles  
• Complete written assignments (integration of readings)  
• Participate in class discussion  
• Write midterm examination |
| 2. Acquire skills needed to design and carry out a formal program evaluation | • Keep daily work logs  
• Complete written analysis of evaluation |
### At the end of this course, students will be able to do the following:

**Foundational knowledge objectives**
- Define evaluation and discuss the field’s historical, disciplinary, and theoretical roots
- Describe how evaluation differs from research and the implications of those differences
- Describe different types of evaluation
- Discuss different paradigms of evaluation and the world viewpoints that underlie them
- Discuss ethical standards of program evaluation
- Identify and describe components of a program evaluation

**Human dimension objectives**
- Analyze the political implications of an evaluation and of potentially “negative” results
- Analyze the context of a program and how it may affect the evaluation process
- Identify potential stakeholders in a program and determine criteria for their level of involvement with evaluation
- Discuss your role and identity as an evaluator and how it will affect the evaluation process
- Identify the potential influence of culture and assumptions (yours and stakeholders’) on evaluation process

**Application objectives**
- Identify goals of the evaluation
- Identify program goals, objectives, and theory of change
- Identify criteria for program “success”
- Locate multiple resources for information and tools related to program evaluation
- Select evaluation design, sampling method, and measures to match program needs and context

**Integration objectives**
- Integrate components of the evaluation plan into a coherent and practical design
- Integrate your understanding of the program, its human dimension, and evaluation goals to create an effect plan for utilization of the evaluation

<table>
<thead>
<tr>
<th>3. Increase your professional writing and oral communication skills</th>
<th>Conduct evaluability assessment of an ongoing prevention/intervention/health promotion program</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Foster professional relationships with peers and practicing professionals in the course of designing your program evaluation</td>
<td>Complete all written assignments</td>
</tr>
<tr>
<td></td>
<td>Lead class discussion</td>
</tr>
<tr>
<td></td>
<td>Collaborate on writeup of evaluation assignment components</td>
</tr>
<tr>
<td>5. Increase your ability to be a self-directed learner</td>
<td>Collaborate on design and execution of evaluability assessment with peers</td>
</tr>
<tr>
<td></td>
<td>Interview program stakeholders for evaluability assessment</td>
</tr>
<tr>
<td></td>
<td>Write and revise a learning contract</td>
</tr>
</tbody>
</table>
Professional development objectives
- Create a project management plan for an evaluation, which will include time and budget estimates and description of deliverables
- Keep a time log for evaluation tasks, including meetings
- Communicate effectively with peers and instructor in meetings, class discussions and activities

Meta-learning: “Learning how to learn” objectives
- Create an agenda for what you need/want to learn from this class and a plan for achieving your goals

EVALUATION OF STUDENT LEARNING

How to do well in this class:
- Approach the class as a professional training opportunity
- Aim for mastery
- Take charge of your learning
- Attend class
- Communicate frequently with peers, project directors, and me
- Read before class, apply the reading to your project, come prepared to discuss the reading
- Meet all professional and course obligations on time
- Complete all written assignments on time
- Refer frequently to learning objectives (your own and the course’s)
- Critique your own progress

Feedback you will receive in this class:
- I will provide feedback on each phase of your written Evaluation Design assignment (see below), which you will incorporate into the final design writeup
- I will provide minimal feedback (satisfactory or needs improvement) on your leading of class discussion
Grade Breakdown:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = less than 60%

(See next page for evaluation information)

Attendance:

Class participation is part of your grade (see next page) and attendance is required. You are allowed one absence; after that you will be graded down 2 points for each absence except in cases of illness or emergency.

ASSIGNMENTS

Leading Class Discussion (10%): Each student will be responsible for leading class discussion once during the semester. Discussion should be focused on the reading but can include additional topics. On the day that it is your turn to lead discussion, please hand in (or email) to me a list of at least 5 discussion prompts/questions that you will use to lead the class. You may also choose to conduct class or small-group activities designed to illustrate concepts from the reading or topics that have come up in class, or activities that you think will help with the broader evaluation design process.

Work Logs (10%): Evaluators, like many other professionals (e.g. lawyers, accountants, contractors), have to develop an ability to 1) estimate the time, resources, and costs required for a project and present these estimates to potential clients; and 2) track their time, use of resources, and costs while carrying out their projects in order to bill the client. For the first part of the class, you will be required to complete weekly work logs that will help you develop these skills and that will be used to inform your Evaluation Design assignment.

Written Assignments (25%). Your will have 5 writing assignments, in addition to your evaluation design. Due Dates are noted on the course schedule. Each will count for 5%. 3 Questions: For each, please identify and discuss 3 questions that arose for you from the readings due on that day. Questions should show that you have read carefully and integrated material across articles, and given some thought to the question. You may want to frame your questions in terms of one of the learning objectives. Each assignment should be about 2 pages double-spaced. Ethics: For this assignment you will analyze an evaluation problem using the ethical frameworks provided in the readings. Learning Contract: For this assignments, you will set forth your personal learning goals for the course as well as a plan for how to achieve them. This assignment addresses the meta-learning objective.
**Readings, Questions, & Class Participation (20%):** Please do all readings before class. Submit the 3 questions assignments to me by 5 pm on SUNDAY before class. I will grade you on the thoughtfulness of your questions and on your understanding of the material (which is what makes the questions thoughtful!).

**Evaluation Design (25%):** Students will conduct an evaluability assessment for an ongoing prevention/intervention/promotion program with youths and/or families. This assignment will be completed in groups, and you will work closely with both the project director and with me to design the evaluation over the course of the semester. There will be a series of 4 assignments, each of which builds on the previous ones, and a final product which will synthesize the 4 assignments. These assignments will help you master the practical and professional learning objectives.

**Midterm Exam (10%):** There will be a midterm to test for the foundational learning. Except in cases of illness or emergency I do not allow makeups.

**Handing in assignments:** Written work is due by 5 pm on SUNDAYS. Late assignments will be graded down 2 points a day for 5 days. After 5 days I will not accept late assignments.

---

**WSU INFORMATION RELEVANT FOR ALL CLASSES**

**STUDENTS WITH DISABILITIES:**

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center (Washington Building 217) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**ACADEMIC INTEGRITY:**

Academic integrity is the cornerstone of the university. Any student who engages in academic misconduct (including, but not limited to plagiarism, fabrication, or multiple submission) will fail the assignment and be reported to the Office Student Standards and Accountability. Academic misconduct is defined in the Standards for Student Conduct WAC 504-26-010 (3).


**WSU SAFETY STATEMENT:**

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the
safety of the campus community the University has developed a Campus Safety Plan, http://safetyplan.wsu.edu. It is highly recommended that you visit this web site as well as the University emergency management web site at http://oem.wsu.edu/emergencies to become familiar with the information provided.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Paradigms</td>
<td>• Mertens Ch1</td>
<td>• 3 Questions</td>
</tr>
<tr>
<td>1/21</td>
<td>History</td>
<td>• Kellogg Chs 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rossi, Freeman &amp; Lipsey Ch1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work Log</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Learning Contract</td>
<td></td>
</tr>
<tr>
<td>1/28</td>
<td>Ethics</td>
<td>• AEA ethical standards in evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Newman &amp; Brown (1996)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mabry (2010)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work Log</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3 Questions</td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Political and Evaluation Context</td>
<td>• RFL Ch 12</td>
<td>• Work Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lincoln (1991)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sechrest (1992)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Optional: Lincoln &amp; Guba response to Sechrest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work Log</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ethics Assignment</td>
<td></td>
</tr>
<tr>
<td>2/11</td>
<td>Engaging Stakeholders</td>
<td>• Bradbury-Jones (2007)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cavino (2013)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chouinard (2013)</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/25</td>
<td>Types and Approaches</td>
<td>• RFL Ch2</td>
<td>• Work Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Patton (1996)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chen (2005) Ch 3</td>
<td>• 3 Questions</td>
</tr>
<tr>
<td>3/4</td>
<td>Questions, Goals, Outcomes: Logic Model</td>
<td>• UWisc Extension</td>
<td>• Work Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chen (1990) Chs 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>3/11</td>
<td>Design/Method</td>
<td>• Posavec Chs 7 &amp; 8</td>
<td>• Work Log</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fetterman (1994)</td>
<td>• Logic Model Assignment</td>
</tr>
<tr>
<td>3/18</td>
<td>Spring Break!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3/25
**Measurement/ Data Collection**
- RFL Ch 3
- Shultz & Whitney (2005)
  - Mt with client
  - Review of Learning Contract Assignment

### 4/1
**Exam**

### INTEGRATION: Putting it all together in an evaluation design

#### 4/8
**Evaluation: Big Picture**
- Campbell (1976/2011)
- Heliotrope proposal
  - Logic Model

#### 4/15
**Reporting/Utilization**
- Patton
- Torres et al. (2005) Ch 3
- Dillman et al. (1993)
- Sanchez-Fernandez et al. (2012)
  - Design/method and Measures

#### 4/22
**Project Planning, Mgmt, and Budgeting**
- Posavec Ch 2
- Windsor et al. (2004) Ch 2
  - Work/Budget Proposal

#### 4/29
**Final Design Due (by 5 pm)**
REFERENCES -- all readings are available online or in the Dropbox account, to which I will send you the link


