This course syllabus was developed through a collaborative effort of instructors: Letha Chadiha, Julie Cushman, Roxanna Duntley-Matos, Maureen Okasinski, Sue Savas, Joe Sean, and Daphne Watkins.

**COURSE STATEMENT**

*This course statement was approved by Governing Faculty on Nov. 8, 2006.*

1. **Course Description**
   This course will cover beginning level evaluation that builds on basic research knowledge as a method of assessing social work practice and strengthening clients, communities and their social programs as well as the systems that serve clients and communities. It addresses the evaluation of promotion, prevention, treatment, and rehabilitation services. Students will learn to assess and apply evaluation methods from various perspectives, including scientific, ethical, multicultural, and social justice perspectives.

2. **Course Content**
   This course will focus on the direct application of the analytical skills associated with developing and implementing evaluation designs that are appropriate for social work practice. Students will examine the evaluation of social work programs with particular attention to dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation). Students will be introduced to models of evaluation derived from social science and social work theory and research. They will learn to apply these models as they develop skills in critically assessing evaluation methods within the social context.
3. Course Objectives

Upon completion of the course, students will be able to:

1. Identify and choose the type of evaluation that is appropriate to answer questions consonant with a program’s developmental stage.

2. Specify a program for evaluation and its theory of change.

3. Recognize and apply evaluation and data collection methods that are appropriate to the evaluation context.

4. Plan an evaluation of social work practice.

5. Understand strategies that promote involvement of practice/policy communities in disseminating the results of evaluation activities in order to foster changes in programs/policies.

6. Critically examine existing evaluation studies for their consistency with the values reflected in the curricular themes.

4. Course Design

The course will use an integrative learning approach. Students will select local community-based evaluation projects based on their areas of interest and educational needs, and form groups of 3 to 5 students. Multiple pedagogical methods such as mini-lectures, participatory discussions, written assignments, student presentations, and role playing will be used. Client agency guests may be invited to present evaluation needs and discuss evaluation results. Students will access C-Tools for additional course-relevant resources. Each course meeting will include a mini-lecture, group time to work on evaluation projects, and consultation from the instructor.

5. Relationship of the Course to Four Curricular Themes

• Multiculturalism and Diversity: Students will develop the capacity to identify ways in which dimensions of diversity (ability, age, class, color, culture, ethnicity, family structure, gender [including gender identity and gender expression], marital status, national origin, race, religion or spirituality, sex, and sexual orientation) influence evaluation processes and outcomes. Because a collaborative, participatory process is critical to evaluation of social work interventions, attention to diversity is imperative for proper implementation of evaluation in social work contexts.

• Social Justice and Social Change: Students will develop the capacity to analyze the impact and efficiency of services and policies as they relate to social change and social justice. Participatory, collaborative, change-oriented evaluation processes and appropriate dissemination activities can promote the achievement of social justice and change and therefore are emphasized in the class. Also important are an examination of the role of
power in evaluation and the development of knowledge, skills, and capacities that participants of evaluation can mobilize to shift imbalances of power and resources.

- **Promotion and Prevention:** Students will develop the capacity to develop and evaluate prevention and promotion as well as rehabilitation programs that are designed to reduce the onset risk of problems and promote healthy development.

- **Social Science:** Students will strengthen their capacity to use theoretical and empirical social science literature to develop and understand whether interventions are appropriately designed and scientifically sound.

6. **Intensive Focus Statement on Privilege, Oppression, Diversity, and Social Justice (PODS):**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

7. **Relationship of the course to Social Work Ethics and Values**

This course will emphasize the relationship of the NASW Code of Ethics, specifically those sections pertaining to the core values and ethical principles of social work as well as the standards of research and evaluation that under gird ethical behavior in the conduct of scientific evaluations. Additionally, this course will emphasize the relationship between the NASW Code of Ethics and other ethical codes governing evaluation research such as the Nuremberg Code, Declaration of Helsinki, and 1974 National Research Act (PL93-348) and the 1996 Health Insurance Portability and Accountability Act (HIPAA).
RELEVANT POLICIES

1. Religious Holidays
Students who observe a religious holiday on the same day as class will have access to the class materials covered that day. Students are expected to notify the instructor if they plan to miss class. The official University of Michigan policy on religious holidays, and a list of possible conflicts with classes, can be found at: http://www.provost.umich.edu/calendar/religious_holidays.html

2. Learning Needs and Disabilities
Students with specialized learning needs are requested to make an appointment with the instructor to discuss the necessary arrangements. If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000.

3. Attendance
The School of Social Work attendance policy can be found in the Student Guide. Attendance will be recorded in this course. At least one student per group is expected to visit their clients at least twice during the semester.

4. Deadline Expectations
All assignments are due at the beginning of class on the date listed in the course outline. Late assignments will be graded down 5% per day. Exceptions will need prior permission of the instructor.

5. Grading System
At the beginning of the semester students will choose to be graded as a group OR individually. A 100-point system is used. At the end of the semester, the project points earned will be translated into letter grades according to the following formula:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>D</td>
<td>&lt;69 (no credit)</td>
</tr>
</tbody>
</table>

6. Incompletes
Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal expectations of the course. The student must formally request an incomplete with the instructor prior to the final weeks of class. Please review the Student Guide section on Ethical Conduct in the University Environment. This section addresses plagiarism, harassment and discrimination policies.
ASSIGNMENTS

Groups of 2 to 4 students complete a program evaluation at a community agency. The team will select an agency, most likely a field placement site. The scope of the project shall be appropriate for a beginning level evaluation team and is approved by this instructor. Once the agency is selected, the team will find out from the agency their evaluation needs, develop a work plan for the team to complete the project, develop competency specific to the evaluation, write an evaluation plan, collect & analysis data, and write an evaluation report. One person from the team is assigned to be client liaison and communications from the team generally go through the person. If possible, all team members should participate in formal client meetings and result presentations. Within the team, each person will take the lead for one major component of the project. This work plan identifies the leads, who is doing what aspect of the projects and when the work is to be completed. Assignments will be submitted on C-tools drop box before class. Any deviations from the assignment list and due dates must be approved by the instructor. The grading rubrics found in the assignment aids folder on C-tools details of scoring for these assignments. Make sure to review these prior to creating the work plan to better under the scope of each assignment.

Time is allotted during each classroom session for evaluation teams to meet and consult with the instructor. Ideally, class time will meet most of your needs for meeting as a group.

R1. Client Engagement - Two Site Visits (5 points per visit – 10 points total)
Each student project group must make two visits to the client agency. Students must document the meeting agenda and the minutes of what transpired, action steps, person responsible for the action and due dates. A team workplan will submitted with the first client meeting minutes. These documents will be submitted on C-Tools drop box. On occasion, a project team will make more than two visits; however, a maximum of 10 points will be assigned for site visits.

R2. Program Specification and Logic Model (10 points)
This assignment will familiarize you with the client’s program as well, as other programs with similar needs and projected outcomes.

This written assignment requires obtaining from the client written material that describes the program and specifically a logic model. If the client has an existing logic model, critique the logic model for smart language and specific outcomes. If the client does not have a logic model, develop a logic model in order to articulate the program’s theory of change. The logic model will include separate columns for problem, inputs, activities, outputs, short and long term outcomes. The logic model will formatted on one page using concise “SMART” language.

Separately, the team will conduct a brief literature review (single spaced of approximately 4 pages) to identify previous evaluation efforts of similar programs. Additionally the review will include relevant theories, curriculums, and/or research that inspired the development of the model/program. Include a Reference/Resource page to identify published references.
(theorists, research studies) and other source materials (i.e. program handbooks, interviews with program staff) used in the development of the model.

R3. Program Evaluation Plan (10 points)

Student team will design a 10-12 page single-spaced program evaluation plan for the program specified in the first assignment. Components of the plan will include (1) purpose and approach of the evaluation (2) type of evaluation and key questions, (3) evaluation design, (4) data collection, (5) data analysis plan, (6) reporting and utilizing the results, and (7) cost for evaluation implementation with a budget chart. References will include a listing of the evaluation articles that were used to inform the evaluation plan. Students are supported through the grading rubric displayed in the C-tools assignment aids folder that details the component of section headers.

R4. Data Collection Tool (10 points)

Part one of devising a data collection tool is to cull the professional literature and internet search engines for standardized evaluation tools that have been used for similar programs. Students will report on search results using a matrix results that includes the standardized test name, primary author, what the tools measures, which populations have used this tool, the validity and reliability score and website or source of the tool.

Following this review, the project team, in conjunction with the client agency, will determine if a standardized tool fits the needs of the evaluation. If there is no appropriate tool, the project team will design a survey, interview protocol, and focus group script or observation tool for their project in accordance with the project evaluation plan and informed by the literature. All customize student created instruments must be approved by professor prior to use in the field.

R5. Data entry and analysis (20 points)

Students will design a database in SPSS or EXCEL to enter data. The data will be analyzed using descriptive statistics, frequencies, and mandatory bi-variate analysis. Output will be generated to answer key evaluation questions. The appropriate statistical test will be conducted with an interpretative narrative of the results including statistical significance and probability score. Visual representation of key findings should be included using charts and graphs with clear labels on the Y and X axis and a chart title. A narrative interpretation of the findings will also explain the findings, charts and statistical significance. Data analysis can be conducted on data previously collected by the client agency.


REPORT FORMAT - Students will use statistical output results to write 15 page single space evaluation reports for client agency stakeholders. The report should adhere to the grading rubric outline with sub headers. The report should include professional cover page, acknowledgement page, table of contents, executive summary, agency background, introduction, client background, description of the problem and program, evaluation
purpose, evaluation questions, evaluator qualifications and disclaimer, methodology, evaluation design, procedures for data collection, instrumentation description, participants description, findings, discussion, explanation of findings, limitation of the evaluation and an appendix that included the instrument and qualitative data tables.

OR

POWERPOINT FORMAT - Students will development a Power Point slide presentation that contents a professional page, acknowledgement page, table of contents, executive summary, agency background, introduction, client background, description of the problem and program, evaluation purpose, evaluation questions, evaluator qualifications and disclaimer, methodology, evaluation design, data collection procedure, instrumentation description, participants description, findings, discussion, explanation of findings and evaluation limitations.

Students are required to include visual aids such as graphs, charts and key quotes for qualitative data themes in call out text boxes to highlight key findings. Findings also should include bivariate analysis as well as the results of any statistical tests, explanation of statistical significance and resulting probability scores.

R7. Presentation of Project to the Class (5%)
Students will present their project process, deliverables, key findings using statistics/charts and evaluation lessons learned using power point slides. Presentation will be 15 minutes in length and will include time for questions.

R8. Group Process Reflection and Individual Effort (5%)
There are two forms that will assist the group in evaluating individual efforts of group members and lessons learned. These forms are located in the C-Tools R8 - assignment aids folder. Each member will be evaluated by their peers to build individual accountability and effort in the evaluation group. Then, those individual forms will be compiled in a summary sheet for the entire group that will be submitted to the instructor via an electronic drop box submission.

R9. Class Participation (ongoing – 5%)
Students are expected to attend every class session, come on time, read the required out of Class Learning: Readings, Film, Internet Podcasts, and participate in class discussions and exercises.

Participation and class attendance are professional responsibilities. They are critical elements of this class and essential to its effectiveness. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance, and participation are expected. If you are unable to attend a session, please communicate with me in advance. Class handouts will be posted on Ctools.
Your participation grade will be based on your:
1. Attendance;
2. Active participation in class and small group discussions; Labtops Should be brought to EVERY class.
3. Ability to discuss ideas with colleagues in a respectful manner;
4. Ability to engage in reflective learning;
5. Sharing of examples from your experiences (field placement and others), current events, or literature related to course topics; Weekly a case study will be presented with an accompanying a one-page handout that each student will fill out that includes 1) agency/clientsevaluation questions, 2) type of evaluation & methods used, 3.) how the evaluation study addresses four curricular themes (see syllabus section 5 for description 4) limitations, 5) key findings, 7) 3-5 points the student found particularly interesting, 8) 2-3 questions to further explore in discussion.

R10. Skills Demonstration (5%)
During the last class, a competency skills demonstration will occur. Students will individually demonstrate their abilities in survey design by creating an instrument in Qualtrics. Students will then have the opportunity to conduct data analysis and choose the appropriate statistical test. Qualitative data will be themed and one page report will be created that has a callout box for a key message and a one chart that highlights a key finding. Students will be able to use class notes, the course text, the internet for access to Qualtrics.com and a computer. These skills will be demonstrated throughout the course.

ASSIGNMENT SUBMISSION SCHEDULE

<table>
<thead>
<tr>
<th>Assignment Part</th>
<th>Due Date</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1 – Client Engagement – 1st Meeting minutes and group workplan (2nd meeting minutes submission depends on client needs)</td>
<td>Jan 22</td>
<td>10</td>
</tr>
<tr>
<td>R2 – Program Specification and Logic Model</td>
<td>Feb 5</td>
<td>10</td>
</tr>
<tr>
<td>R3 – Evaluation Plan</td>
<td>Feb 19 – Draft March 19 Final</td>
<td>10</td>
</tr>
<tr>
<td>R4 – Data Collection Tool</td>
<td>Feb 26</td>
<td>10</td>
</tr>
<tr>
<td>R5 – Data Entry &amp; Analysis Draft</td>
<td>March 26</td>
<td>20</td>
</tr>
<tr>
<td>R6 - Dissemination: Evaluation Report Draft</td>
<td>April 2</td>
<td>20</td>
</tr>
<tr>
<td>R7 - Presentation of Project to the Class and Final Products (R1-2nd meeting minutes, R5-Data Analysis Final)</td>
<td>April 9</td>
<td>5</td>
</tr>
<tr>
<td>R6 – Evaluation Report Final &amp; R8 - Group Process Reflection and Individual Effort</td>
<td>April 16</td>
<td>5</td>
</tr>
<tr>
<td>R9 – Class Participation</td>
<td>Ongoing</td>
<td>5</td>
</tr>
<tr>
<td>R10 – Skills demonstration</td>
<td>April 16</td>
<td>5</td>
</tr>
</tbody>
</table>

Assignments submission dates may vary based on the client’s needs. If a group needs to deviate from the submission schedule above, prior approval is required by the instructor.
TEXTS

REQUIRED

OTHER TEXT RESOURCES (available at the Graduate Library)


SESSIONS, LEARNING TOPICS, & READINGS

All readings are available in the course c-tools site in the RESOURCE - folder.

Session 1, Jan 8
Topics: Introduction to course expectations, overview of program evaluation (compared to research), evaluation at the program level, types of evaluation, review of student experiences and interests, evaluation standards and ethics.

Class Activity/Demonstration: Syllabus Review, Ethic, Evaluation Question, Variable types & Levels of Measurement, 4 levels of training reaction, Client Engagement and Meeting Minutes

Case Study: Intersection Project Instrument/Survey, Clean Water for the World

Assignment Due: None
Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 1: Introduction


**Session 2, January 15**

**Topics:** Program theory of change, logic modeling, evaluation planning.

**Class Activity/Demonstration:** Needs assessment, Review of Detroit Parent Network Logic model and Detroit Public School Needs Assessment, form project teams, review work plan, meeting minutes templates and grading rubric, review evaluation plan menu check list and strategies for engaging/working with client agencies, discussion on ethics and review of responsible research.

**Case Studies** 1. PEERS Certification and 2. Savas Article

**Assignment Due:** none

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 2: Ethical Issues in Program Evaluation

- Royse: Chapters 3-Needs Assessment


- University of Michigan's Program for Education and Evaluation in Responsible Research and Scholarship (PEERRS) at http://my.research.umich.edu/peerrs/ (retrieved July 12, 2012) – PI Conflict of Interest and Human Subjects only

Session 3, January 22

**Topics:** Logic model development as it relates to an organization’s missions, programmatic goals and objectives and expected outcome. Understanding the value of qualitative data

**Class Activity/Demonstration:** Use of SMART language to critique and develop a logic model. Theme development and coding using qualitative data in excel. Reviews of software and devices to assist in capturing qualitative data

**Case Study:** Siegfried Article

**Assignment Due:** R1- First Meeting Minutes

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 4: Qualitative and Mixed Methods in Evaluation
- Royse Chapter 5: Formative and Process Evaluation

Session 4, January 29

**Topic:** Outcome designs: pre-experimental, quasi and experimental design types

**Class Activity/Demonstration:** Notation of single system and group system designs, representation of results through graphing

**Case Study:** Antony Article

**Assignment Due:** none

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 6: Single System Research Designs
- Royse Chapter 9: Group Designs
- Formative Assessment Webinar with Case study HIV+ Capacity for Health Webinar [http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu](http://www.youtube.com/watch?v=NwRRnhp7d1g&feature=relmfu)
Session 5, February 5
Topics: Understand the importance of customer/client satisfaction and in relativity of satisfaction scores. Evaluation Planning and Client Satisfaction
Class Activity/Demonstration: Conduct a satisfaction survey. Interpret results based on comparison studies. Understand the key components of an evaluation plan. Review evaluation plan menu and grading rubric.
Case Study: Madison Article
Assignment Due: R2. Program Specification and Logic Model

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 7: Client Satisfaction
- Review professional evaluation plans, assignment aids and grading rubric on C-tools

Session 6, February 12
Topics: Probable and non-probable sampling designs.
Case Study: Letiecq Article
Assignment Due: none
Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 8: Sampling
- Overview Behind the headlines film 18514-H – Askwith Media Library (60 min.) Explains what data is and how it is collected, organized, and analyzed so that the statistical conclusions can be valid and unbiased. Uses baseball, labor statistics, medical experiments, manufacturing quality as examples of statistical sampling. "Behind the headlines" demonstrates the use of random sampling methods to avoid bias and describes the use of statistics in arriving at conclusions that make the news.

Session 7, February 19
Topics: Measures that Fit the Need, Effective Outreach and Participation Incentives
Class Activity/Demonstration: How to research standardized tools. Types of incentives those are effective in increasing client participation in evaluation studies.
Case Study: Taylor-Powell or Stirpe Article
Assignment Due: R3-Evaluation Plan Draft

Required Out of Class Learning: Required Reading/Videos/Webinars

- Royse Chapter 11: Measurement Tools and Strategies
- Royse Chapter 12: Illustrations of Instruments
- Afterschool Youth Outcomes Inventory. (2010, September) Partnership for After School Education. New York, NY.
Session 8, February 26

Topics: Quality assurance, Treatment fidelity, manual adherence, program drift, role of politics in evaluation.

Class Activity/ Demonstration: Accreditation checklist and Model adherence. Critique a grant proposal’s program design, logical model and evaluation plan. The M&M study. Buy-in and approval of all evaluation team members.

Guest Lecturer: Brian Dates, Director of Evaluation and Research, at Southwest Counseling Solutions, (4:45pm)

Case Study: Rubin Article or Chalk Talk on Alcohol

Assignment Due: R4- Data Collection Tool

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse Chapter 13: Pragmatic Issues
- Chalk Talk on Alcohol film as Askwith library (h19387) by Father Joseph C. Martin. Film Description: Discusses the development of the individual's attitude toward drinking, explores causative factors which lead to alcoholism, and evaluates approaches to treatment.

March 5 - No Class, Spring Break

Session 9, March 12 - BRING LAPTOP TO CLASS (PC ONLY)

Topics: Data base design, data cleaning, analysis plans, descriptive and bi-variate statistics

Class Activity/ Demonstration: Data entry and statistical using Excel, SPSS Introduction Data Analysis

Case Study: Webinar

Assignment Due: none

Required Out of Class Learning: Required Reading/Videos/ Webinars

- Royse Chapter 14: Data Analysis
- How to use Excel for data analysis WEBINAR retrieved on June 25, 2011 at [http://www.youtube.com/watch?v=z16A63Hszq0&feature=relmfu](http://www.youtube.com/watch?v=z16A63Hszq0&feature=relmfu) 58 minutes
- Film: Statistic at a Glance: 696-H at Askwith Library - 28 min
Session 10, March 19

**Topic:** Focus Groups and Semi Structured Interviewing

**Class Activity/Demonstration:** role play of focus groups, collection of qualitative data, and importance of interviewing protocol

**Assignment Due:** R3 – Evaluation Plan Final

**Required Out of Class Learning:** Required Reading/Videos/Webinars


- LAMP Focus Group - [http://www.youtube.com/watch?v=_s5M-zWnsJs](http://www.youtube.com/watch?v=_s5M-zWnsJs)

- How to Run an Effective Focus Group – [http://www.youtube.com/watch?v=selwAVm2tk4](http://www.youtube.com/watch?v=selwAVm2tk4)

Session 11, March 26 - BRING LAPTOP TO CLASS (PC and MAC)

**Topics:** Cost effectiveness designs, cost-analysis, evaluation budgets.

**Class Activity/Demonstration:** Evaluation Budgets. Cost Benefit Analysis

**Guest Speaker:** Candice Enriquez, Program Director, HDI: Higher Education Alliance in coordination with the United Nations. (3:30pm)

**Case Study:** Rogers Article

**Assignment Due:** R5-Data Entry and Analysis Draft

**Required Out of Class Learning:** Required Reading/Videos/Webinars

- Royse Chapter 10: Cost Effectiveness and Cost Analysis


- Business Promotion: Cost Benefit Analysis of Online Course Evaluations.wmv [http://www.youtube.com/watch?v=PMcgFJ0aJkc](http://www.youtube.com/watch?v=PMcgFJ0aJkc)
Session 12, April 2  
**Topic:** Report writing and presentation of findings  
**Class Activity / Demonstration:** Critiquing of reports content and style. Kentucky Treatment Outcome Study and Ctools DPS Needs Assessment report located in the assignment Aids folder will be discussed. Preparation for class and client presentation  
**Case Study:** Mowbray Article  
**Assignment Due:** R6 - Dissemination Evaluation Report Draft  

Required Out of Class Learning: Required Reading/Videos/Webinars  
- Royse Chapter 15- Report Writing Proposals, Reports and Journal Articles  
- Review *Evaluation reports in Ctool in Professional report folder*

---

Session 13: April 9  
**Topic:** Evaluation Project Presentation and public speaking skills  
**Class Activity / Demonstration:** Class and client presentation  
**Case Study:** None  
**Assignment Due:** R7: Class Presentation, R1-2nd meeting minutes, R5-2nd meeting minutes, and R6 – Dissemination: Evaluation Report Final  

Required Out of Class Learning: Required Reading/Videos/Webinars  
- None - time allocated for assignment
###Session 14, April 16  
**Course Wrap Up**

**Topic:** Course Wrap up - Collective and Participative Evaluation

**Class Activity / Demonstration:** Students will present participate in a transparent and real time course evaluation by sharing their lessons learned and artifact that represents the major take away.

**Case Study:** None


Required Out of Class Learning: Required Reading/Videos/ Webinars

- None - time allocated for assignment

###Session 15, April 23

Exam week – no class

---

**LEO Lecturers’** Employee Organization, Local 6244, AFL-CIO