



Heritage University

College of Arts and Sciences

Social Work Department

Course Syllabus
SOWK 560W: Social Programs/Evaluation
Spring Semester 2020

Instructor: Jacob Campbell, LICSW
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Office Hours: By arrangement

Campus: Columbia Basin Campus
Hours: Mondays 5:30-8:15 PM
Location: CBC Campus – SWL 208

1. Course Description and Prerequisites

Basic evaluation methodologies for social programs; analysis of public and private social programs' effectiveness; policy design, implementation, and evaluation. Basic practice evaluation skills. Offered Spring semesters.

Prerequisite(s): Limited to majors, Senior standing.
Co-requisite(s): SOWK 491.

2. Course Purpose

The purpose of this course is to introduce students to strategies used to conduct program and policy evaluation. Students learn basic methodologies for evaluation and analyze public and private program effectiveness. Students apply their knowledge and skills to the evaluation of a program in the university community or larger community

3. Relationship to Other Sequences and/or Other Courses

Social work students take the SOWK 460W Social Program Evaluation course in the final semester of their senior year. It follows and builds on the SOWK 459 Social Science Research Methods course. Students take this course concurrently with SOWK 491 Field Practicum II to help facilitate the learning and application to program evaluation.

4. Texts and Study Aids

A. Required text:

Title: Agency-based Program Evaluation: Lessons from Practice

Author(s): Stephen A. Kapp, Gary R. Anderson

Edition: 1st Ed.

Publication Date: 12/10/2010

ISBN: 1462530613, 978-1412939843

Publisher: SAGE Publications, Inc

B. Supplements:

Title: Publication Manual of the American Psychological Association

Author(s): American Psychological Association

Edition: 7th Edition

Publication Date: 10/01/2019

ISBN: 1433832178, 978-1433832178

Publisher: American Psychological Association

5. Social Work Program Goals and Objectives

The social work program derives its goals from the program's mission statement. They are as follows:

1. The Social Work Program provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. The Social Work Program focuses on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest
3. The Social Work Program prepares students academically to pursue graduate-level education.

6. Social Work Competencies, Relationship to University Goals, and Assessment Methods

In the Educational Policy and Accreditation Standards, the Council on Social Work Education (CSWE, 2015) defines competence as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (p. 6) Competence is “informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 6)

The nine competencies identified in the 2015 Educational Policy and Accreditation Standards (EPAS) are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice

5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Heritage University designed the curriculum of the social work program with competencies as outcomes to assess student growth. Each core course allows students to demonstrate specific competencies through a key assignment. The content of the course also introduces and develops related competencies and behaviors. Upon successful completion of this course, students can demonstrate achievement of the competencies listed below.

In addition, the key assignments in each course relate to the university’s student learning outcomes. They are:

1. Knowledge of the Physical World and of Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

Competency (outcome)	Heritage University Goal(s)	Behavior (performance indicator)	Assessment Method(s)
CSWE (2015) competencies nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Goal Four: Integrative and Applied Learning	Select and use appropriate methods for evaluation of outcomes Critically analyze, monitor, and evaluate intervention program processes and outcomes. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Program Evaluation Paper Rubric

7. Assessment and Grading Procedures

Faculty grade students through four different assignments that make up the course work for SOWK 460. These include the following: in-class participation, reading quizzes, the research ethics and compliance training, and the group program evaluation. The program evaluation assignment is broken up into parts to help students progress through the process of a program evaluation. Furthermore, there is an optional extra credit assignments that are available for students to complete regarding reviewing a published program evaluation and a report on the implementation of student’s program evaluation.

Assignment	Points	Percentage
Assignment 01: In-Class Participation	100	10%
Assignment 02: Reading Quizzes	50	5%
Assignment 03: CITI Research Ethics and Compliance Training	50	5%
Assignment 04: Group Program Evaluation Project		
Assignment 04a: Individual Weekly Journal	200	10%
Assignment 04b: Group Logic Model	100	10%
Assignment 04c: Group Work Plan	100	10%
Assignment 04d: Group Final Paper	200	20%
Assignment 04e: Group Presentation	200	10%
Total	1,000	100%
Assignment 10a [Extra Credit]: Large Assignment Option	100	10%
Assignment 10b [Extra Credit]: Small Assignment Option	50	5%

A detailed description of each assignment is as follows:

Assignment 01: In-Class Participation

Worth 100 points, attendance and in-class participation are worth 10% of the student's final grade. Students should come to class having completed assigned readings and be ready to participate in an informed, yet informal, discussion. The instructor assigns grades for in-class participation based on class attendance and partaking in discussions and activities. The faculty will deduct points for unexcused tardiness or absences.

Assignment 02: Reading Quizzes

Worth 100 points, reading quizzes are worth 10% of the student's final grade. This assignment is meant to offer an additional incentive for students to read and be prepared for class. Days when there is a reading assignment due, the reading quizzes will be posted on the My Heritage Classroom Forum under assignments. Quizzes are due the day the reading assignment is due by 5:30 before class starting or for weeks that there is no class, on that Sunday at 11:55 PM.

Assignment 03: CITI Research Ethics and Compliance Training

Heritage University's Collaborative Institutional Training Initiative's (CITI) Research Ethics and Compliance Training program provides an introduction to issues such as informed consent, human subjects protection, privacy and confidentiality for students who will be involved in research involving no more than "minimal risk." All students take this training as a requirement for of SOWK 460.

Worth 100 points, or 10 percent of the student's final grade, the CITI Research Ethics and Compliance Training program is due Sunday 02/02/20 at 11:55 PM. There is no class the on 01/27/20 to allow students to work complete this assignment. Students will follow the prompts

below from the Heritage University human subjects' website. Students are to save a copy of the certificate of completion and upload it to the assignment in My Heritage. To complete the CITI training, go to <http://www.citiprogram.org/> and follow these instructions:

1. Click on "Register" in the upper right-hand corner.
2. Enter "Heritage" as your Organization Affiliation.
3. Fill out the remaining information through Step 6:
 - a. username, password, security question
 - b. no CME/CEU credits
 - c. answering the professional certification study guide question and course survey is optional
 - d. institutional email, department, role in research: student researcher-undergraduate
4. When you get to Step 7 on the registration process, do the following:
 - a. For Question 1 on "Human Subjects Research," select "Research Investigators: Choose this group to satisfy CITI training requirements for investigators and staff involved in primary research with human subjects."
 - b. For Question 2, select "Not at this time."
 - c. Do not select anything for Question 3.
 - d. For Question 4, select "No."
5. When your registration is complete, select "View Courses" on the main page.
6. Click "Start Now" under "Researchers – Basic/Refresher."
 - a. Complete all the required courses to achieve certification.
7. Upload a copy of the completion certificate in course assignment in My Heritage to receive credit for the assignment by date listed in assignment description

Students can find additional support and information on Heritage University's Institution Review Board (<https://www.heritage.edu/student-resources/irb-institutional-review-board/>)

Assignment 04: Group Program Evaluation Project

Most of the work for this course is related to the completion of a program evaluation in student's practicum or other community setting. The culmination of this assignment is a final executive summary style paper and a presentation discussing the results of the completed program evaluation. Students will be divided into small groups of three to five people to form a small group program evaluation learning team. They will cooperatively create and present the final paper and give the final presentation. In their groups they will also jointly develop the group logic model and group work plan. Each group member will also be responsible for posting in their weekly journal and completion of a reflective paper discussing the process and outcomes. Each of these assignment parts are described in further detail below:

Assignment 04a: Weekly Journal Logs

Worth 200 points, or 20% of the student's final grades, student's will use the My Heritage Class forum to post a weekly journal log for 10 of the weeks of the course. Starting week four, students will complete journal entries until week 15. Weeks six and nine are skipped due to holidays. Course participants are to write their journal entry in their own words. The forum posts have been set to private, so other students are unable to see your journal entries. The entries are to be 250-500

word in length and reflect on how your work is unfolding. Consider the following questions as you write your reflections:

- How did you contribute to your group's work this week? Do you feel like your group is on track to complete a high-quality program evaluation by the established deadlines? If not, what needs to change so you can be successful?
- What steps have you taken to ensure that your work is following ethical guidelines while reflecting culturally competent practice? Is there more that needs to be done? If so, what?
- What barriers did you face to completing the work? How did you (or will you) get around the barriers? (Barriers can be related to the work itself or related to personal issues that emerge for you.)

Assignment 04b: Group Logic Model

The logic model will be completed in student's small groups and is worth 100 points or 10 percent of the student's final grade. It is due Sunday, 02/09/20 at 11:55 PM. The classroom forums to include an assignment space that the final paper can be submitted. Only one member of each group is required to submit the document. Assignments are being submitted in the forums so other groups can also see and learn from their peers' submissions.

Students will work with their program evaluation site through interviews to develop a logic model. The logic model looks at how a program is implemented through understanding the programs resources, staff activities, program processes, and outcomes (often framed as immediate, intermediate, and long-range). There are several examples in the textbook.

Assignment 04c: Group Work Plan

To build plan, document, and have concrete action steps, the student's small group will develop a group work plan. Worth 100 points or 10 percent of the students final grade, the work plan is due Sunday, 03/01/20 at 11:55 PM. The classroom forums to include an assignment space that the final paper can be submitted. Only one member of each group is required to submit the document. Assignments are being submitted in the forums so other groups can also see and learn from their peers submissions.

The group work plan is to include delineated plans for both the evaluation design and data collection tasks. An example template will be uploaded to My Heritage.

Assignment 04d: Group Final Paper

The final paper is used as a key assignment¹ for SOWK 460. The CSWE (2015) describes their ninth competency as students being able to evaluate practice with individuals, families, groups, organizations, and communities. Specifically students will be evaluated regarding the following practice behaviors: (1) select and use appropriate methods for evaluation of outcomes; (2)

¹ A key assignment is a tool used by the School of Social Work to assist in implementing the curriculum across the various Heritage University campuses. This assignment is given at each site with the same grading rubric.

critically analyze, monitor, and evaluate intervention program processes and outcome; and (3) apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. The final paper is worth 20 percent of the student's final grade or 200 points. It is due on Friday, 04/24/20 at 11:55 PM. Due to this assignment being a key assignment, although each group will submit the same version of the final paper and receive the same grade, it will be uploaded to Chalk and Wire through being submitted in My Heritage. It will be graded according to the competency nine practice behavior rubric listed in this syllabus.

Each group must hand in one final paper that is 10-15 pages in length and consists six sections: introduction, logic model, ethical framework, methods, data, and narrative/discussion.

Introduction: This section defines the research question and reviews the literature. For full points, students must review at least 10 peer-reviewed publications. For partial points, students can review 7-9 peer-reviewed publications.

Logic Model: This section contains the program's logic model which should detail some the resources, activities, output, outcomes, and impact.

Ethical Framework: This section explains the ethical considerations you made when designing the project. How will you interact with clients, the institution, and subjects? How will you protect the rights and privacy of subjects? With whom will you share data, and why? Did your tasks/timeline ultimately go the way you thought it would? What took longer and why? What was harder than you expected, and why?

Methods: This section explains how you collected your data. Why did you do it this way? Is it because of what was available? How did others collect data in the literature? If you did not do it the way they did, why not?

Data/Findings: This section explains very briefly what you found in objective language. You do not need to interpret findings here, just explain what you found. Use tables and graphs to display data in a simplified way. The tables/graphs should be neat, clear, and self-explanatory.

Discussion: Interpret your findings. What are your conclusions about the client? The institution? What do you recommend/What needs to change? Does it relate to the literature in the introduction? If not, why not? Explain your findings in the context of the literature.

Assignment 04e: Group Presentation

Along with the submission of the final paper for student's research project, it is also recommended that students offer their findings back to the agency they complete their program evaluation at. Along with offering the agency a copy of the final report, students will also invite staff to participate in a final presentation to discuss their findings. This final presentation will take place during week 16, on Monday 04/27/20 during class time. If students would like to presented an earlier week to accommodate the program evaluation stakeholders time, they can request this from the instructor. The group presentation is about 15 to 20 minutes in length and worth 200 points or 20 percent of the student's final grades. All the students will receive the same grade for the presentation, and each student is expected to have some part in presenting. Presentations will follow a format like the one listed here:

1. Introduction and Stakeholder Engagement - 3 slides
 - a. Evaluation Purpose - 1 slide
 - b. Stakeholders - 1 slide
2. Cultural Competence - 1 slide
3. Description of the Program Being Evaluated- 1 slide
 - a. Logic Model - 1 slide
4. Evaluation Design - 2 slides
 - a. Evaluation Questions - 1 slide
 - b. Design, Methods, Indicators & Standards - 1 slide
5. Analysis, Results, & Interpretation - 5 to 8 slides
 - a. Analysis - 1 slide
 - b. Results - 3-5 slides
 - c. Interpretation - 1-2 slides
6. Use & Dissemination - 1 slide

Assignment 05 [Extra Credit] Options

The faculty for this course offer students two different opportunities for extra credit during this course. The first is a smaller assignment where the student finds an example of a published program evaluation in a academic journal and writes up a description reviewing the study and describing the process the research went through in the completion of the evaluation. The second is a more intensive paper reviewing the process their group went through in writing up a descriptive report on its development and usefulness. These assignments are extra credit, and a not mandatory assignment. They are to be submitted no later than Friday 05/01/20 at 11:55 PM on My Heritage. Grades for the assignment will be included in the submission of final course grades, which are required to be posted no later than 05/12/20. While extra credit can be given for completion of this assignment, the total points in the class are unable to exceed 1000 points, and thus any extra credit points gained which go over the total class grade would be not be included in the final grade. Late submissions are not accepted for this assignment.

Assignment 09a [Extra Credit]: Review of a Published Program Evaluation

The review of a published program evaluation is a non-mandatory, extra credit assignments student can complete. Any student desiring to complete this assignment will find a program evaluation that has been published in a peer-reviewed journal. They will review and summarize the study that was completed. Students can earn up to 50 extra credit points for the completion of this assignment. It should be between 500 and 750 words in length.

Assignment 09b [Extra Credit]: Descriptive Review of Groups Program Evaluation

The descriptive review of a student's group program evaluation is a paper were students can spend time self-reflecting about their project, and through informal interviews with their groupmates and the agency stakeholders attempt to describe the process and understand the impacts of the program evaluation they have completed. This non-mandatory and extra credit assignment can earn students up to 100 extra credit points. It is to be between 1,250 to 1,500 words in length. It will reflect on the process of the program evaluation, the feelings, and impressions of the group

members and stakeholders going through the process, and what potential changes or reactions the agency stakeholders have to the process.

Grading Procedures

Final grades will be assigned as follows:

Letter Grade	Percentage	GPA	Description
A	93 to 100	4.0	Excellent
A-	90 to 92.99	3.7	
B+	87 to 89.99	3.3	
B	83 to 86.99	3.0	Above Average
B-	80 to 82.99	2.7	
C+	77 to 79.99	2.3	
C	73 to 76.99	2.0	Average
C-	70 to 72.99	1.7	
D+	67 to 69.99	1.3	
D	63 to 66.99	1.0	Below Average
D-	60 to 62.99	0.7	
F	0 to 59.99	0.0	Failure

8. Academic Honesty

Academic honesty is paramount for a successful learning environment, Heritage University (2015a) policy states:

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it.

Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty ("Academic Honesty," para 1).

9. Attendance

Regular attendance and participation in class is expected and considered essential for successful academic work. Attendance will be documented every class period for face-to-face courses. For online and hybrid courses, weekly online assignments are due to confirm attendance. If you must miss any deadline, communication is essential. If an unavoidable absence occurs, communicate as soon as possible. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed.

Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Call them at (509) 865-0440 ext. 2001 or email them at

studentaffairs@heritage.edu. However, if I do not hear from you, the Heritage University (2015b) catalog attendance policy states “a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor” (para. 2). Prior to any such action, I will submit a Faculty Advocacy Request asking Student Affairs to contact you. Your success in this class is my primary goal. I look forward to working with you this semester.

10. Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for students to reserve and technology loans, such as laptops and tablets, are also available to check-out. The librarians are here to assist you! <http://libguides.heritage.edu/friendly.php?s=librarystart>

The librarians can help you locate, select, and cite appropriate sources for your research and assignments. For research and general assistance, feel free to stop by. You may also contact a reference librarian by phone at (509) 865-8520, or email (library@heritage.edu). Feel free to use the chat widget or for in-depth questions, use the online consultation service. All these are on the library’s website.

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and is located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your My Heritage account.

11. Appointments and Questions

At times, students will need additional assistance with concepts or assignments. You are responsible for seeking assistance if needed. Please ask for assistance as soon as possible. Early intervention makes success much more possible. I am very responsive and reachable. Feel free to contact me by email, phone, text, or after class. I do not have a specific office day or office hours, but I would be more than willing to schedule a time to meet.

12. Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in Heritage University: President’s Cabinet (2013) credit hour requirements. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or
- (2) At least an equivalent amount of work as required in item (1) of this definition for other academic activities as established by Heritage University, including laboratory work internships,

practicum, studio work and other academic work leading to the award of credit hours (“Policy Standard/Procedures,” para. 2).

13. Campus Security & Safety (In an emergency, call 911)

Campus Security Services provides the following services to Heritage University staff, faculty, and students:

Employee training; Student training; Increased lighting and security camera systems; Help with vehicle lockouts; Security escorts to vehicle; Assistance with calling for a tow truck; and a Secure lost-and-found area. For these services, please call: 509-865-8555 or on campus from any phone, ext. 8555, or go to this link: <http://www.heritage.edu/safety-security/campus-security/>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/Heritage>. Free to the student and standard text rates apply. Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

The CBC Campus Security Department is dedicated to protecting the lives and property of all students, staff, and visitors while helping to promote the overall mission of the College to uphold an environment that provides opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievements in an environment that is safe and hazard-free. CBC Campus Security can be contacted at (509) 542-4777 and more information can be found online at their website www.columbiabasin.edu/index.aspx?page=19

14. Accommodation Policy

Americans with Disabilities Act of 1990 (ADA Policy): The current law of the Americans with Disabilities Act of 1990, states that “a disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual. The ADA law prohibits discrimination and ensures that individuals with disabilities have the same opportunities to participate in the mainstream of American life – to enjoy employment, education, to purchase goods, to participate in State and local government programs and services.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with documented disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment.

Contact Information:

Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist
Office: 509-865-8544, **Fax:** 509-865-8693
E-mail: OfficeofAbilityServices@heritage.edu
Petrie Hall, Office 125

For more information about student ability services on campus, please visit:
<http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

15. Tentative Schedule

Week	Date	Content to be covered and mode (lecture, class discussion, presentations, case studies, etc.)	Reading Assignment/ Preparation for Class	Due Dates
1	1/13/2020	Introduction to Social Services Program Evaluation Introduction to Projects and Formation of Groups	Course Syllabus	
2	1/20/2020	No Class – M.L. King Jr Day		
3	1/27/2020	No Class – Online Work	Kapp and Anderson chapters one through three	A-03: Research Ethics and Compliance Training 02/02/20 A-02 Reading Quiz 02/02/20
4	2/3/2020	Cultural Competency Logic Models	Kapp and Anderson chapters four and seven	A-02 Reading Quiz 02/03/20 A-04a: Weekly Journal 01 02/09/20 A-04b: Group Logic Model 02/09/20
5	2/10/2020	Ethical Issues	Kapp and Anderson chapters five and six	A-02 Reading Quiz 02/10/20 A-04a: Weekly Journal 02 02/16/20
6	2/17/2020	No Class – Presidents Day		
7	2/24/2020	Evaluation Design Planning	Kapp and Anderson chapters eight and nine	A-02 Reading Quiz 02/24/20 A-04a: Weekly Journal 03 03/01/20 A-04c: Group Work Plan 03/01/20

8	3/2/2020	Group Designs and Methods	Kapp and Anderson chapter 10	A-02 Reading Quiz 03/02/20 A-04a: Weekly Journal 04 03/08/20
9	3/9/2020	No Class – Spring Break		
10	3/16/2020	Evaluation Design: Qualitative Designs and Applications	Kapp and Anderson chapter 11	A-02 Reading Quiz 03/16/20 Tentative Midterm Grades 03/17/20 A-04a: Weekly Journal 05 03/22/20
11	3/23/2020	Consumer Satisfaction	Kapp and Anderson chapter 12	A-02 Reading Quiz 03/23/20 A-04a: Weekly Journal 06 03/29/20
12	3/30/2020	No Class – Online Work		
13	4/6/2020	Interpreting Findings		A-04a: Weekly Journal 08 04/12/20
14	4/13/2020	Dissemination	Kapp and Anderson chapter 13	A-02 Reading Quiz 04/13/20 A-04a: Weekly Journal 09 04/19/20
15	4/20/2020	No Class – Online Work		
16	4/27/2020	Presentations		A-04a: Weekly Journal 10 04/26/20 A-04d: Group Final Paper due on 04/24/20 A-05 [Extra Credit] Options 05/01/20 A-04e: Group Presentation 04/27/20

Finals Week	5/4/2020	End of Year Celebration and Potluck	Final Grades 05/12/20
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16. Reference

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12102. (2008).

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Heritage University. (2015a). Academic policies: Academic honesty. http://catalog.heritage.edu/content.php?catoid=8&navoid=758#academic_honesty_policy

Heritage University. (2015b). Academic policies: Attendance. <http://catalog.heritage.edu/content.php?catoid=8&navoid=758#attendance>

Heritage University: President's Cabinet. (2013, December 10). Credit hour policy. <http://www.heritage.edu/AboutHeritage/PresidentsWelcome/PresidentsCabinet/CreditHourPolicy.aspx>

Kapp, S. A. & Anderson, G. A. (2010) *Agency-based program evaluation: Lessons from practice*. Thousand Oaks, CA: Sage Publications Inc.

17. Rubrics

Grading rubrics will be shared in My Heritage.