

School of Applied Psychology, Counseling, and Family Therapy  
Ph.D. Counselor Education & Supervision Program

**COUN 7180:** Program Development and Evaluation  
**Credits:** 3  
**Prerequisite:** Open only to CES/Ph.D. students  
**Day/Date & Time:** Mondays, 3 – 6pm; 7/1-9/9/2019  
**Quarter:** Summer, 2019  
**Location:** Antioch University Seattle  
2400 3rd Avenue, Suite 200  
Seattle, WA 98121

**Instructor:** Colin C. Ward, Ph.D. LMHC  
**Contact Info:** Email: [cward@antioch.edu](mailto:cward@antioch.edu)  
Cell Phone: 206-303-9932

**Office Hours:** *By appointment*

**Faculty Teaching**

**Liaison:**

**Contact Info:**

**Course Description**

A comprehensive overview of program evaluation. Included in the overview are qualitative and quantitative approaches, data collection procedures, data analysis, and planning and managing evaluation for maximum effectiveness. *Prerequisites: COUN7100 Research in Counselor Education; COUN7120 Research Methodology: Quantitative; and COUN7140 Research Methodology: Qualitative.*

**Program Competencies**

The goal of the program is to expand student abilities in adult learning andragogy specific to counselor and creative arts counselor training, while developing critical thinking skills toward a focused research agenda. To meet CACREP 2016 Doctoral Standards, students must demonstrate proficiency in five core areas:

1. Teaching,
2. Supervision,
3. Research,
4. Counseling, and
5. Leadership & Advocacy.

As such, the AUS CES program is designed with curricula that specifically addresses these five areas across multiple required courses as outlined in the student handbook and Ph.D./CES plans of study.

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Additionally, the AUS CES program specifically addresses expectations for student learning and competency via the following program objectives:

**Objective 1: Diversity and Change.** Doctoral students are expected to demonstrate attitudes and understandings that support engaging with, and appropriately responding to the needs of, a constantly changing population of clients and students whose cultures, experiences, and personal characteristics may be marginalized in the mainstream society.

**Objective 2: Counselor Education.** Students are expected, by the end of their doctoral internships, to demonstrate levels of knowledge, understandings of the processes of teaching and learning, and teaching skills appropriate for high-quality Masters-level instruction as well as student assessment and program evaluation.

**Objective 3: Supervision.** Students are expected to demonstrate, by the end of their doctoral internships, the ability to conceptualize supervisory relationships and deliver high-quality supervision.

**Objective 4: Advanced Practice.** Students are expected to identify an area for advanced professional growth demonstrated within their internship experience in the domains of clinical counseling, counselor education and/or counseling supervision.

**Objective 5: Research.** Students are expected to demonstrate, by the completion of their programs, high levels of competence in conceptualizing, planning, conducting, and interpreting research appropriate to their counseling interests and the needs of the counseling profession.

**Objective 6: Engagement and Advocacy.** Students are expected to demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources.

**Objective 7: Creative Arts Cognate.** Students in this cognate are expected to integrate the knowledge and skills of counselor education and supervision to the specific training competencies of creative arts therapists

### **Course and Student Learning Objectives**

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that, for doctoral students, learning experiences in Research in Counseling and Counselor Education must not only meet the Core Research Curriculum Requirements (CACREP 2.F.8) but must also meet the following Doctoral Professional Identity Standards (CACREP 6.B.4):

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes
- e. models and methods of instrument design

- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

As such, the AUS Ph.D./CES Program is designed with four courses to cover the necessary research and scholarship material. In this first course, *Program Development and Evaluation*, all areas will be introduced but with particular emphasis on parts a, d, f, and l.

Learning Objectives (CACREP)	Key Performance Indicators (KPI)
Demonstrate an Understanding and ability to design and carry out Program Development and Evaluation (CACREP 6.4.a)	Course readings, in-class and online discussions and discussion papers, program evaluation plan, program evaluation presentation, assessments.
Demonstrate an Understanding of Emergent Research Practices and Processes as it relates to Program Development and Evaluation CACREP 6.4.d)	Course readings, in-class and online discussions and discussion papers, assessments.
Explore and understand Models and Methods of Program Evaluation (CACREP 6.4.f.)	Course readings, in-class and online discussions and discussion papers, program evaluation plan, program evaluation presentation, assessments.
Develop an Understanding of Ethical and Culturally Relevant Strategies for Conducting Program Evaluation Research (CACREP 6.4.l)	Course readings, in-class and online discussions and discussion papers, assessments.

### Learning Context and Stance

This course is not based on a set of absolute truths, but rather founded on the idea that personal meaning is constructed in proximity with other committed learners. Given that the world around is always in flux, students (and instructors) are encourage to keep an open mind about the contexts in which new information (novelty) may be useful, with an alertness to distinction, awareness to multiple perspectives, and an awareness to the present. It is expected that all members of this learning community will embrace both knowledge and uncertainty with curiosity, openness, acceptance, and kind regard. These are essential learning competencies of multicultural counseling and supervision as well as advocating for social justice.

### Performance Assessment

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Students will be evaluated with regard to the quality and professionalism expected of counseling professionals at the doctoral level. Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Individual evaluations are *subjectively* assigned by your instructor and will be influenced by the level of respect, personal responsibility, risk-taking, and tolerance for the ambiguity associated with the supervisory learning process. Students will also be assessed on:

- The knowledge obtained through the application of their readings and research within class and on-line discussions, and course assignments;
- Demonstrating competence toward the understanding and application of a counselor education and supervision perspective in relation to the various roles and complex tasks of counseling supervisors.

### **Electronic and Social Media Protocol**

You are welcome to use laptops/ipads in class as long as the only open windows are a word processing document used to take notes and/or a copy of the PowerPoint presentation for the day. The only exception is before class or during a break at which time you are welcome to use your laptop for other uses.

Please turn your cell phones off or set to an inaudible alert during class time to avoid distracting others. If you have a personal situation (e.g., a sick child) that may lead to you accepting a call during class time, please let me know in advance.

### **Required Course Text**

Barrio Minton, C. A. & Lenz, S. A. (2019). *Practical approaches to applied research and program evaluation for helping professionals*. New York: Routledge Publishing

Kettner, P. M., Moroney, R. M. & Martin, L. L. (2017). *Designing and managing programs: An effectiveness-based approach* (5<sup>th</sup> Ed.). Washington DC: Sage Publishing

### **Additional Course Resources**

1. Air University (2002). *Sampling and surveying handbook: Guidelines for planning, organizing, and conducting surveys*. Retrieved on March 29, 2017 from <http://www.au.af.mil/au/awc/awcgate/edref/smpl-srv.pdf>.
2. Centers for Disease Control and Prevention (2011). *Program Evaluation Resources: Framework for Program Evaluation*. Retrieved on April 30, 2017 from <http://www.cdc.gov/eval/framework/index.htm>.
3. Centers for Disease Control and Prevention (2008). *Program Evaluation Resources*. Retrieved on April 29, 2017 from <https://www.cdc.gov/healthyouth/evaluation/index.htm>.
4. Centers for Disease Control and Prevention (2004). *A sample evaluation plan*. Retrieved on May 1, 2017 from [www.heartlandntbc.org/assets/training/mini-fellowship/PediatricToolBox/CDC/ed\\_training/Program\\_Evaluation/Guide/PDF/a\\_sample\\_plan.pdf](http://www.heartlandntbc.org/assets/training/mini-fellowship/PediatricToolBox/CDC/ed_training/Program_Evaluation/Guide/PDF/a_sample_plan.pdf).
5. Centers for Disease Control and Prevention (2003). *A guide to developing a TB program evaluation plan*. Retrieved on May 1, 2017 from

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- [https://www.cdc.gov/tb/programs/evaluation/guide/docs/complete\\_guide\\_for\\_developing\\_evaluation\\_plan.doc](https://www.cdc.gov/tb/programs/evaluation/guide/docs/complete_guide_for_developing_evaluation_plan.doc).
6. Centers for Disease Control and Prevention (n.d.). *Evaluation plan template*. Retrieved on April 30, 2017 from [https://www.cdc.gov/asthma/program\\_eval/appendixf\\_evaluation\\_plan\\_outline.doc](https://www.cdc.gov/asthma/program_eval/appendixf_evaluation_plan_outline.doc).
  7. McNamara, C. (2012). *Basic Guide to Program Evaluation (including outcomes evaluation)*. Retrieved on April 30 from <http://managementhelp.org/evaluation/program-evaluation-guide.htm>.
  8. The University of Kansas (2016a). Community tool box: Toolkits. Retrieved on April 30, 2017 from <http://ctb.ku.edu/en/toolkits>.
  9. The University of Kansas (2016b). Community tool box: Learn a skill, Chapter 2, Section 1: Developing a logic model or theory of change. Retrieved on April 30, 2017 from <http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main>.
  10. U.S. Department of Health and Human Services (2010). *The program manager's guide to evaluation* (2<sup>nd</sup> ed.). Retrieved on April 30m 2017 from [https://www.acf.hhs.gov/sites/default/files/opre/program\\_managers\\_guide\\_to\\_eval2010.pdf](https://www.acf.hhs.gov/sites/default/files/opre/program_managers_guide_to_eval2010.pdf).
  11. U.S. Government Accountability Office (2012). Applied Research Methods: *Designing Evaluations*. Retrieved on April 30, 2017 from <http://www.gao.gov/assets/590/588146.pdf>.
  12. University of Wisconsin-Extension (n.d.). Logic models: Templates, examples, bibliography. Retrieved on April 30, 2017 from <http://fyi.uwex.edu/programdevelopment/logic-models/bibliography/>.
  13. Wolff, T. (2010). *The Power of Collaborative Solutions: Six Principles and Effective Tools for Building Healthy Communities*. San Francisco: Jossey-Bass.

### **Course Requirements**

1. Regular attendance to class lectures and discussions. Students are expected to attend all weekend classes as well as the seminar session via Zoom conference. Missing classes/seminars will impact the students' evaluation, and missing the equivalent of more than two classes will result in a No Credit evaluation.
2. Active participation in class discussions and exercises at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners). This will include small group supervision of master level trainees during the weekend sessions (e.g. suicide interview, crisis counseling interview) as well as co-presenting a trauma related module. For seminars, students are required to have done the reading and interact at a scholarly level consistent with doctoral level study.
3. Completion of assigned readings (see Course Outline).
4. Completion of written assignments with intermediate competency or above (see Appendix A: Graduate Writing Rubric). Students will submit papers electronically via as an email attachment.
5. Students are expected to demonstrate advanced graduate level analytical thinking as well as self-reflection and self-critique.
6. Assignments are expected to be on time. Assignments that receive "partial credit" or "no credit" should be considered below graduate level work, and place the student in jeopardy of not receiving credit for the course. Students will have the opportunity for one revision. Further revisions are at the discretion of the instructor.

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7. Course Evaluations: The final course evaluation is required for all students in all courses.

## **Assignments**

### *In-Class Peer Facilitated Discussions of Readings*

A seminar is an “exchange of ideas” facilitated by “advanced professionals” engaged in “intensive study”. Students will facilitate a seminar discussion in reference to the assigned text readings. Highlighting a theme, topic, or issue, students will provide a scholarly reaction (grounded with two additional citations for support and/or contrast) with focus questions for peer engagement. While designed to promote lively discourse within a community of fellow learners, the dialogs are academic in nature, require a scholarly orientation, and needs to reference course readings and related literature while addressing multicultural considerations. The handout should be no more than two pages (to facilitate the discussion) and roughly 45 minutes will be the time allotted.

Seminar leaders are encourage to design learning experiences that actively and creatively, engage peers in the application of knowledge to the roles counseling leaders and counselor educators. Furthermore, all candidates will be evaluated on their preparation for class discussion (e.g. readings) and the ability to hold difficulty class dialogues respectfulness, humility, and cultural responsiveness. Sue, Lin, Torino, Capodilupo, and Rivera (2009) highlighted that difficult dialogues occur between members of different groups when they (a) involve unequal power and privilege, (b) exemplify significant differences in personalities, perspectives, and worldviews, (c) take place in public, (d) represent issues that are offensive to one or more parties, (e) highlight the existence of biases or prejudices among participants, and (f) result in the experience or expression of intense emotional responses.

### *Module Completion & Discussion Posts*

Students are required to complete two modules during the course of the quarter (Logic Module & Ethics Module) and post a scholarly reaction on an online forum. Both are found on the course Sakai Site. You are required to post and respond to your classmate's postings. With respect and an appreciation for diverse ideas and perspectives, take this opportunity to learn from each other.

### Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please write your name at the end of discussion postings and email messages so we know who has contributed to the learning process.

### *Program Evaluation Project*

Students will complete an evaluation project that includes a complete Program Evaluation Plan and a Program Evaluation Presentation. Individually, or in dyads, students will pick a local program or organization that they would like to focus on and develop a complete Program Evaluation Plan. The components of the final plan may vary depending on project details, but it must minimally cover the components. It is imperative that course readings, resources, and materials be referenced in

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compiling the final product. Following APA style formatting, the final paper should be no longer than 25 pages, not including cover page, table of contents, references, and appendices. In-class presentation of Part Two (Week Four) and Parts Two-Five (Week Nine) are required, with the final project due Week Ten. See Rubrics for Assessment Criteria.

### Written Report Components

#### **Part One: Overview to the Evaluation Plan**

- Cover Page
- Table of Contents
- Executive Summary

#### **Part Two: Introduction to the Evaluation Plan**

- Program Description
- Assessment of Diverse Populations
- Problem Analysis and Gaps of Service (grounded in the literature)
- Evaluation Needs

#### **Part Three: Evaluation Purpose and Focus**

- Program Evaluation LOGIC Model
- Identified Stakeholders and related Strategies
- Goals, Objectives, and Outcomes (grounded in the literature)

#### **Part Four: Evaluation Design and Plan**

- Evaluation Design Effectiveness Framework (grounded in the literature)
- Evaluation Questions (and/or Needs Assessment)
- Evaluation Measures
- Evaluation Management Plan
  - *Data Analysis*
  - *Implementation Timeline*
  - *Proposed Budget*

#### **Part Five: Discussion and Recommendations**

- Potential Barriers and Plan to Address
- Discussion Concerns
  - *Socio-economic and/or Multicultural*
  - *Ethical and Legal*
- Closing the Loop
  - *Recommendations (grounded in the literature)*
  - *Reporting of Results*
  - *Following up with Stakeholders*

#### **Part Six: Supporting Documentation**

- References
- Appendices (including survey instruments)

### In-Class Presentations

Students will present an overview of the report during weeks four and week eleven (see above for details). The class who will act as a group of stakeholders. The presentation will last no more than 20 minutes, with an additional 5-10 minutes allotted for questions and discussion. The presentation should be polished, coordinated, and professional, with each group member

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contributing equally. Each group member can have his or her own area of expertise related to the program evaluation, but should still be well versed on all aspects of the project.

### **Course Grading Criteria**

In order to pass each class, students must pass all assignments, as defined by each assignment's accompanying rubric, by earning the minimal level of achievement set forth by the rubric (i.e.: Score of "3-Accomplished" on all assignment rubrics).

### **Course Schedule (See Course Outline Handout)**

#### **Assessment Criteria for Ph.D./CES Students:**

Students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall **minimum level of competency** (i.e., required or intermediate competency). In order to successfully move into the internship year, students must demonstrate an overall 50% **competency level** (required or intermediate) in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency (required or intermediate) level in at least 75% of course/learning assessments for their program.

### **Professional Competencies and Learning Evidence**

#### Definitions of Competency Areas

**Critical Thinking** – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge.

**Verbal Communication** - articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of group dynamics and awareness of own impact on the group.

**Oral Presentation** – able to present ideas in a well-organized format; open and able to respond to questions.

**Written Communication** – writes clearly, presents ideas and information in an organized format; demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

**Cultural Awareness and Responsiveness** – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews.

**Social Responsibility** – aware of social, political, and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations.

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**Emotional Maturity** – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change.

**Ethical Conduct** – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity.

**Interpersonal Skills** – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.

#### Definitions of Competency Levels

**“Below Competency”** Failed to meet minimum graduate-level competency in terms of course attendance, scholarship, and performance standards

**“Required Competency”** Met minimum graduate-level competency in terms of course attendance, scholarship, and performance standards

**“Intermediate Competency”** Achieved “Required Competency” plus demonstrated mastery of identified course knowledge and/or skills areas.

**“Advanced Competency:** Achieved “Intermediate Competency” plus demonstrated a level of expertise in course knowledge and/or skills areas expected of entry-level counselor educators, that is, knowledge and skills that would be expected of a beginning-level counselor educator.

Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (*unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted*). As a mastery-learning course, assignments will be returned with a competency rating (e.g., AC [Advanced Competency], IC [Intermediate Competency], RC [Require Competency], BC [Below Competency]). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

To exceed the criteria of these assignment, students will need to "expand" on a particular theme, conclusion, or idea that is of interest and relevant to an area of communication and counseling skills. This might include the inclusion of research and other articles for the professional literature, or inclusion of professional interviews, shadowing, or site visits with area professionals.

#### **Counselor Competency and Fitness**

Antioch University Seattle is obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, in Section F.5.b, states in part,

*Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. (ACA, 2014, p. 13).*

Section F.9.b states in part,

*Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: assist students in securing remedial assistance when needed, seek professional consultation <sup>[[SEP]]</sup> and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (ACA, 2014, p.15) <sup>[[SEP]]</sup>*

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals' coping abilities. You are encouraged to seek professional assistance and notify your supervisor if you feel that your work is being compromised.

### Course Outline

DATE	TOPIC	LOC.	CHAPTER READINGS	ASSIGNMENTS	Project Due Dates (See Attached for Details)
Week 1 7/1	Unit 1: Program Development and Planning	In Class	Barrio: 1-4 Kettner: 1-2	Class Participation	
Week 2 7/8		Online	Barrio: 2, 4, 5 Kettner: 2-5	Present Initial Program Proposal	
Week 3 7/15		In Class		Seminar Discussion:	
Week 4 7/22	Unit 2: Program Design	Online	Barrio: 6-7, 13-15 Kettner: 6-9	Seminar Discussion:	
Week 5 7/29		No Class		Logic Module & Forum	<b>Program Evaluation Proposal Due</b>
Week 6 8/5		Online		Seminar Discussion:	

Week 7 8/12	Unit 3: Program Evaluation	In Class	Barrio: 16-19 Kettner: 10-12	Seminar Discussion:	
Week 8 8/19		Online		Project Update and Consultation (Group)	<b>Process and Outcome Evaluation Plan Due</b>
Week 9 8/26		In Class		Ethics (Sakai Readings)	
Week 10 9/2	Labor Day	No Class	University Closed	Ethics Forum	
Week 11 9/9	Program Evaluation Presentations & Course Wrap-Up	In Class	None	Project Presentations	<b>Analysis &amp; Final Report Due</b>

### AUS Policies and Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.
2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.
3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one's own, when that idea or product is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.
4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.  
  
E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students' record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. **Incompletes:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of no more than thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the

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student's academic standing. Upon satisfactory completion of the INC, it will no longer count against the student's academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

### **Audio or Video Recording of Classes**

Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the [Guidelines for Lecture Capture and Audio/Video Recording](#). The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students' written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

### **REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact: Jill Haddaway, Disability Support Services Coordinator  
206.268.4151  
[dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

### **LIBRARY SERVICES AND RESEARCH SUPPORT**

The AUS Library is here to serve you throughout your academic career. On our physical shelves, you'll find books carefully vetted to help you in your academic pursuits. In addition, you'll also find journals, masters' theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, <http://>

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[www.antiochseattle.edu/library](http://www.antiochseattle.edu/library). Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206.268.4120 if you need information on how to access the databases.

The Library teaches **workshops** throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206.268.4507 or [bstuart@antioch.edu](mailto:bstuart@antioch.edu).

## WRITING SUPPORT AT ANTIOCH UNIVERSITY

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for **free writing support**:

**AUS Writing Lab (room 323 Library/CTL):** Formerly the Academic Support Lab. The Writing Lab offers *free* peer-based writing consultation, both in-person and via webcam, phone, or messaging. Students can schedule directly online at [www.antiochseattle.edu/tutoring](http://www.antiochseattle.edu/tutoring), call: 206.268.4416 or email: [writinglab.aus@antioch.edu](mailto:writinglab.aus@antioch.edu). We offer drop-in hours as well as workshops and other resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by AUS students. Check the website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located on the AU Drive at [antioch.edu/vwc](http://antioch.edu/vwc) and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing [vwc@antioch.edu](mailto:vwc@antioch.edu).

**The Writers' Exchange (WEX): Fee-based writing support:** The *Writers' Exchange* (WEX) was developed at Antioch University in direct response to the increase demand of graduate students' need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you're working on your thesis or dissertation, or just want professional writing support, visit WEX at [wex.antioch.edu](http://wex.antioch.edu).

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.

RUBRICS FOR THE PROGRAM EVALUATION PROJECT

*Rubric for Program Evaluation Project:*

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Grammar &amp; Spelling</b>	Numerous grammatical and spelling errors	Some grammatical and spelling errors	* Few grammatical and spelling errors	No grammatical or spelling errors	
<b>Writing</b>	Disorganized and confusing	Some organization attempted with some confusing prose	* Organized with few confusing points	Well organized with clear prose	
<b>APA Formatting</b>	Did not follow APA formatting	Multiple APA related errors	*Few APA related errors	No APA related errors	
<b>Cover Page, Contents, References, and Appendices</b>	Cover page or contents were missing OR 2 or fewer appropriate references were included OR appendices were missing	Cover page or contents are incomplete or missing OR more than 2 but fewer than 5 references were included OR appendices were missing necessary information	*Cover page and contents adequately represent the paper, at least 5 appropriate references are included, and appendices includes necessary components	Cover page and contents represent the paper well, at least 8 appropriate references are included, and appendices includes all appropriate components	
<b>Executive Summary</b>	Did not include executive summary or did so without including important components of the paper	Executive summary provided an overview of the paper with some missing components or confusing writing	*Executive summary provided a solid overview of the entire paper with no major components missing and no major writing errors	Executive summary provided a well written summary of the entire paper with no missing components	
<b>Evaluation Purpose and Stakeholders</b>	Did not include the purpose of	Described the purpose of the evaluation	*Adequately described the purpose of the	Described the purpose of the	

	the evaluation or discussion of stakeholders OR did so with multiple errors, inconsistencies, or missing information	with some errors or inconsistencies OR failed to identify and discuss important stakeholders	evaluation and identified and discussed most stakeholders	evaluation with sophistication and identified and discussed all stakeholders	
<b>Cultural Competence</b>	The paper did not adequately address culture and diversity	The paper included a discussion of culture and diversity, but did not adequately cover the program, its target population, or the evaluation	*The paper included an appropriate discussion of culture and diversity related to the program, its target population, and the evaluation	The paper included an exceptional discussion of culture and diversity related to the program, its target population, and the evaluation	
<b>Program History and Description, including Literature Review</b>	Did not adequately discuss the program, its history, or the related literature	Discussed the program history, description, and related literature but did so with multiple errors or gaps	* Provided a complete program history and an understanding of the related literature with few errors or gaps	Provided a succinct and complete program history and a solid understanding of the related literature	
<b>Logic Model</b>	Did not include a logic model or included a logic model with significant problems or	Provided a logic model with numerous problems or missing details	*Provided a logic model with few problems or missing details	Presented a complete logic model with no problems or missing details	

	missing details				
<b>Evaluation Questions</b>	Did not present evaluation questions or presented incomplete or inconsistent questions	Presented evaluation questions with multiple errors or inconsistencies	*Presented appropriate and complete evaluation questions with few errors or inconsistencies	Presented appropriate and complete evaluation questions with no errors or inconsistencies	
<b>Evaluation Design</b>	Did not include a discussion of the program design or did so with many errors, inconsistencies, or missing components	Provided an overview of the program design, discussed appropriate related literature, but did so with some errors or inconsistencies	*Provided a program design, discussed appropriate related literature, and did so with minimal errors or inconsistencies	Provided a well written overview of the program design, discussed extensive related literature, and did so with no errors or inconsistencies	
<b>Proposed Data Collection, Analysis, and Interpretation</b>	Did not present proposed data collection, analysis, or interpretation, or did so with significant errors or inconsistencies	Presented proposed data collection, analysis, and interpretation, but did so with multiple errors or inconsistencies	*Appropriately presented proposed data collection, analysis, and interpretation with few errors or inconsistencies	Appropriately and completely presented proposed data collection, analysis, and interpretation with no errors or inconsistencies	
<b>Potential Barriers to Success</b>	Did not Adequately identify potential barriers OR did not adequately include	Identified some realistic barriers to success and included limited ideas to address them	*Identified many realistic barriers to success and included some ideas to address them	Identified most realistic barriers to success and included solid ideas to address them	

	ideas to address them				
<b>Proposed Budget, Timeframe, and Communication of Results</b>	Did not discuss proposed budget, timeframe, or communication of results, or did so with multiple errors or inconsistencies	Presented proposed budget, timeframe, and communication of results with some errors or inconsistencies	*Adequately presented proposed budget, timeframe, and communication of results appropriate for the evaluation with few errors or inconsistencies	Presented a complete proposed budget, timeframe, and communication of results appropriate for the evaluation with no errors or inconsistencies	

\*Minimum threshold for achievement.

*Rubric for Program Evaluation Presentation:*

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Preparation and Organization</b>	No preparation or organization displayed	Some preparation and organization, poor in quality	* Preparation and organization displayed, some areas of improvement	Good preparation and organization with no improvement needed	
<b>Speaking Style</b>	Unable to speak in front of class	Confusing and disorganized speech	* Could hold audience attention and convey ideas	Good speaking style with no improvement needed	
<b>Presentation Material</b>	Material has little relevance to assignment	Some irrelevant material	* Relevant material that addresses assignment	Material is relevant and sophisticated	
<b>Collaboration and Team Member Participation</b>	Presentation was disjointed with little or no collaboration	Presentation was somewhat disjointed or had unequal participation	*Presentation was collaborative, with each team member	Presentation was seamless with obvious collaboration and equal	

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	n across team members	across team members	contributing equally	participation across team members	
<b>Response to Questions</b>	No response	Irrelevant response	*Relevant responses	Relevant responses with sophistication	
<b>Time Management</b>	Too short or too long	Somewhat over/under time	* Congruent with assignment parameters	N/A	

\*Minimum threshold for achievement.