



TEXAS A&M UNIVERSITY SAN ANTONIO

EDHS 4330 Methods for Evaluating Practices & Programs Fall 2026

College of Education and Human Development
Department of Counseling, Health & Kinesiology

Course Information

Instructor: Gillian Rodriguez, MA, LPC

Meeting Day & Time: Mondays and Wednesdays, 2:00 p.m. – 3:15 p.m. CST

Location: Business Library Hall Room 362

Contact Information: grodriguez@tamusa.edu

Student Hours: By appointment in-office or online

Office Location: Classroom Hall Building Office 214K

Required Textbooks

Title: Program Evaluation: An Introduction to an Evidence-Based Approach, 6th Edition
| Copyright 2016

Author: Royse, D., Thyer, B. A., & Padgett, D. K.

Publisher: Cengage Learning

ISBN: 978-1-305-10148-7

Title: Ethical Standards for Human Services Professionals

Author: National Organization for Human Services (NOHS)

Publisher: National Organization for Human Services, adopted 2024

Access Program: Available at no cost at

<https://www.nationalhumanservices.org/ethical-standards/>. A printer-friendly PDF is linked on that page.

Course Description

This course discusses the knowledge, skills, perspectives, and reflective practice you will need to effectively evaluate policies and programs. This includes the use of theory,

appropriate evaluation tools, creating a focus of evaluation, and identifying threats to validity.

Student Learning Outcomes

At the successful completion of this course:

1. Students will demonstrate knowledge of the philosophical underpinnings of evaluation science.
2. Students will demonstrate knowledge about ethical approaches to research and evaluation.
3. Students will demonstrate knowledge about the characteristics and utility of various approaches to program evaluation.
4. Students will demonstrate the ability to differentiate between objective and subjective information.
5. Students will demonstrate knowledge of various evaluation designs and their related threats to validity.
6. Students will demonstrate knowledge related to program planning and evaluation.

Course Assignment Grading Scale

The assignments for this course have been developed to estimate the progressive acquisition of learning and provide evidence of student learning outcomes. Descriptions of the assignments and their related submission portals are provided within your Blackboard learning environment.

Overview of Assignments	Related Points (%)	Supports SLO(s)
CITI Training Completion	10%	2
Needs Assessment Review	20%	3, 4, 6
Logic Model Assignment	20%	3, 6
Mid-Term Examination	15%	1, 2, 3, 4
Final Examination	20%	3, 4, 5, 6
Class Participation	15%	1, 2, 5
TOTAL	100 (100%)	

Table: Overview of Assignments, Related Points (percent), and Supported Student Learning Outcomes (SLOs).

Final Grade Allocation Criteria

Total Points Earned	Letter Grade
90–100	A
80–89	B
70–79	C
60–69	D
Below 60	F

Table: Final Grade Allocation Criteria.

Description of Course Assignments

All assignments are due on Fridays by 11:59 p.m. CST and submitted online via Blackboard, unless otherwise noted. Questions should be asked ahead of the due date either during class, office hours, or via email.

Class Participation

Program evaluation is learned by working through real decisions with other people, so your participation is measured by attendance, in-class participation, and engagement with the course material. Much of our class time is spent applying course concepts to community data and to the programs you are designing, and that work cannot be made up asynchronously. Blackboard analytics provides a generous monitor of clicks, session duration, and other insights to help faculty determine student interaction with the learning material. This assignment is worth 15% toward your overall course grade.

CITI Training

Students will complete the Social & Behavioral Research ethics training offered through the CITI Program (<https://www.citiprogram.org>) using the step-by-step instructions below. Once you have completed the training with at least a 90% passing score, download your completion certificate and upload it within the submission link in Blackboard. This assignment is due by 11:59 p.m. CST on the assigned date and is worth 10% toward your overall course grade.

This training is completed on the CITI Program website, not in Blackboard. There are six steps. Steps 1 through 4 set up your account, Step 5 selects the correct courses, and Step 6 is the training itself. Follow the steps in order and use the exact wording shown, since selecting a different curriculum will not give you credit for this assignment.

Plan for roughly four to six hours to finish the required modules. Individual modules generally run 10 to 30 minutes each. You do not have to complete the training in one sitting: CITI saves your progress, so you can stop after any module and return later. Starting well before the due date is strongly recommended.

Step 1. Go to the CITI Program website

- a. Open <https://www.citiprogram.org> in your browser.

- b. If you have never used CITI before, continue to Step 2.
- c. If you already have a CITI account from another course or institution, skip to Step 3.

Step 2. Register for a new account

- a. Select Register and complete registration steps 1 through 4.
- b. For Organization Affiliation, enter Texas A&M University San Antonio.
- c. Check the “I agree” and “I affirm” boxes.
- d. Use your TAMUSA student email as your primary email and your personal email as your secondary email.
- e. Create a username and password, and write them down. They cannot be retrieved for you.
- f. Leave the ORCID iD box blank.
- g. Select United States as your country of residence.
- h. Continue to Step 4.

Step 3. Returning CITI users only

- a. Log in to your existing account.
- b. Select “Affiliate with another institution.”
- c. Choose Texas A&M University-San Antonio.

Step 4. Complete your institutional profile

- a. Institutional email address: your TAMUSA email address.
- b. Department: Department of Counseling, Health and Kinesiology.
- c. Role in research: Student Researcher – Undergraduate.

Step 5. Select your curriculum

On the Select Curriculum page, answer all ten questions exactly as listed below:

Question 1: Introduction to RCR for A&M-San Antonio

Question 2: select BOTH “Social & Behavioral Research” and “Community Engaged and Community-Based Participatory Research”

Question 3: “Students Conducting no more than minimal risk research”

Question 4: “HIPS for Students and Instructors”

Question 5: leave blank

Question 6: “Not at this time”

Question 7: leave blank

Question 8: “Not at this time”

Question 9: “Not at this time”

Question 10: “No”

Step 6. Complete the training and submit your certificate

- a. Complete and pass ALL required modules. You must score at least 90% to receive credit.

- b. Complete only the modules CITI lists as required for the curriculum you selected in Step 5. CITI also offers optional and supplemental modules; those are not required for this course and you may skip them.
- c. Download your completion certificate from CITI.
- d. Upload the certificate to the CITI Training submission link in Blackboard by the due date listed in the course schedule.

If you get stuck at any step, email me a minimum of 48 hours before the due date rather than guessing at an answer. Registering under the wrong affiliation or selecting the wrong curriculum is the most common reason a certificate does not count, and both are easier to fix before you start the modules.

Needs Assessment Review

Review the Community Health Needs Assessment (CHNA) for the county or area of your choice. The 2025 assessments for Bexar, Atascosa, Comal, and Guadalupe counties and the Texas Hill Country are available at <https://cinow.info/reports/2025-chnas/>. Choose one indicator from each of the three major sections:

- Community Environment; Access to Care
- Preventative Care and Health
- Wellness, Illness & Injury

Your paper should be a minimum of ten paragraphs, roughly four to five pages of text, not including your title page and reference page. Use APA-style section headings so each part of the paper is clearly marked. Organize your paper as follows:

- **Section 1. Introduction (one paragraph)**
 - Which CHNA you selected and why
 - A brief overview of the county or area it covers, including its size and any characteristics that shape its health needs
- **Section 2. About the Assessment (one to two paragraphs)**
 - Who conducted the assessment and over what time period
 - The methods used to gather the data, such as existing quantitative data, resident surveys, focus groups, and key informant interviews
 - At least one strength and one limitation of those methods, in your own assessment
- **Section 3. Indicator Review (two paragraphs per indicator, six total)**

Write two paragraphs for each of your three indicators, one indicator from each section listed above. For every indicator:

 - First paragraph, Findings: identify the indicator, describe what the CHNA reports about it, and note how that figure compares to any benchmark the report provides, such as a state, national, or neighboring-county figure
 - Second paragraph, Interpretation and Response: the degree to which you can confirm the finding based on your own experience in the community,

what factors might explain the result, at least one potential solution, and which people or organizations would need to be involved to carry it out

- **Section 4. Synthesis (one paragraph)**
 - Patterns or connections you see across your three indicators
 - Whether they point to one underlying need or to separate needs
- **Section 5. Conclusion (one paragraph)**
 - Which need you consider the highest priority for that area, and why
 - Which need you may want to build on in your Logic Model Assignment

Cite the CHNA itself in APA format, along with a minimum of TWO peer-reviewed journal articles that inform your proposed solutions. Look for articles reporting primary research or a program evaluation relevant to the indicators you selected. You may also cite government or agency reports and published program evaluations, but those do not count toward the two required articles. Your submitted document should include an APA-formatted title page, main text with section headings, and a reference page.

Name the county or area you reviewed on your title page. This assignment is due by 11:59 p.m. CST on the assigned date and is worth 20% toward your overall course grade.

Logic Model Assignment

This class will require you to conceptualize a community program that meets an existing need identified in the Community Health Needs Assessment you reviewed. The assignment has two parts. Part I is the written logic model and Part II is a presentation of it to the class. Each part is worth 10% toward your overall course grade, for a combined 20%.

Part I. Logic Model

Using the guided template for logic model development on Blackboard under this assignment, identify:

- Name of your program
- Vision of meeting needs
- Inputs
- Activities
- Outputs
- Short-term outcomes
- Long-term impacts

Document all of these features using the template provided in your course materials. Part I is due by 11:59 p.m. CST on the assigned date and is worth 10% toward your overall course grade.

Part II. Presentation

Build a slideshow that walks the class through your logic model, with one slide for each element listed in Part I, in the same order.

Slide outline:

Slide 1: Name of your program (this is your title slide; include your name)

Slide 2: Vision of meeting needs

Slide 3: Inputs

Slide 4: Activities

Slide 5: Outputs

Slide 6: Short-term outcomes

Slide 7: Long-term impacts

Slide 8: References

Each slide should present the content of that element clearly enough that a classmate could follow your program logic without reading your written document. Cite the Community Health Needs Assessment and any other sources you used on your references slide.

You will present individually to the class, and your presentation should run approximately 10 minutes. Be prepared to answer questions from your classmates about how your inputs and activities connect to the outcomes you are claiming. Upload your slides to Blackboard by the same due date as Part I; presentation dates are listed in the course schedule. Part II is worth 10% toward your overall course grade.

Mid-Term Examination

Your midterm examination will consist of 30 multiple-choice (2 points each) and 4 short-answer (10 points each) items from Chapters 1–6 of your textbook, in-class lecture material, and slides, with a total of 100 points scored. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, open for a full 24 hours, and closes at 11:59 p.m. CST. Each exam will have one attempt and questions will be displayed one at a time. Once a question is answered, it may not be revisited. The exam is to be taken alone, without the aid of other student input, course material, or AI. Students who have DSS accommodations should refer to the DSS policies regarding exams and are encouraged to proactively communicate needs with faculty. This exam is worth 15% toward your overall course grade.

Final Examination

Your final examination will consist of 30 multiple-choice (2 points each) and 4 short-answer (10 points each) items from Chapters 7–13 of your textbook, in-class lecture material, and slides, with a total of 100 points scored. Please allow a minimum of two hours to complete your exam. The exam will be administered via Blackboard asynchronously on the date assigned, open for a full 24 hours, and closes at 11:59 p.m. CST. Each exam will have one attempt and questions will be displayed one at a time. Once a question is answered, it may not be revisited. The exam is to be taken alone, without the aid of other student input, course material, or AI. Students who have DSS accommodations should refer to the DSS policies regarding exams and are encouraged

to proactively communicate needs with faculty. This exam is worth 20% toward your overall course grade.

Late Work Policy

All assignments are submitted via Blackboard by 11:59 p.m. CST on the assigned due date. Exams do not qualify for late submission, no exceptions.

Days Late	Grading Policy
1 day (by 11:59 p.m. CST)	30 points deducted; maximum grade: 70. Points deducted subsequently are reflective of student performance to assignment standards
After 1 day	Work will not be accepted; automatic grade of 0

Table: Late Work Grading Policy (exams not included).

University Policies and Resources

University Email Policy and Course Communications:

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities:

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the [website](#) or email us at dss@tamusa.edu. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center:

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments

through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance. While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Appointments available MATH Walk in Tutoring – No appointment needed

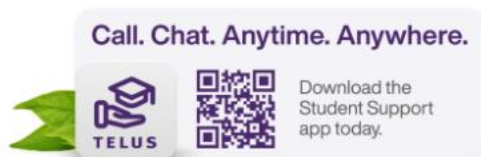
	Appointments available	Walk in Tutoring – No appointment needed
MONDAY	8 am – 6 pm	9 am – 5 pm
TUESDAY	8 am – 6 pm	9 am – 5 pm
WEDNESDAY	8 am – 6 pm	9 am – 5 pm
THURSDAY	8 am – 6 pm	9 am – 5 pm
FRIDAY	8 am – 5 pm	11 am – 4 pm

Counseling/Mental Health Resources:

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. *Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.*

The TELUS Student Support App provides a variety of mental health resources to including 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness:

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>. More information on emergency response may be found at: [Emergency Operations Plan](#) and the [Emergency Action Plan](#). Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance:

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC):

The WLDCC provides support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. The WLDCC offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the WLDCC in JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. Students wanting to work in realtime with a tutor can schedule an "Online Appointment." Students wishing to receive asynchronous, written feedback from a tutor can schedule an "eTutoring" appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our [website](#). The WLDCC can also be reached by emailing wldcc@tamusa.edu.

Meeting Basic Needs:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their

performance in the course, is urged to submit a [CARE report](#) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. A food pantry is available on campus; click [here](#) for hours and contact information.

Military Affairs:

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances:

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule:

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination:

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamusa.edu.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students:

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Young Jaguars

TAMUSA can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. Hours of operation is Monday-Thursday 3:30pm-9:00pm. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, or disability. Conduct that infringes on the rights of another individual will not be tolerated. Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#)

Broader Use of Generative AI Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, Claude, Gemini, Grammarly and Perplexity, is permitted in this course as a starting point for ideas but must be properly cited. Exclusively AI-generated work may not be submitted as your completed assignment.

To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Guidance for how to cite AI-generators such as ChatGPT can be found at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>.

Important Fall 2026 Dates:

Dates	Event
August 20	Tuition & Fee Payments deadline
August 24	First day of class
September 7	Labor Day Holiday – No Classes / University Closed
September 9	Census Date – Students not paid in full or enrolled in a payment plan by 4:59 pm may be dropped for non-payment
October 5 – October 16	Midterm grading period
November 13	Last day to drop with an automatic “W”
November 25	Study Day – No classes
November 26-November 28	Thanksgiving Holiday – No Classes / University Closed

November 30	Last day to drop a course or withdraw from the University
December 4	Last day of classes
December 5 – December 11	Final exams
December 15	Commencement

The complete [academic calendar](#) is available online

Artificial Intelligence Policy: Broader Use Permitted Within Guidelines

Use of artificial intelligence (AI) tools, including ChatGPT, is permitted in this course for students who wish to use them. To adhere to our scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and a reference list entry). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity. Guidance for how to cite AI-generators such as ChatGPT can be found at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Course Schedule

Week	Dates	Topics and Assignments	Materials
1	8/24, 8/26	Introduction to Course; Review Objectives, Materials, & Schedule	Introduction Video; Syllabus
2	8/31, 9/2	The Importance of Program Evaluation	Royse et al., Ch. 1 Wanzer (2021)
3	9/9	Ethical Issues in Program Evaluation NO CLASS 9/7 – Labor Day Holiday DUE 9/11/26: CITI Training	Royse et al., Ch. 2 NOHS/CSHSE Ethical Standards
4	9/14, 9/16	Needs Assessment	Royse et al., Ch. 3
5	9/21, 9/23	Qualitative & Mixed Methods in Evaluation DUE 9/25/26: Needs Assessment Review	Royse et al., Ch. 4
6	9/28, 9/30	Formative and Process Evaluation	Royse et al., Ch. 5
7	10/5, 10/7	Single System Research Designs DUE 10/9/26: Mid-Term Examination (via Blackboard; open 24 hours; due by 11:59 p.m. CST)	Royse et al., Ch. 6

Week	Dates	Topics and Assignments	Materials
8	10/12, 10/14	Client Satisfaction	Royse et al., Ch. 7
9	10/19, 10/21	Group Research Designs	Royse et al., Ch. 9
10	10/26, 10/28	Sampling	Royse et al., Ch. 8–10 Blankertz (1998)
11	11/2, 11/4	Measurement Tools and Strategies	Royse et al., Ch. 11
12	11/9; NO CLASS 11/11	Selecting the Best Evaluation Measure	Royse et al., Ch. 12
13	11/16, 11/18	Pragmatic Issues; Logic Models DUE 11/20/26: Logic Model Assignment Part I and Part II slides (Upload to Blackboard)	Royse et al., Ch. 13 Lien et al. (2011)
14	11/23	Evaluation in Practice: Applying Course Concepts NO CLASS 11/25–11/27 – Happy Thanksgiving	All course materials
15	11/30, 12/2	11/30 and 12/2: Logic Model Presentations – In-Class Presentations; Course Wrap-Up	In-Class Presentations
16	12/4	DUE 12/4/26: Final Examination (via Blackboard; open 24 hours; due by 11:59 p.m. CST)	

Table: Course Schedule, Topics, and Assignments. Chapters correspond to the Royse et al. textbook unless otherwise noted.

Note: All assignments are submitted via Blackboard by 11:59 p.m. CST on the assigned due date.