



University of Maryland School of Public Health

HLTH 490 – Professional Preparation in Public Health

Semester:	Spring 2020	
Section:	0101 & 0201	
Classroom and Time:	11am-12:15pm & 12:30-1:45pm, SPH 0308	
Course webpage:	See Canvas.	
Instructor:	Tracy Zeeger, MPH, CHES	Office Hours: By appointment.
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Course Description: This is a pre-professional, skill building course focused on helping students transition from college to the workforce in the areas of public and community health. Topics include:

- **Internship Preparation:** Students seeking a Bachelor of Science (B.S.) degree in Community Health at the University of Maryland are required to complete an internship in the field. The internship experience allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. Students must enroll in this class, HLTH 490, to assist them in searching and preparing for their internships.

Students are required to secure an internship for themselves during this semester at a site where they are expected to work the following semester. The work must be related to public and community health and approved in advance by the department Internship Coordinator. To secure an internship, students are expected to research internship sites, apply to desired sites, and obtain a signed internship contract by the end of the semester. Students are responsible for securing their own internships, but they will be guided and supported through advising and assignments to facilitate forward movement and appropriate placement.

- **Grant Proposal Development:** Community health organizations often rely on charitable contributions and grants for funding programs and initiatives. There are a variety of funding sources. Securing funding, however, is not easy and competency in this area is essential. Students will learn how to solicit funds by developing a grant proposal for a specific community health need.

Students will work in small groups and each student will be responsible for writing parts of a grant proposal. The teams will apply common community health models in planning a health intervention and will follow proposal development protocols used in professional settings, among which include team planning meetings, application of tools such as logic models and Gantt charts, peer review, and a formal presentation.

- **Other:** This course largely synthesizes previous coursework in behavioral and community health and guides students in applying knowledge and skills. Limited new content is included, however, related to professional etiquette and approaches to job searching, current events in public and community health, and proposal development.

Exams will require that students synthesize the knowledge gained through activities, readings, and class lectures.

Course Prerequisites: HLTH 391, BSCI 170/171, & BSCI 201

Course Co-requisite: HLTH 420

Course Learning Objectives:

This course largely facilitates the application of acquired knowledge and skills in public and community health. It is focused on the *process* of community health education and promotion. Upon completing this course, the students will be able to:

1. Demonstrate skills in professional etiquette.
2. Perform job search skills to include resume and cover letter development, and job interviewing.
3. Develop a plan for professional development and obtain an internship in the field of community health.

4. Write a grant proposal to request funding for a community health program utilizing a variety of proposal development tools (e.g., literature review, logic model, GANTT chart, budget).
5. In the context of a grant proposal, develop a culturally competent community health program to address a health disparity, applying the US DHHS CLAS Standards, health literacy principles, and best practices.
6. In the context of a grant proposal, students will understand and apply components of the PRECEDE model and intervention mapping in identifying and addressing a community health need, developing a program to address the need, and designing a program evaluation.
7. Demonstrate skills necessary for working in teams.
8. Understand health organizations and services at the local, state and national levels.
9. Understand issues and direction in present day community health.

Program Competencies Addressed in this Course:

The following competencies for the UMD Bachelor of Science degree in Community Health are addressed in this course:

1. **Identify** the major health-related needs and concerns of populations and **formulate** basic processes, approaches, and interventions as possible solutions.
2. **Describe** the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.
3. **Examine** the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. **Demonstrate** the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.
5. **Characterize** the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public policy.
6. **Illustrate** the basic concepts of public health-specific writing and communication.
7. **Assess and communicate** individual and community-level needs for health promotion and disease prevention.
8. **Create and apply** strategies that effectively incorporate cultural competences with health promotion and community health initiatives.
9. **Synthesize and apply** principles and theories of community health that are needed for the development of effective and evidence-based health promotion and disease prevention strategies.
10. **Collaborate** with community organizations to **apply** public health principles in a real-world setting.

Skills Learned or Reinforced in this Course:

- ✓ How to communicate professionally
- ✓ How to write an effective resume and cover letter
- ✓ How to effectively interview
- ✓ How to conduct and write up a literature review
- ✓ How to translate research into practice for program planning
- ✓ How to write program goals and objectives
- ✓ How to plan an effective and comprehensive evaluation
- ✓ How to calculate a budget for a program/intervention
- ✓ How to advocate for an organization and intervention
- ✓ How to write a grant proposal

Required Texts and Other Readings:

Required Text(s): Howlett, S. & Bourque, R. (2011 or 2016). *Getting funded: The complete guide to writing grant proposals* (5th or 6th ed.). Portland, OR: Portland State University, Continuing Education Press. ISBN: 0-87678-070-1

Terp Guide: https://careers.umd.edu/sites/careers.umd.edu/files/TerpGuide2019.full_.pdf

Other Readings as indicated in course outline

Required Technology and Other Materials: We often conduct group work during class time in which a laptop is needed. If you need to borrow a laptop, please visit: <https://www.lib.umd.edu/tlc/equipment> , students will be responsible for securing their own technology for the course.

Course Communication: Announcements for class from the instructor will be communicated primarily through “Announcements” on our course Canvas page. Students wishing to get in touch with the instructor, should send an email directly to tzeeger@umd.edu. Modes communication for when a student is going to miss class or be late will be provided in class (i.e. instructor’s cell-phone).

Course Requirements and Expectations: This course is a blended course meaning that some of the course content is delivered online via Canvas and expected to be completed before coming to class. As we begin the grant proposal project, much of the class time will be used to work in groups on the project thus it is highly important that students complete lecture material ahead of time in order to be prepared for the group work scheduled that day. Additionally, students are responsible for readings, classroom activities, out-of-class group meetings, job interviews, and student presentations. Assignments and slide presentations will typically be posted on CANVAS (www.elms.umd.edu). Students are expected to be ready to learn at the start of class and to notify the instructor of any late arrival or absences in advance. Failure to notify the instructor ahead of time will result in points lost in the professional readiness grade. Additionally, in the case where there are 3 or more absences or late arrivals without notification before class to the instructor, the student’s grade will be reduced by 1 letter grade.

**Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies:

All University of Maryland-approved course policies are provided at the following website:
<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies:

Attendance Policy:

Attendance at every class is expected. Class is intended to model a worksite in order to prepare students for their internship experience where unexcused absences are unacceptable. Attendance is taken at every class and unexcused absences or late arrivals will be counted against the student in the grading process. **For every case of three or more absences or late arrivals without an advance, written, university-approved excuse, a student will receive a reduction of one letter grade for the course. Moreover, students will be working together in groups during this course and expected to be mindful of how absences will affect their groups. Please remember that students are responsible for letting the instructor know ahead of time (via email or text) if class will be missed due to a university excused absence. (Missing class due to a scheduled job interview is not a university-approved absence.)** Students are expected to make up work and obtain notes from other students for any classes they miss. Further, absences and late arrivals will be accounted for in the professional readiness grade.

Lateness (arriving to class after start time) is disruptive to the class and is highly unprofessional. **If there is a circumstance in which it will be inevitable for a student to be late, it is the student's responsibility to let the instructor know ahead of time (via a phone call, email, or text). If you know you will be late consistently due to a class held in the time slot directly before our class, written approval must be granted by the instructor prior to the student being late. Excessive unapproved lateness will be counted against students in the grading process, please see the professional readiness rubric for point allotment.**

Late Work and Missed Exams / Assignments:

Most readings and other assignments are due at the beginning of class on the day they are listed on the syllabus with the exception of "3 2 1 Responses" which are due at 11:59pm the day prior to class. Any work not turned in by the specified time on the due date will receive a reduction of one letter grade. Work not handed in and time-stamped by the department's secretary by 5pm the following day will receive a reduction of an additional letter grade, assignments will not be accepted after this time. Exams may be made up with a University-approved excuse in advance.

BCH Internal Exam Policy:

BCH policy provides that no student may be required to take more than two **HLTH** examinations on the same day. When three or more regular **HLTH** examinations fall on the same day for an individual student, the student may request a change of date to one of the exams. The request must be received by the instructors at least three weeks prior to the exam date.

1. The student must email all three instructors (on the same email) of the HLTH courses requesting a change of date and availability to take the make-up exam the day before or after the original exam date.
2. Instructors must respond to the student request within one week of receipt identifying which exam will be changed.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Personal Technology Use Policy

The use of personal devices (laptops, cell phones, tablets, etc.) are not permitted during our class time with the exception of group work. As instructors, we understand the arguments around the use of personal devices (laptops, cell phones, tablets, etc.) in the classroom. However, based on current research and our personal experiences, we also recognize that they provide a great deal of distraction from the professional learning environment we are trying to cultivate in HLTH 490. With the exception of DSS accommodations, these devices will not be permitted for use in the classroom. If a computer is needed to achieve a specific objective for that day in class, you will be notified ahead of time to bring it. If you have an emergency where you need to answer your cell phone, please excuse yourself from the class and see the instructor at the conclusion of class. For more information on how we came to this decision, please watch the video:

<https://www.youtube.com/watch?v=WwPaw3Fx5Hk&feature=youtu.be>

On days when we do use personal technology, it must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD's Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices
9. Individuals who wish to use audio or video recording devices but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. We invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g. should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. We will do our best to address and refer to all students accordingly and will support you in doing so as well.

Grading Procedures:

Major Graded Assignments & Grading Procedures:

Your performance in this course will be based on three main assessment perspectives of your work completed in and out of class: yours, your peers', and instructor's. A large portion of this class will be self-graded. After each assignment, you will be asked to complete a self-evaluation and submit a grade for that assignment based on the instructor feedback you receive. At any time, I will have the right to change any grade to reflect the progress of the student.

40% of your grade is graded assignments (Exams 1 & 2, Final Grant Proposal & Presentation, and various internship checkpoints)

40% of your grade is self-directed and self-evaluated. This includes completion of the following assignments in which you will receive feedback from the instructor yet grade yourself in a self-evaluation process.

20% of your grade is instructor assessed through the professional readiness grade which includes completion of the 3,2,1 responses, self-evaluations, and exit tickets.

Self-Directed/Self-Evaluated Assignments (40%)

Internship Related Assignments:

- ✓ Learning Goals **2/4/20**
- ✓ Resume **2/13/20**
- ✓ Cover Letter **2/18/20**
- ✓ Professional Readiness Self-Assessment **3/10/20**
- ✓ Internship Search Progression Form 1 & 2 **3/12/20 & 4/9/20**

Grant Proposal Related Assignments:

Groups must submit all previous sections along with the section due.

- ✓ Group Project Team Contract/Rules **2/20/20**
- ✓ Problem Statement and PRECEDE Analysis **3/5/20**
- ✓ Goals and Objectives **4/2/20**
- ✓ Methodology, Logic Model, and GANTT Chart **4/21/20**
- ✓ Budget **4/23/20**
- ✓ Evaluation Tables **4/30/20 (End of class)**

Graded Assignments (40%)

- ✓ Virtual Interview & Professional Dress Assessment **2/20/20**
- ✓ Internship Poster Session Notes **3/5/20**
- ✓ Internship Contract and Liability Insurance Form: A signed contract is required to enroll in HLTH 491. Students that do not have an internship secured by the end of the Spring 2020 semester will be unable to participate in an internship until Spring 2021. **5/1/20**
- ✓ Internship Interview Assessment **5/7/20**
- ✓ Exam 1 (50 points) **4/7/20**
- ✓ Exam 2 (50 points) **5/12/20**
- ✓ Final Grant Proposal & Presentation Due @ Final Exam (50 points)

Professional Readiness (20%)

- ✓ MediaLab Module 0 & Course Contract **1/30/20**
- ✓ Group Sort Activity **2/13/2020**
- ✓ 3,2,1 Responses (9) are a part of your PROFESSIONAL READINESS GRADE, See calendar for dates
- ✓ Class Exit Tickets (16), due by end of class) are a part of your PROFESSIONAL READINESS GRADE.
 - Drafts of grant for peer review process: **3/31/2020 & 5/5/2020**
- ✓ Self-Evaluations of your performance (various due dates)
- ✓ Professional Readiness Instructor Assessment **Final Exam Day**

There is no curve in this course. Student grades will be earned on a point scale such that

A+ = 96-100%

A = 93-95%

A- = 90-92%

B+ = 86-89%

B = 83-85%

B- = 80-82%

C+ = 76-79%

C = 73-75%

C- = 70-72%

D+ = 66-69%

D = 63-65%

D- = 60-62%

F = 59 % and below

HLTH 490 Spring 2020 Course Outline / Course Calendar

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	1/28/2020	Introduction to the Course	
# 2	1/30/2020	Professional Etiquette 101	<p>Due: Media Module 0</p> <p>Reading Due: Terp Guide: https://careers.umd.edu/sites/careers.umd.edu/files/TerpGuide2019full.pdf pgs. 36-42</p> <p>Occupational Outlook Handbook: https://www.bls.gov/ooh/community-and-social-service/health-educators.htm</p> <p>34 Crucial Tips for Your Next Job Interview: https://www.self.com/story/interview-tips-find-job</p> <p>I've been hiring people for 10 years, and I still swear by a simple rule: If someone doesn't send a thank-you email, don't hire them. https://www.businessinsider.com/how-to-write-thank-you-email-after-job-interview-2019-4</p> <p>Competency Based Job Descriptions http://www.phf.org/resourcestools/Pages/Competency_Based_Job_Descriptions.aspx</p>
# 3	2/4/2020	Orientation to the Internship, Guest Speaker: Tracy Kennedy, Undergraduate Internship Coordinator	<p>In class handouts</p> <p>Due: Learning Goals</p>
# 4	2/6/2020	Connecting 420 & 490	ALL SECTIONS OF 490 MEET AT 11am, SPH 0308, NO HLTH 420 THIS DAY!!
# 5	2/11/2020	Using Word to Modify Your Resume, Resume Peer Critique	<p>Video & 3 2 1 Response #1a and #1b due @ 11:59pm, 2/10: Resume's, Cover Letters and Interview Tips</p> <p>*Bring a paper draft of your resume to class</p> <p>Reading Due: Terp Guide, pgs 5-25 6 Things I Loved About the Most Impressive Resume I Have Ever Seen: https://www.cnbc.com/2019/06/26/most-impressive-resume-ever-based-on-20-years-of-hiring-and-interviewing.html</p>
# 6	2/13/2020	Cover Letter Peer Critiquing & Interview Workshop	<p>Due: Final Resume & Group Sort Survey (Complete online)</p> <p>*Bring a paper copy of your cover letter to class along with other required materials for the interview workshop (See Canvas)</p> <p>Reading Due: Terp Guide, pgs. 5-25</p>
# 7	2/18/2020	Cooperative Agreements,	<p>Video & 3 2 1 Response #2 Due, 11:59pm, 2/17: Introduction to Grant Proposals</p> <p>Due: Final Cover Letter</p>

		Grants, & Contracts Intro to the Grant Proposal Assignment Using Word and Canvas for Feedback	<p><u>Reading Due:</u> Howlett: pgs. Xi, 1-7, Chapters 1, 2, 5, and 8</p> <p>Aetna Foundation Funding Report https://www.aetna-foundation.org/organization-strategy/organization/annual-reports.html</p> <p>OMH CLAS Standards http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53</p> <p>Enhanced CLAS Standards Blueprint EnhancedCLASStandardsBlueprint.pdf</p>
# 8	2/20/2020	Group Forming & Norming	<p>Due: Virtual Interview & Professional Dress Critique (Note: this will take time, start early)</p> <p>Exit Ticket: Group Project Team Contract (due at end of class)</p>
# 9	2/25/2020	Intervention Mapping, the PRECEDE Analysis, & Problem Statements	<p>Video & 3 2 1 Response #3 Due 2/24, 11:59pm: Introduction to Intervention Mapping for Grant Proposals & the Role of PRECEDE in Developing the Problem Statement</p> <p><u>Reading Due:</u> Sample Grant Proposal (must do for the 3 2 1 Response)</p> <p>Howlett: Chapter 2</p> <p>Garba, R. M., & Gadanya, M. A. (2017). The role of intervention mapping in designing disease prevention interventions: A systematic review of the literature. <i>PLoS ONE</i>, 12(3), e0174438. (READ BACKGROUND ONLY) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5373531/</p> <p>The PRECEDE PROCEDE Model (Review through Phase 3): https://ctb.ku.edu/en/table-contents/overview/other-models-promoting-community-health-and-development/preceder-proceder/main</p> <p>Class Exit Ticket: Group PRECEDE Analysis Progress</p>
# 10	2/27/2020	In Class Work Session: Problem Statement & PRECEDE Analysis	Class Exit Ticket: Group PRECEDE Analysis and Problem Statement Showing Progress
# 11	3/3/2020	In Class Work Session: Problem Statement & PRECEDE Analysis	Class Exit Ticket: Group PRECEDE Analysis and Problem Statement Showing Progress
# 12	3/5/2020	NO IN-CLASS MEETING, ATTEND POSTER SESSION 3/4/20	<p>Due: Poster Session Attendance and Notes (Wed. 3/3/2020, 11am-2pm, SPH Concourse)</p> <p>Due: Group Problem Statement & PRECEDE Analysis For Grade</p>
# 13	3/10/2020	Logic Model Review Workshop	<p>Video & 3 2 1 Response #4 Due 3/9, 11:59pm: Logic Models</p> <p><u>Reading Due:</u> Howlett ch.9 McCrawley, P.F. The logic model for program planning. (See CANVAS)</p>

			Due: Professional Readiness Self-Assessment
# 14	3/12/2020	In Class Work Session: Problem Statement Updates & Logic Model Outcomes	Class Exit Ticket: Problem Statement/PRECEDE Analysis Revisions & Logic Model Outcomes Due: Mid Term Course Evaluation & Internship Search Progression Form #1
# 15	3/17/2020	SPRING BREAK	
#16	3/19/2020	SPRING BREAK	
#17	3/24/2020	Goal & Objectives Workshop	Video & 3 2 1 Response #5 Due 3/23, 11:59pm, Goals & Objectives <u>Reading Due:</u> Howlett: Ch. 9 Evidence Based Practices & Programs: https://prevention.nih.gov/resources-for-researchers/dissemination-and-implementation-resources/evidence-based-programs-practices Databases of Best Practices: https://ctb.ku.edu/en/databases-best-practices
#18	3/26/2020	In Class Work Session: Goals & Objectives	Class Exit Ticket: Goals & Objectives
#19	3/31/2020	Peer Review Session	Due: Completely revised draft of your group's proposal so far in ONE Word document (Problem Statement, PRECEDE Analysis, Goals & Objectives, Logic Model Outcomes). Class Exit Ticket: Edited peer proposal w/ one-page summary of comments and grade
#20	4/2/2020	In Class Work Session: Goals & Objectives	Due at end of class for a grade: Goals & Objectives
#21	4/7/2020	Exam #1	
#22	4/9/2020	Methodology Section & Applying CLAS Standards & Health Literacy Principles	Due: Internship Search Progression Form 2
#23	4/14/2020	In Class Work Session: Methodology	Due: New Site Approval Requests (4/15) to Prof. Kennedy Due: Intervention Ideas for Grant Class Exit Ticket: List of Activities in Logic Model & Paragraph Describing How & Why EBI's Inform Your Intervention
#24	4/16/2020	In Class Work Session: Methodology	Class Exit Ticket: Methodology Draft Progress & Full Logic Model
#25	4/21/2020	Preparing the Budget Using Excel	Video & 3 2 1 Response #6 Due, 4/20, 11:59pm: Budgets Due: Methodology (including GANTT Chart and Logic Model) <u>Reading Due:</u> Howlett Ch. 12 Class Exit Ticket: Budget Spreadsheet Progress
#26	4/23/2020	Evaluation Workshop	Video & 3 2 1 Response #7 Due, 4/22, 11:59pm: Evaluation Due: Budget

			<p>Reading Due: Howlett-Chapter 11</p> <p>National Science Foundation. An overview of quantitative and qualitative data collection methods. https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf</p> <p>Taylor-Powell, E., Steele, S., Douglass, M. (1996). Planning a program evaluation. University of Wisconsin Extension. (See Canvas)</p> <p>Bring the College Park STI packet to class.</p>
#27	4/28/2020	In Class Work Session: Evaluation	Class Exit Ticket: Evaluation Tables Draft
#28	4/30/2020	In Class Work Session: Evaluation	<p>Class Exit Ticket: Evaluation Tables for Grade</p> <p>Due: Internship Contracts & Liability Insurance Forms Due 5/1 to Prof. Kennedy, Canvas, and Ms. Monis</p>
#29	5/5/2020	Final Peer Review Session	<p>Due: Completely revised draft of your group's proposal so far in ONE Word document (Problem Statement, PRECEDE Analysis, Goals & Objectives, Logic Model, Methodology, GANTT Chart, Budget, Evaluation Tables).</p> <p>Class Exit Ticket: Edited peer proposal w/ one page summary of comments and grade</p>
#30	5/7/2020	In Class Work Session: Final Proposal Pieces	<p>Video & 3 2 1 Response #8 Due, 5/6, 11:59pm: Final Proposal Pieces</p> <p>Last Day to Turn in Internship Interview Evaluation</p> <p>Class Exit Ticket: Drafts of Organization & Staffing Qualifications Narrative</p>
#31	5/12/2020	Exam #2	
FE	Subject to Change!	<p>0101: Thursday, May 14 8-10am 0201: Tuesday, May 19 1:30-3:30pm</p> <p>*Final Grant Presentation Competition</p>	<p>*Final Grant Proposals Due w/ Appendices, Cover Letter, and Executive Summary</p> <p>*Final Professional Readiness Assessment (Completed by Instructor)</p>

Basic Needs Security: If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

Student Name Change in ELMS-Canvas: https://go.umd.edu/change_name_in_ELMS_Canvas

Campus Building Amenities: <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

All Gender Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Family Restrooms: Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

Lactation/Feeding Room Locations: Click: Layers, Building Amenities; Select Lactation/Feeding Rooms