Doctor of Education in Learning, Leadership and Community
Core Course Syllabus

EP 8010.01 Program Evaluation: Theory and Practice

Term and Year: GR Summer 2013 (201394) CRN 40103

Instructors: Kathleen Norris and Ann Berry
Office Location: 2nd Floor Highland Hall, College of Graduate Studies

Office and/or Online Availability: Wednesdays by appointment and through our Moodle course

Office Phone: 603-535-3023
PSU E-mail: knorris@plymouth.edu
abberry@plymouth.edu

Course Delivery: Pre-Class Assignments are posted in Moodle within one month of the first class meeting. The course meets in Lamson Library for four full days, with time built in for group work. Class dates for 2013 are: July 18, 19, 22 and 23, and the scheduled times are 9:00-5:00 but students must plan to work together during hours outside of these, perhaps mornings, evenings and over the weekend between classes.

Catalog Description

This course engages students in understanding and using the theory and practice of program assessment and evaluation, including the effective communication of results. Students work directly with an agency or program to design an evaluation proposal. Various methodologies and approaches are investigated. Students discuss how to use data to inform decisions and to plan and assess programs. (Prerequisites: a research design course and a qualitative research course; member of the PSU EdD cohort).

Course Overview

Through their work in this course, including the pre-class assignments and post-class final assignments and project, students will meet these Learning Goals:

- Students will demonstrate their competence to design and conduct ethical research.
- Students will demonstrate their understanding of various approaches to program evaluation.
- Students will demonstrate their understanding of the Guiding Principles for Evaluators and the Program Evaluation Standards.
- Students will learn the components of a program evaluation and how to design a program evaluation proposal.

Students will have the opportunity to answer these Essential Questions:

- What are the ethical issues and responsibilities related to program evaluation?
- What are the 5 Guiding Principles for Evaluators?
- What are the current Program Evaluation Standards?
- What are the appropriate descriptive and inferential statistical procedures to use, based on available data and the research or evaluation question(s)?
- What are the connections and differences between data and assessment, assessment and evaluation, and evaluators and stakeholders?
- What is the relationship between program evaluation and social justice?
- What are the roles of internal/external program evaluators and what approaches are available for the evaluation of a program?
- How can data be analyzed and reported so that it is meaningful to the stakeholders?

**Textbook List/Bibliography/Recommended Reading/Resources**

**Required Texts:**


**Recommended Web Sites:**

http://owl.english.purdue.edu/owl/
http://www.apastyle.org/index.aspx
http://www.eval.org
http://www.jcsee.org/
http://www.wmich.edu/evalctr/checklists/
http://genuineevaluation.com/
http://www.lruw.org/
http://www.aera.net/
http://managementhelp.org/evaluation/program-evaluation-guide.htm
http://researchware.com

**Professional Standards, Course Goals/Objectives, and Assessment**

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<th>Major Assignments</th>
<th>Standard(s)/Hallmarks Assessed</th>
<th>Assessment Tool</th>
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<td>Students will complete all pre-class, in-class and post-class reading, writing</td>
<td>Scholarship and Application&lt;br&gt;Professionalism and Service&lt;br&gt;Demonstrate the Ability to Communicate</td>
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<td>and study assignments before and within the summer term, including posting as</td>
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<td>required in Moodle. All writing assignments will be created in APA 6th edition</td>
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<td>with the cohort on the first day of class.</td>
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<td>Each student will complete the Human Participants Research Training provided by</td>
<td>Leadership and Advocacy&lt;br&gt;Scholarship and Application&lt;br&gt;Professionalism and Service</td>
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<td>the NIH and available through the PSU IRB website</td>
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<td>Students will work with their partners to present one approach to evaluation based</td>
<td>Leadership and Advocacy&lt;br&gt;Scholarship and Application&lt;br&gt;Professionalism and Service</td>
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that answers the 10 questions at the end of that chapter.

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Each student will develop an individual response to an evaluation ethics case or a commentary on two other students' responses.

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Each student will develop an annotated bibliography that ties her or his research interest to evaluation theory and/or practice.

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Each student will develop an evaluation proposal for an evaluand that is familiar and/or of interest to her or him.

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Each student will compose a final reflective essay commenting on the Program Hallmarks and their own learning through the course and program so far.

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**Content of Course Which Addresses Technological Standards/Competence**

This course is taught in an intensive format with significant work to be done before and after the class meetings occur. This work is moderated through our Moodle online course section so students must be able to use technology to manage their class, gain information from the course and other online resources such as scholarly databases, and ultimately must integrate technology successfully to meet the requirement of presenting an evaluation proposal at a professional standard to an outside agency and to present their own final project work.

**Evaluation Plan/Grading Scale**

Cohort members are expected to attend, and actively participate in, all seminar meetings and online discussions. Constructive participation that demonstrates understanding of course concepts and extends the learning of the group is essential. In this seminar, both individual and team work is required, as students will depend on each other for information, for meeting deadlines, and for putting together the final evaluation proposal and presenting it as a team.

For calculation of the final grade:

- Participation in seminar meetings, online discussions: 30%
- Written assignments: 50%
- Presentations: 20%
Incompletes: An instructor may decide to enter a grade of incomplete (IC) on a student's record if unusual circumstances prevent completion of the course on time, and a minimal portion of the total class work needs to be completed. The course must be completed by the date specified by the instructor which cannot exceed one year beyond the original term of course completion. In the Doctoral Program, every core course must be successfully completed before registration for the next set of courses is allowed. If the course is not completed by the stated date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an incomplete on his or her transcript. Doctoral students must make continual academic progress.

Course Calendar/Agenda
Pre-class assignments must be completed before the class meetings begin and final project work will be due during the summer term after the class meetings have concluded. Discussion postings complement the in-class time, and Lamson Library and Learning Commons is available to students for meeting and additional work time outside of class, for students on campus and who access the library from a distance, online.

Pre-Class Writing Assignment due by Wednesday, July 10:

Turn in your first paper, in APA format, by attaching it to an email to me; I must receive this by Wednesday, July 11. Describe a program with which you are familiar and explain the aspects of that program that should be evaluated, based on what you learned from the readings. This paper is limited to no more than 5 pages, and must be completely in APA format, including the reference list. Use the APA 6th edition Publication Manual. Be sure to use the correct font, spacing, etc. Be very careful about this.

Pre-Class IRB Certificate Assignment due by Thursday, July 18:

Currently Plymouth State University requires training on human participant research to be eligible to submit a proposal for research. We do strongly recommend, where appropriate, University courses include human participant training within their curriculum. Documentation certifying the completion of this training is required to submit a proposal for IRB review. Training must have taken place in the last 3 years. Visit the NIH Web site training section for more information.

Go to the Plymouth State University IRB Web site (www.plymouth.edu/irb) and find the NIH certificate online course link on the left sidebar. Register for and take the course and the assessment. You will receive a certificate once you have passed this course; bring a copy of that certificate to class with you on Thursday, July 19.

TEXTBOOK READINGS

Pre-Class Readings due by Thursday, July 18:

*Evaluation Theory, Models, and Applications*, by Stufflebeam and Shinkfield

Study Part One (through page 130) carefully.
Skim through Part Two (through page 248).
Study Part Three Chapter 12, The Evaluation Case (through page 271).
Study Part Four, Chapters 19, 20, 21, (pages 452-508) and 24, 25 (pages 553-612).
Skim through all of the other chapters so you have a preview of the rest of the text. You will need the entire text to do the work of creating evaluation proposals at the level that is expected.

*Conducting Educational Research: Guide to Completing a Major Project*, by Daniel J. Boudah

This text is available as an e-book from CourseSmart so can be downloaded in the USA and perhaps in
other countries by using a proxy server. Once downloaded, it can be printed or saved to your computer. Start by concentrating on Chapter 8, pages 178-204, and then refer to the other chapters to refresh your memory. This text will also be an important guide as you begin to develop your dissertation. Skim through the entire book; spend extra time in the chapters where you feel least comfortable. You will be creating a proposal for this course so pay attention to the information in this text.

**Presentation and writing due on Friday, July 19:**

Individually assigned readings from *Evaluation Theory, Models and Applications*:

- **Group One:** Chapter 13
- **Group Two:** Chapter 14
- **Group Three:** Chapter 15
- **Group Four:** Chapter 16
- **Group Five:** Chapter 17
- **Group Six:** Chapter 18

Each Chapter has 10 review questions at the end. Each Group is responsible to present the information from the chapter through answering the 10 questions at the end. In other words, be sure to answer the questions at the end of the chapter as part of your presentation of the chapter. These presentations will be on **Friday, July 19** and each Chapter will have 30 minutes, including discussion. Please provide "handouts" for everyone in the class to accompany your presentation by posting online before class on Friday.

Individually assigned readings from *Publication Manual of the APA, 6th Edition*:

- **Group Seven:** Chapters 1-4

These Chapters in the APA Manual provide a solid foundation for constructing your scholarly manuscripts. Everyone should become completely familiar with everything in this manual, but the purpose of this presentation is to engage the cohort in thinking about and remembering key material from these chapters in particular.

**Readings and Commentaries due by Monday, July 23:**

*Evaluation Ethics for Best Practice* (Textbook)

Everyone: Study Chapter One, Chapter Eight, Appendix A and Appendix B

Each of Chapters Two through Seven is set up the same way, with a case, two professional commentaries and a response to those commentaries. In addition there is a scenario for you to analyze, along with some guiding questions. These Chapters are set up in “chronological order” to parallel the process of designing and carrying out an actual evaluation.

Two people in each group will provide independent commentary on the 2nd scenario presented at the end of their chapter. Other members of the group will provide a response to those commentaries. Follow the examples provided by the professional evaluators who provided commentary for the chapter’s first scenario.

- **Group A:** Chapter Two
- **Group B:** Chapter Three
- **Group C:** Chapter Four
Group D: Chapter Five
Group E: Chapter Six
Group F: Chapter Seven

For example, two members of Group D are responsible for submitting commentary on the scenario presented at the end of Chapter Five, “Things Happen.” Each of these two members writes a commentary on the scenario, just as the professional evaluators (Cooksy and Shadish) wrote their commentaries on the chapter’s first scenario, “Knock, Knock, What’s There?” The other members of the group review those two commentaries and write a response to them, as the editor of the text, Michael Morris, wrote a response to the Cooksy and Shadish commentaries.

In the end, every student in the class will have written one commentary directly on the scenario presented at the end of their chapter, or one response to the two commentaries submitted by their colleagues.

Concluding Project:

On Tuesday, the last day of class, July 23, each Group from this work with the Morris text will present their section of a final evaluation proposal. The entire presentation cannot take more than 90 minutes, which allows 15 minutes for each section. This presentation must be based on the information from the texts as well as the information gathered about The Bridge House program. This presentation will be given in class and we may have guests in attendance.

This will require collaboration and work during the evenings and weekend during the course. Some time will be set aside for this work during the class on Monday as well. Also, your successful work will require your mastery of the material in the texts for this course so be very mindful as you study.

Annotated Bibliography:
Each student must develop an annotated bibliography for their own use that includes sources that connect their potential dissertation topic to issues related to program evaluation. This is due August 5.

Final Program Evaluation Proposal:
This is a presentation (and/or paper) of a complete evaluation research proposal designed for a program that is of interest to the student. The Program Evaluation Standards Rubric is a key to developing this proposal as well as way of evaluating it. This is due August 19.

Final Reflective Essay:
Each student composes a final reflective essay that discusses their connections to the Hallmarks and their learning and development in the program so far. This is due August 26.

Instructor Additions
See additional material and resources in Moodle that will develop as the course progresses.

Based on the format and style issues found in the pre-class assignment essays, there are questions that arise relative to APA style, 6th edition. Understanding the material in the APA Manual is the smoothest way to success! Work with each other; check each other; mark up your own papers with notes from the Manual!

Everyone must conform to APA in all of the writing, except the forums/discussions, for all of the classes and finally the dissertation, so it is essential that these skills are mastered now.
If everyone uses APA correctly, each paper should be virtually identical, other than in content of course. The header(s), page numbers, cover pages, font chosen for use within the paper, use of headings, bold font, spacing between lines, citations in text, spacing for block quotes, references, and, for other assignments, appendices, figures and tables, etc. all have APA style "rules" that need to be followed.

So, get out your APA manual and find the answers to these questions and flag your manual so you can easily find these answers as you write every paper for this program and eventually your dissertation and when you prepare manuscripts for publication when APA is the style guide required. You might also want to write notes on your own paper for reference. And, for extra support, check <http://www.apastyle.org/learn/faqs/index.aspx> and bookmark all of the “apastyle” pages for your future reference. All of the information is available that you need; you are responsible to make sure your work conforms to APA style. Help each other with this; proofread for each other, share insights and hints, but realize that you are responsible to make sure your work is in APA 6th edition style. This applies to the writing as well as the formatting, of course, but the most concrete part of this is the formatting part, so we start there.

1. What is the difference between a head (also known as a header) and a heading? Where is a head located? How do you determine which level of heading to use within the paper? What fonts and font sizes are acceptable? Would the font and size used for a head (header) and page numbers ever be different from the font and size used within the paper? Would bold font ever be used anywhere in the paper?

2. What is the "running head" and where does it go? On what page(s) does it appear? Placed where? How does the very first page differ from subsequent pages, in terms of the running head? Does the head continue through into appendices? How do you make the first page different from subsequent pages?

3. How do you choose a head (abbreviated title)? How do you make sure it is unique enough to differentiate your paper from others’ papers on similar or the same subject, without using your name.

4. Where does pagination begin? On page 1, or later? Where is the page number located? Do page numbers continue through into appendices?

5. Where does the title sit on the first page? The author name and affiliation is important on the first page because it does not appear elsewhere. Note: for class assignments it is fine to include the title of the class and the instructor and the date if you wish. (This is not necessary but most students like to have that as part of the cover and that is fine for class; it is not acceptable for publication though.)

6. What is the correct way to indent paragraphs? Block quotes? Various levels of headings? References? Would anything but a ragged right margin ever be used?

7. What is the correct spacing to start the paper off, between lines, between paragraphs and between sections? Between sentences? What about between references? (Note that the default page format in Microsoft Word has correct margins built in. What are those margins? Make sure your papers use those margins.)

8. Would a heading ever fall at the bottom of a page? Would a reference page ever begin other than on its own page?

9. What are the rules for formatting references? What elements have a period after them? What elements are in italics? What elements have no capitalization after the first word? How do you use the "&" sign instead of the word "and" in a reference? What is a DOI and where does it belong? What are the rules for spacing between elements in a reference? What elements do not have a space between them? Would it ever be appropriate to use different fonts within a reference? Should references ever be in different fonts than the rest of the paper?
10. How do you determine when to use a block quote instead of a quote within the text? How do you set up a block quote in terms of spacing and indent? How do you cite? Where do you place the citation, and how do you use punctuation for it?

11. Where are the sample papers located in the APA Manual? Where are the sample references? What pages in the APA manual do you expect to return to most often?

12. The APA Manual provides information related to ethics; what are the major points they make and where is that located in the manual?

You will work in groups to answer these questions, and share your findings. You should be able to justify any choices you make in your papers based on APA style, so become comfortable with checking all of your work through an APA lens before you submit it. You might consider developing a routine for working with APA issues, perhaps some sort of APA meetings or social hours or online blog that you can continue throughout your program. Working together to develop your writing skills will be a great advantage!

Also, I suggest you consider how you will manage all of your resource information. If you use Firefox, you might find Zotero to be amazing. You might prefer EndNote. You may have your own system! You might also want to explore the software and web services available for creating and saving presentations, for collaborating, for capturing and analyzing both quantitative (Excel or SPSS for example) and qualitative (HyperRESEARCH for example) and for keeping yourself organized through the program.

**Assessment Rubrics**

*Rubrics are available in Moodle.*

- Graduate Academic Writing Rubric
- Graduate Reflective Writing Rubric
- Program Evaluation Standards Rubric

**Course Schedule**

*Much goes on during the 4 days we are in class together.*

Thursday: Pre-Class Assignments are discussed, information and instructions are provided, groups are set

Friday: Group Presentations and Activities based on the assigned evaluation chapters, groups are ready for the Ethics assignments; introduction to Agency and the major project due on Tuesday

Saturday and Sunday: time for homework, review of pre-class readings, research, processing and reflection

Monday: All preparations and research needed for Tuesday presentation is completed, presentation is developed. **Monday the 22nd we have our All-Cohort Summer Reception from 5-7 PM.**

Tuesday: Presentation is rehearsed, polished and presented to Agency; course is wrapped up and students are sent off to complete the final assignments due in August
PSU College of Graduate Studies Program Hallmarks

This course requires students to reflect on all of these hallmarks in relation to themselves and their work.

Leadership and Advocacy

Students work in collaboration with others to develop program evaluation skills they can use in their leadership roles to advocate for those they serve.

Reflection and Innovation

Students reflect on their learning and use their new skills and knowledge to develop innovative proposals for evaluation.

Scholarship and Application

Students are required to develop their annotated bibliographies and complete other research work to complete the requirements for this course and then they use that scholarship in the application of best practices in their professional work.

Professionalism and Service

Students have many opportunities to develop and demonstrate professional skills and dispositions and to use their new learning to provide the service of program evaluation work to a non-profit agency.

Global Awareness and Social Responsibility

By working collaboratively with the diverse members of the cohort, and interacting with international members of our PSU community, particularly with the Pakistani Educational Leadership Institute, students are able to develop greater awareness of global leadership issues, and their work with the outside agency is a demonstration of social responsibility. Also, understanding the diverse perspectives related to program evaluation methodology encourages students to think in new ways that are more inclusive than exclusive.
University Policies and Procedures

- **ADA Policy**: Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson Library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity**: Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, which is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials**: Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information**: Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts

Following are the PSU curtailed operations and/or class cancellation notification procedures:

In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Plymouth State University has a specific policy related to email correspondence**: The University has a responsibility to protect students’ and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person’s official University email address and should not be addressed to alternative addresses. In order to comply with this policy, CoGS staff members use only PSU email addresses. Please use your Plymouth e-mail address for all correspondence with us, whether faculty or student.

- **Lamson Library and Learning Commons**: Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Commons resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk is on the Main Floor.