New Course

Catalog Course Title: PUAD 645 - Foundations of Program Evaluation

Name and contact information for future correspondence:
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Academic Unit - School/College:

◯ CAS ◯ KSB ◯ SOC ◯ SIS ◉ SPA ◯ SPExS ◯ Other:

Teaching Unit – Department or Program: Dept of Public Administration & Policy

Date effective: Fall 2016

Required Signatures	Name	Signature	Date
Teaching Unit Chair or Director	Alison Jacknowitz	_(signature)_	2/11/16
EPC Chair	Susan Glover	_(signature)_	2/29/16
Primary Academic Unit Assoc. Dean	Vicky Wilkins	V. Wilkins	3/3/2016
Second Academic Unit Assoc. Dean			
Faculty Senate Chair			
Provost's Designee (VPUG or VPGR)			

Date sent to the Office of the University Registrar:

Online MPAP: New Course Proposal

This document proposes to create a new required program evaluation course for online MPAP students in substitution of the currently required PUAD 604 course.
Also see corresponding Minor Change to Program proposal.
For any questions, contact Sonja Walti, walti@american.edu, x3738

I. Identifying Information

a) Proposed effective date: **Fall 2016**

b) Academic Unit: **School of Public Affairs**

c) Teaching Unit: **Department of Public Administration and Policy**

d) Course Title (Generally a limit of 30 characters including spaces): **Foundations of Program Evaluation**

e) Course Number: **PUAD 645**

f) Credits: **3 (three)**

g) Prerequisites: PUAD 643 - Quantitative Methods

h) Course description for University Catalog (Generally a limit of 50 words):

This course introduces students to research designs and related methodological tools used to evaluate the need for a program or policy, its implementation, and its impact on key outcomes. Students learn how to design, conduct, and critique evaluations. Students learn how organizational, programmatic, and political factors can influence evaluation.

i) Grade type: **i. A/F only**

j) Expected frequency of offering: vii. **Every online term (Fall, Spring, Summer)**

k) Note all that apply: **ii. Online course**

II. Rationale

a) Online MPAP students take an online version of PUAD 604 Public Program Evaluation as a sequel to the current PUAD 605 Quantitative Methods for Public Managers course. Both of these required courses together currently provide online MPAP students with foundations in program evaluation.

However, enrolling online MPAP students into PUAD 604 Public Program Evaluation has been fraught with administrative difficulties because online MPAP students need to be waived out of the MPP prerequisites leading up to PUAD 604. What's more, those taking PUAD 604 really need to have had PUAD 605 but no prerequisite is in the system to ensure this.

To avoid these difficulties and resulting mistakes, we propose to create a separate program evaluation course for our online MPAP students, called PUAD 645 Foundations of Program Evaluation. PUAD 643 Quantitative Methods (to replace PUAD 605 for MPAP students, *see separate New Course Proposal form*) will become a prerequisite for this course.

b) Will the course require students to pay a special fee associated with the course? **No**

c) Has the course previously been offered under a rotating topics course or an experimental course number? **No**

d) Please indicate other units that offer courses or programs related to the proposed course and provide documentation of consultations with those units. **The Department of Public Administration and Policy, which is home to the online MPAP and the in-house MPA & MPP programs, approved this curriculum change unanimously at its DPAP Faculty Meeting on January 14, 2016.**

e) Estimate the enrollment per semester. **All online MPAP students will take this required course. Per semester, we estimate that between 30 and 40 students will take this course.**

f) Does your teaching unit's classroom space allotment support the addition of this course? **N/A**

g) Are present university facilities (library, technology) adequate for the proposed course? **There are no changes in the use of technology and other university facilities between the currently offered of PUAD 604 and the newly offered PUAD 645. Students will continue to rely on online course reserves for readings and the virtual computing lab to practice their analyses, just as they did for the current course to be substituted.**

h) Will the proposed course be taught by full-time or part-time faculty? **The new course follows the model of all other courses that are developed and offered in partnership with Deltak/Wiley. This course has already been developed by a full-time faculty member, who taught it once. Thereafter, the course has been taught by an adjunct instructor with the course developer serving as the instructor of record.**

i) Will offering the new course involve any substantial changes to the scheduling of existing courses? **No**

j) What are the learning outcomes for the course?

This course is designed so that...
- **Students will become critical consumers of program evaluations**
- **Students will be able to design and implement program evaluations**

k) How will those outcomes be assessed?

Outcomes will be assessed using the following assessment tools:

Drafting of paper reviews, solving weekly problem sets, occasional group exercises and discussions, drafting of an impact evaluation proposal in multiple steps, completion of an exam, RCR Certification.

l) What are the competencies that students are expected to demonstrate for the course? Please attach a draft syllabus.

By the end of the course, you will be able to:
- **Critique the validity of evaluation studies**
- **Distinguish between different evaluation objectives**
- **Write evaluation questions and corresponding hypotheses**
- **Develop a research design to answer an impact evaluation question**
- **Create a data collection plan including questionnaire development**

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- **Recognize how organizational, programmatic, and political factors can influence evaluation**

III. Catalog Copy

a) Please attach a course description as it is to appear in the University Catalog, following the format of the current catalog.

PUBLIC ADMINISTRATION

PUAD-645 Foundations of Program Evaluation (3)

Course Level: Graduate

This course introduces students to research designs and related methodological tools used to evaluate the need for a program or policy, its implementation, and its impact on key outcomes. Students learn how to design, conduct, and critique evaluations. Students learn how organizational, programmatic, and political factors can influence evaluation. Usually offered every term. Prerequisite: PUAD-643.

(Note to the Registrar: Please note that "every term", for our online MPAP program, refers to "every semester", not every one of American University's six only "terms" per year.)

Syllabus

Site: Engage
Course: Quality Assurance - PUAD 604 Public Program Evaluation
Book: Syllabus
Printed by: Michelle Goeders
Date: Friday, February 5, 2016, 5:20 PM

Table of contents

Department of Public Administration and Policy

PUAD 604: Public Program Evaluation

3 Credit Hours

Instructor

Instructor Name
preferred email
phone
skype id:

Online Office Hours via Skype: Days from time PM to time PM EST

Please refer to the Instructor Policies document in the Course Home section for my communication preferences.

Program Overview

The online Master of Public Administration and Policy (MPAP) provides students with the foundational analytical, contextual, ethical, and substantive skills and knowledge to advise public policy and lead public programs in government and the nonprofit and private sectors in the United States and abroad.

Master of Public Administration and Policy (MPAP)

▶ 🔊 0:00 / 2:11   ⤢ 🔲

Course Description

While a significant amount of resources are used to evaluate policies and programs, not all evaluations successfully determine whether a policy or program "works." All evaluations have weaknesses, and some have more weaknesses than others. This course will teach you how to distinguish high from low quality evaluations so you can critically consume evaluation studies. You will also learn how to conduct and design evaluations. Hence, the central objective of this course is to learn the tools used to determine whether programs and policies achieve their objectives. The course will introduce a variety of research designs and related methodological tools useful for evaluating the need for a program or policy, its implementation, and its impact on key outcomes. The course will also highlight how organizational, programmatic, and political factors can influence evaluation. Policies and programs in a broad range of areas will be examined, including health, criminal justice, education, and welfare and poverty.

Course Goals

This course is designed so that...

- Students will become critical consumers of program evaluations
- Students will be able to design and implement program evaluations

Student Learning Outcomes

By the end of the course, you will be able to:

- Critique the validity of evaluation studies
- Distinguish between different evaluation objectives
- Write evaluation questions and corresponding hypotheses
- Develop a research design to answer an impact evaluation question
- Create a data collection plan including questionnaire development
- Recognize how organizational, programmatic, and political factors can influence evaluation

Prerequisites and SPSS

This course will require and reinforce a basic understanding of regression analysis. Class activities and assignments will require you to apply concepts taught in PUAD605 Quantitative Methods for Public Managers. You will also be asked to generate and interpret SPSS output to complete class exercises and problem sets. SPSS is available through the Virtual Computer Lab.

Required Texts & Materials

One text is required for the course:
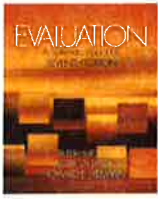
Rossi, Peter H., Mark W. Lipsey, and Howard E. Freeman. 2004 (Seventh edition). *Evaluation: A Systematic Approach*. Sage Publications. (ISBN: 0761908943)

Additional required readings will be posted online.

RCR Certification

The Responsible Conduct of Research (RCR) Certificate will be completed at https://www.citiprogram.org/.

SPSS

You will need to use SPSS for several activities and assignments in this course. Information on accessing SPSS through AU's Virtual Computer Lab are provided in the Course Home section.

Course Expectations

Online Participation Policy & Netiquette

Everyone understands the "code of conduct" implicit in a traditional classroom setting. Online classes also have their own "code of conduct," which consists of the traditional classroom code PLUS what is called Netiquette, a practical code of behavior for working virtually on the Internet. You should follow these in addition to normal rules of behavior for a classroom setting.

Etiquette

- Be yourself. Do not attempt to be overly formal, overly persuasive, or overly eager to belong.
- Be willing to accept the views of others, even if they have different backgrounds or positions; they are not as knowledgeable or capable of expressing themselves in writing; or they seem to break some of the rules of netiquette.
- All voices are equal. Bullying any classmate is unacceptable behavior and can result in your dismissal from a course. You are here to learn from each other. The converse is true as well; do not allow others to bully you out of your position.

Participation

- Behave as you would in a face-to-face classroom.
- Challenge ideas, not people.
- Be forgiving of other people's mistakes.
- Use proper and respectful language and refrain from any off-color jokes, insults, or threats.
- In an online course, the instructor is dependent upon your communication. Other students only know of your presence by your communication within the class.
- Respect other people's time and bandwidth.

Tone

- Never resort to "flaming" (insults or personal attacks).
- WRITING IN ALL CAPS is the equivalent of yelling.
- Any derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action as in the physical classroom.

Content

- Keep your responses jargon-free. This also includes text-speak and Internet slang. The Academic Integrity Code applies to all of your communication, including discussion posts, journal entries, and the like. Always write in your own words and use quotation marks if you use someone else's words, including open source materials.
- Think about what you have written before you submit it.
- Keep responses on topic.
- Respect other people's privacy by not sharing or spreading inappropriate information. If someone posts information that you think may have been posted accidentally, let them know about it privately.
- Share expert knowledge rather than "keeping it to yourself." Share this knowledge with respect rather than using it to put others down.
- Many online discussions require for input and positions to be supported by evidence (reading, lectures, data, and external sources). When possible, be sure to add depth to

your responses by using and referring to such supporting evidence.

- Spend time reviewing your messages before posting to be sure that they are clearly written and adequately sourced.
- Remember that the recipient is a human being whose culture, language, and humor have different points of reference from your own. Be especially careful with sarcasm.

The primary rule to remember is that in all your communications online, via email or the discussion forums, the person on the other end is another human being. The anonymity of the Internet can tempt one to express oneself in ways one wouldn't if the same conversation was face-to-face.

When having discussions with your classmates or instructors, please be mindful that your conversation is public for the purpose of the course and you should not disclose anything or say anything you would not say in a large public forum or a classroom.

It is NOT okay to share someone else's words, thoughts, opinions, or inputs beyond the confines of this course without that person's permission.

This video guide to Netiquette was made with a general Internet user in mind, but the information still applies to your online classroom.

How to Follow Proper Netiquette Rul...

In doubt, turn privately to your instructor for additional clarifications.

Deadlines

Incompletes are not given in the course in the absence of exceptional circumstances and require the prior agreement of the student and professor.

All assignments handed in late will be penalized. A late RCR certificate, paper review or problem set will be docked two points for each day after the deadline (e.g., from a 10 to an 8). A late impact evaluation proposal will be penalized one letter grade for each day after the deadline (i.e., from an A to a B). If you have a significant reason that you believe would justify rescheduling an assignment, you must (1) contact me before the particular due date and (2) provide written documentation of the problem. Valid reasons for rescheduling a deadline include serious illnesses or family emergencies (such as funerals).

Likewise, this course does not foresee extra-credit options. However, do not hesitate to seek intermediate feedback on your performance when needed. In fact, given the fast pace of an eight-week course, do not delay discussing your work with your instructor.

Unless otherwise specified, the instructor does not preview draft versions. However, it is perfectly acceptable to discuss your input and assignments in general terms prior to submitting it, for example in the form of an outline, a work plan, or an excerpt. Within reason and with sufficient review time granted, your instructor will make every effort to help you perfect your work and do your best.

Technological Requirements

These are the technical requirements necessary for your online courses to run properly. Please read this information carefully, as you must ensure that your computer is properly configured. If you have any questions or problems, please call the university Personal Support Center at 1-855-725-7614 (option 3).

Hardware

Any computer that is capable of running a modern Operating Systems (OS). For example:

- Windows 7
- Mac OS/X
- Linux

More memory (RAM) will allow for more applications, such as your online course and Microsoft Word, to be open concurrently and will speed up your computer in general.

A High Speed/Broadband internet connection.

A webcam is required for this course. If you do not have one built into your computer, you may purchase an inexpensive one that will plug into your computer. You may also wish to purchase a microphone, either standalone or with a set of headphones. These would be for the times that you may need to do Voice-Over-IP chats or Voice-Over-PowerPoint presentations.

Software

Web Browser Requirements

While the following web browsers are supported and tested, this course is optimized for use in Chrome.

With PCs running Windows OS:

- Chrome http://www.google.com/chrome
- Safari http://www.apple.com/safari/download/
- Firefox 4.0 and above http://www.mozilla.com/en-US/firefox/all.html
- Internet Explorer version 9.0 and above http://www.microsoft.com/windows/internet-explorer/worldwide-sites.aspx

With Macs running OS X:

- Chrome http://www.google.com/chrome
- Safari http://www.apple.com/safari/download/
- Firefox 4.0 and above http://www.mozilla.com/en-US/firefox/all.html

Cookies Must Be Enabled in your Browser

A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not.

Since cookies are so common, your browser probably already has cookies enabled. If you are unsure whether your browser is set up properly, please call the Personal Support Center at 1-855-725-7614 (option 3).

In addition to the requirements listed above, you will need to download Adobe Reader, or another program that can open PDF files. You may also need additional free-ware depending on the links in the course. Access to and familiarity with collaboration and file exchange systems, such as Google Hangouts, is also encouraged.

Grading & Assessments

Grade Scale

Students who master and excel at all of the learning outcomes can expect an A in this course. Students who excel at some of the learning outcomes while demonstrating basic mastery of all of them, can expect an A-. B+ means that a student has mastered many of the learning outcomes and made progress toward the others. B or lower means that a student did not fully attain some of the learning outcomes. The final letter grade will be computed based on a weighted average of a set of assignments, which I assess using 0-100 numerical grades entered into the gradebook. With some discretion reserved, the final numerical grade is translated into a final letter grade as follows:

95 - 100 A   Outstanding
90 - 94.9 A- Very Good
85 - 89.9 B+ Good
80 - 84.9 B   Satisfactory
75 - 79.9 B- Unsatisfactory
70 - 74.9 C+
65 - 69.9 C

Percentage of Course Grades for Assignments & Activities

Assessment	Weight
RCR Certification	5%
Problem Sets	30%
Group Evaluation Exercises	20%
Paper Reviews	20%
Impact Evaluation Proposal	25%

RCR Certification

To increase your understanding of ethical concerns regarding program evaluation, you will complete the Responsible Conduct of Research for Social, Behavioral and Education Sciences (RCR) course. The general steps to complete the RCR Certificate are included with the assignment in Unit 1.

Completing the course will take several hours, please plan accordingly.

To earn full credit, complete the quizzes associated with the certificate with an average score of 85 percent or above.

Problem Sets

To reinforce the material discussed in class, you will complete problem sets throughout the term. You may discuss the problem sets with your classmates, but each student must hand in their own assignment.

Problem sets will be graded on a scale of zero to ten points.

Group Evaluation Exercises

Teamwork is an important skill for this program and your career. We practice teamwork in this course in preparation for the concluding program Practicum, which will involve a lot of team work with external clients.

The objective of the group evaluation exercises is for you to practice designing different pieces of evaluations. These exercises will ask you to apply material learned in the course to different scenarios. There are many different ways to approach each exercise, so be thoughtful and creative. After submitting your group's exercise, review the other group's response and comment on it. Comments may include constructive critiques, questions, or appreciation for creative answers.

The evaluation exercises will be graded on a scale of 1-5.

Paper Reviews

To improve your skills as a consumer of evaluations, you will read and critique two program evaluations that utilize different designs. You are required to submit a paper review that is no longer than three pages double-spaced. Each paper review will require you to consider the objectives, design, findings, and weaknesses of the evaluation. Exact questions will be provided in the assignments.

You may discuss papers with your classmates, but each student must hand in their own assignment.

Paper Reviews are graded, based on quality of work, on a scale of 10. Their point values and associated quality of work are described in the following table.

Points	Quality of Work
10	Carefully considered the article and questions, but made a small number of errors
8.8	Carefully considered the article and questions, but made a significant number of errors
4	Did not make a good faith effort to complete paper review and/or address all of the questions
0	Did not complete paper review

Impact Evaluation Proposal

Goals

In this assignment, you will demonstrate your ability to meet the following course learning objectives:

- Write evaluation questions and corresponding hypotheses
- Develop a research design to answer an impact evaluation question
- Create a data collection plan including questionnaire development
- Recognize how organizational, programmatic, and political factors can influence evaluation

Request for Proposals from the Foundation for Policy Advancement

The mission of the Foundation for Policy Advancement (FPA) is to understand the influence and effectiveness of both domestic and foreign policies and programs. This FPA request for proposals (RFP), seeks to fund evaluations that examine the effect of programs or policies on outcomes of interest (i.e., impact evaluations). This document first describes the content requirements of the 10-page proposal with suggested page lengths in parentheses. Next, the scoring criteria for the proposals are outlined. Finally, the logistical details of proposal submission are reviewed.

Content Requirements

Cover page (1 page). List the title of your project and your name. The cover page does not contribute to the page limit.

Introduction (2 pages). Describe the societal problem which your policy or program of interest addresses. Provide a description of the selected program or policy including the intended targets, the intended benefits, and the causal model/program theory underlying the program. You must reference a logic model in the text and attach it to the end of the proposal. The logic model does not count towards the 10-page limit. Typically, introduction sections of academic papers include a review of the previous literature on the topic, but that is not necessary for this assignment. Four or five references of journal articles on the chosen topic are adequate. The end of the proposal should include a list of references cited. In the introduction, list your research questions and hypotheses. The research questions should seek to understand how a program or policy affects the outcomes of interest.

Methodology (7 pages). The majority of the proposal should address the methodological plan of your project. This section should cover the following areas.

- *Data.* The proposal should include a thorough description of all data being used in the analysis and a justification for selecting that data. If you plan to use administrative or secondary survey data, a description of the data set, including source, time period of data collection, type of data, sample size, and key variables should be included in the proposal. If you plan to conduct primary data collection, describe the sampling plan, survey mode, and types of questions that will be asked. The proposal should also address any human subjects concerns.
- *Measures.* The proposal should include a description of the independent, outcome, and

control variables that will be used in the analysis including their operational definitions.

- *Research Design and Analysis Plan.* The proposal should describe the evaluation approach (e.g., pre-test post-test with comparison group) and the statistical approach (e.g., multiple regression).
- *Pitfalls and Limitations.* The proposal should discuss the limitations of the analysis and obstacles the research may face. The internal, external, and construct validity of the proposed evaluation should be critiqued. In particular, the limitations of the data, variables, and methods should be described. The discussion should address how these limitations will affect the interpretation of any findings. In terms of pitfalls, the proposal should describe how the researcher plans to avoid or overcome pitfalls (e.g., low response rates, difficulty acquiring data) that are likely to occur.

Expected Results and Products (0.5 pages). Describe the expected results of your analysis and detail how they can inform policy and program decisions. Briefly describe the research products you will generate with your funding and how you plan to disseminate them.

Timeline (0.5 pages). In table format detail the timeline of the evaluation, identifying major tasks. Evaluators should plan for projects to begin on January 1, 2016 and end by December 31, 2016. Each proposal's timeline will include different elements reflecting the nature of the specific project but could include some of the following: develop survey instrument and sampling plan, pre-test survey, collect data, clean data, perform analyses, complete draft report, and submit final report. Note the timeline table counts toward the 10-page limit.

Works Cited (0.5 pages). List the works cited in the proposal, including data sources. The references can be listed in any format (e.g., APA, Chicago, MLA) but should be consistent. This section does not contribute to the page limit.

Evaluation Criteria

Proposals will be evaluated on the factors below.

Criteria	Points
Appropriateness of research questions. The research questions are well-constructed and ask impact evaluation questions. The hypotheses correspond to the stated research questions.	15
Accuracy and appropriateness of the methodological plan. The research design, data, and analysis plan are accurate and can answer the posed questions.	50
Feasibility of project. Evidence exists that the proposed evaluation could be completed successfully in the required timeframe.	15
	10

Quality of composition and organization. The text is clear, concise, and free of grammatical errors. The proposal adheres to page limits and formatting specifications. Each section flows from the other in a clear, logical manner. Any tables or figures are referenced in the text and correspond with the information presented in the text.	
Completeness. The proposal addresses all relevant items described in the content requirements section. The proposal incorporates comments received on the intermediate steps of the assignment described in the next section.	10
	Total: 100 points

Logistical Details

- The proposal should be 10 pages double-spaced using 12-point font and one inch margins. The cover page, references, and any tables or figures beyond the timeline table do not count toward the page limit.
- Proposals need to be completed individually.
- This assignment is worth 25 percent of your final course grade. A late impact evaluation proposal will be penalized one letter grade for each day after the deadline (e.g., from an A to a B).
- There are four intermediate steps in the assignment. While these tasks are not graded, failure to complete them in a timely fashion will result in the deduction of one-third of a letter grade from the final impact evaluation proposal (e.g., A t o A-).

    1. *Question.* Write your evaluation question.
    2. *Data, constructs, and variables.* Identify the data source for your study. Note the source of data may be primary data collection. Briefly describe it. Identify the key policy and outcome constructs. Describe how you will operationalize the constructs.
    3. *Logic model.* Outline a logic model for the program or policy you are evaluating.
    4. *Design.* Describe the research design (RFE, quasi-experiment, non-experiment) that you will propose to answer your evaluation question.

Class Participation

Class participation is not graded, but will push your grade up if you are on the borderline between two grades. Opportunities for class participation exist throughout the course, in particular via the *Evaluation in the News* forum (Unit 7) and the *Problem Set Discussions*.

Policies

Academic Integrity Code

By registering for the course, you have formally acknowledged your knowledge of the standards of academic conduct in all of its facets as set forth in the University Academic Code. Under the code, you must not present any material from another source as if it was your own. At a minimum, use footnotes, quotation marks, or citations to identify material you submit that has originated from another source. Under no circumstances should students "cut and paste" any material of four consecutive words or more without direct attribution. The university maintains a substantial system for detecting and prosecuting violations of the Academic Integrity Code, and violations are treated very seriously.

Sharing of Course Content

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained , and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes and any classroom discussions online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. See: How Do I Request Accommodations http://www.american.edu/ocl/asac/Accommodations.cfm.

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Personal Needs

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 202-845-1637.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Engage, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU website (american.edu/emergency) and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.