KINE 5371: Introduction to Program Planning and Evaluation
Spring 2019

GENERAL COURSE INFORMATION

Course Description: Program evaluation is the systematic application of scientific methods to assess the design, implementation, and outcomes of a program. In this course, program planning and evaluation are introduced as inter-related activities. Students will learn how to assess program design, develop evaluation plans and tools, and identify strategies for using and sharing results. This course has a service-learning component which involves the class working as a group to collaborate with a community partner to ultimately provide key evaluation deliverables. All assignments within the course are interrelated and build on another offering students multiple avenues to apply their knowledge and skills.

At the end of this course, students will have developed a practical literature review (which demonstrates students’ ability to translate technical information for lay audiences), a program logic model, a theory of change model, and an evaluation plan that includes a budget. Each of these “products” can be included in students’ professional portfolios.

Course Number/Section: KINE 5371, Section 001

Class Meetings: Thursdays, 5:30p.m. – 8:20p.m.; Science Hall 332

Instructor Name: Dr. Kyrah Brown

Email: Kyrah.Brown@uta.edu

Phone: 817-272-1332

Office: 227 MAC

Office Hours: Students may request an appointment via email. Appointments may be conducted via phone, video conference, or in-person.

Required Textbook


Additional readings and additional resources/tools are posted on Blackboard.

Course Learning Objectives

At the end of this course, students be able to:

1. Define key terms, concepts, theories and approaches in program planning and evaluation
2. Recognize the role of social, political, and cultural context in program planning and evaluation
3. Describe and facilitate evaluation planning processes with a community partner
4. Develop evaluation planning tools (e.g., logic model, theory of change, data management plan)
5. Develop a comprehensive evaluation plan and budget
6. Gather and synthesize empirical evidence for diverse stakeholder audiences
7. Interpret and communicate empirical evidence for diverse stakeholder audiences
8. Collaborate to prepare and present evaluation products to a community stakeholder
9. Identify and communicate strategies using and sharing evaluation findings with public health stakeholders
10. Demonstrate reflective learning in program planning and evaluation
<table>
<thead>
<tr>
<th>MPH Competency</th>
<th>Course Objective</th>
<th>Assessment Method(s)</th>
</tr>
</thead>
</table>
| Planning and Management to Promote Health | • Define key terms, concepts, theories and approaches in program planning and evaluation  
• Develop evaluation planning tools (e.g., logic model, theory of change, data management plan)  
• Develop a comprehensive evaluation plan and budget  
• Demonstrate reflective practice in program planning and evaluation | Vocabulary/Concept Quiz  
Program Evaluation Critique  
Evaluation Plan and Budget  
Reflection Papers |
| Evidence-Based Approaches to Public Health | • Gather and synthesize empirical evidence for diverse stakeholder audiences | Group Project: Community Partner Research Brief |
| Interprofessional Practice            | • Collaborate to prepare and present evaluation products to a community stakeholder | Group Project |
| Leadership                           | • Describe and facilitate evaluation planning processes with a community partner | Group Project: Facilitation Session with Community Partner |
| Communication                        | • Identify and communicate strategies using and sharing evaluation findings with public health stakeholders  
• Interpret and communicate empirical evidence for diverse stakeholder audiences | Group Project: Final Presentation  
Group Project: Community Partner Research Brief |
| Public Health and Health Care Systems  
Policy in Public Healthystems Thinking | • Recognize the role of social, political, and cultural context in program planning and evaluation | Program Evaluation Critique  
Community Health Assessment Assignment |
Online Conduct
The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature. It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTA CONHI Graduate Student Handbook for more information. For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.

Student Communication
UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Response to student emails can generally be expected within a 48-hour maximum timeframe for emails sent during business hours (e.g., 8:00am – 5:00pm).

Attendance Policy
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, Students are expected to attend class regularly. Late assignments are not accepted. Class participation events are not rescheduled. Students missing more than five classes (excused or unexcused) may fail the course. Attendance will be taken.

Expectations for Out-of-Class Study
A general rule of thumb is this: for every credit hour earned, a student should spend at least 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading and studying. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for examples, etc.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see http://catalog.uta.edu/academicregulations/grades/#graduatetext. For student complaints, see http://www.uta.edu/deanofstudents/student-complaints/index.php.

Late Assignments
Late assignments will not be accepted for a grade or reviewed for feedback (regardless of the reason) and will be assigned a zero. Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open.

Make-up Exams
Make-up exams will not be given except in cases where extenuating circumstances or university-excused absences are documented. University-excused absences must be presented to the instructor at least two weeks prior to the exam date.
UTA AND COLLEGE OF NURSING AND HEALTH INNOVATION (CONHI) POLICIES

Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php

Campus Carry
Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

Non-Discrimination Policy
The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy
The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity Policy
All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct.

Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Students are encouraged to review these guides on plagiarism http://libguides.uta.edu/researchprocess/plagiarism and http://libguides.uta.edu/copyright/plagiarism

The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: http://www.uta.edu/conhi/students/msn-resources/index.php

Plagiarism
Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the
author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via http://library.uta.edu/plagiarism/index.html.

**Student Feedback Survey**

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

**Final Review Week**

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Census Dates**

Please refer to your program/course specific census dates or contact the UTA Office of Records and Registration at 817-272-3372.

**COHNI Drop Policy**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://www.uta.edu/aao/fao/).

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at http://www.uta.edu/fao/ The last day to drop a course is listed in the Academic Calendar available at http://www.uta.edu/uta/acadcal.php?session=20166. 1. A student may not add a course after the end of late registration. 2. A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must: (1) Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.
**COHNI Dress Code**
The College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the in-seat class and community settings. Please dress business casual for all course-related activities including, but not limited to in-seat sessions and community stakeholder interactions.

**CONHI No Gift Policy**
In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is http://www.uta.edu/conhi/students/scholarships/index.php would be an appropriate way to recognize a faculty member’s contribution to your learning. For information regarding Scholarship Funds, please contact the Dean’s office.

**STUDENT SERVICES**

**Disability Accommodations**
UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**The Office for Students with Disabilities**
Contact the Office for Students with Disabilities (OSD) at www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

**Counseling and Psychological Services**
Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Student Support Services**
UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

**The English Writing Center (411LIBR)**
The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. The Library’s 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation. http://library.uta.edu/academic-plaza.
Librarians to Contact

- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu
- Contact all nursing librarians: library-nursing@listserv.uta.edu

Direct Links to UTA Libraries’ Resources

- Research Information on Nursing, http://libguides.uta.edu/nursing
- Library Home Page, http://library.uta.edu
- Subject Guides, http://libguides.uta.edu
- Ask Us, http://ask.uta.edu
- Database List, http://libguides.uta.edu/az.php
- Course Reserves, http://pulse.uta.edu/vwebv/enterCourseReserve.do
- Library Catalog, http://uta.summon.serialssolutions.com/#!/
- E-Journals, http://pulse.uta.edu/vwebv/searchSubject
- Connecting from Off- Campus, http://libguides.uta.edu/offcampus
- Academic Plaza Consultation Services, http://library.ua.edu/academic-plaza
- Study Room Reservations: http://openroom.uta.edu

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381.
COURSE ASSIGNMENTS

Individual Assignments

**Syllabus Quiz**
There will be a 15-question syllabus quiz. The purpose of this quiz is to make sure you are familiar with the course and feel comfortable navigating all facets of this course. You must score 100% on the quiz to receive credit. Please feel free to use your syllabus to complete the quiz.

**Vocabulary/Concepts Quiz**
There will be one 25-question multiple-choice vocabulary quizzes designed to assess your knowledge of key terms and concepts in program planning and evaluation. Quiz questions will be straightforward and based on course content covered prior to the date of the quiz. A broad study guide will be available on Blackboard. All quizzes should be completed on Blackboard by 3:00pm on the day they are due.

**Critique of Published Program Evaluation**
Students will identify a published program evaluation and provide a 2-3 page double-spaced summary and critique of the evaluation. Students must identify the article they propose to critique for pre-approval. Detailed instructions and grading rubric is available on Blackboard.

**Community Health Assessment Assignment**
Students will identify a published journal article that describes a community health assessment. Students will answer short questions presented in the assignment instructions and be prepared to discuss their article in class.

**Reflection Papers**
Four reflection papers will be assigned to promote students' personal and professional reflection. Reflection papers should be approximately two pages in length, using 1.5 line spacing and 1” margins, and in Word format. In the top left corner of the first page, include your first and last name, reflection paper # and prompt, and date. Using the following file name format: “Reflection 1 - Jane Doe.docx”. A grading rubric is available on Blackboard. All reflection papers should be submitted on Blackboard by 3:00pm on the day they are due.

<table>
<thead>
<tr>
<th>Reflection Paper</th>
<th>Prompt</th>
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<tbody>
<tr>
<td>#1</td>
<td>What prior experience, if any, do you have in program planning and evaluation? What are you looking forward to learning from this course?</td>
</tr>
<tr>
<td>#2</td>
<td>Free-Write: Describe at least two important concepts, research findings, theories, or ideas and their significance. In what ways could you apply this knowledge professionally?</td>
</tr>
<tr>
<td>#3</td>
<td>Free-Write: Describe at least two important concepts, research findings, theories, or ideas and their significance. In what ways could you apply this knowledge professionally?</td>
</tr>
<tr>
<td>#4</td>
<td>Describe your overall learning experience in this course? In what ways has your knowledge changed since the beginning of the course? How do you plan to apply your knowledge and skills? What concepts are you still wondering about? Reflection of the main competencies covered in this course. The final reflection paper should be between 3 to 4 pages in length.</td>
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</tbody>
</table>

**Prompt Ideas for Free-Write**
- What evaluation approaches or models stand out to you? In what ways do these approaches or models align with your personal or professional values?
- Describe the implications of incorporating systems-thinking into program planning and evaluation. What ideas do you have in terms of addressing the challenge of translating systems-thinking theory into action?
- Describe your experience facilitating the theory of change exercise with the community partner. What surprised you? What challenged you? And what connections do you see between the reading material and this experience?
Think back on utilization-focused evaluation and evaluation capacity building. Describe your ideas on implementing evaluation (e.g., data collection, analysis, etc.) in community-based settings which are often dynamic and rapidly changing.

**Evaluation Plan**

An evaluation plan is a key part of a proposal for a grant or contract as well as for a standing program. It clarifies the steps needed to assess the processes and outcomes of a program as well as how evaluation results will be analyzed, reported, and used. The evaluation plan is a cumulative assignment wherein students draw on their knowledge from the course to develop a finished product. The evaluation plan should be written as if it were a formal proposed plan to the community partner.

During the course, students will complete five low-stakes assignments that will ultimately be compiled into a final evaluation plan. During class, the instructor will spend time discussing feedback on submitted assignments so that students can strengthen their final evaluation plan. On Blackboard, students will find an evaluation plan template and templates for other evaluation planning tools (e.g., logic model, data management plan, etc.) as well as detailed instructions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Evaluation Plan: Assignment #1</td>
<td>Program Description and Need</td>
</tr>
<tr>
<td>Evaluation Plan: Assignment #2</td>
<td>Management Plan and Budget</td>
</tr>
<tr>
<td>Evaluation Plan: Assignment #3</td>
<td>Theory of Change Model &amp; Program Logic Model</td>
</tr>
<tr>
<td>Evaluation Plan: Assignment #4</td>
<td>Data Collection and Management Plan</td>
</tr>
<tr>
<td>Evaluation Plan: Assignment #5</td>
<td>Communication Plan</td>
</tr>
<tr>
<td>Final Evaluation Plan</td>
<td>During the course, students should be steadily building and adding in the different elements of the final evaluation plan. Do not wait until the last minute (end of the semester) to compile all of the sections—you will not have enough time to produce a quality product.</td>
</tr>
</tbody>
</table>

**Group Project Assignment**

To fulfill the service learning component, students will engage in a group-based project and deliver a final set of products to a community partner. This project is designed to use a collaborative learning approach which allows students to pull together their knowledge and skills from previous course content and assignments, and apply it collaboratively to produce a set of project deliverables for the community partner. The instructor will designate several class meetings for student group work when possible. Although, it is recommended that students also identify additional time outside of the class to prepare group assignments.

**Assessment of Individual Performance on Group Project**

The group will be evaluated on the accuracy and quality of the project deliverables. Individual grades will be assessed using (1) a team contract that identifies each students’ team role/responsibility, (2) a participation log, and (3) self and peer evaluations. The instructor will carefully review the team contract, participation log, and evaluations to determine the most appropriate grade.

**Team Contract (10 points)**

At the beginning of the semester, students will generate a team contract to establish group roles and expectations, to identify the quality of work the team wishes to achieve, and the level of participation and accountability each individual will contribute.

**Participation Log (points)**

Each team is required to keep a record of their in-class and out-of-class meetings. This log is intended to document the team’s experience. Logs must include the names of the team members present at each meeting, notes from the meeting, a list of action items (including who was responsible) and an update of what action items were accomplished from the previous meetings (including who did the work). A template is available on Blackboard.
Self and Peer Evaluations (10 points each)

Students will complete brief self and peer evaluation forms two times during the semester to assess collaborative effort and individual responsibility. The first evaluation is intended to be developmental, helping each team member identify areas where she/he needs improvement to make the necessary corrections. The final evaluation will be used to help determine individual grades. The table below describes the assignment of credit based on average peer ratings (with consideration of contract, participation log and instructor observation).

<table>
<thead>
<tr>
<th>Average final peer evaluation score (0-5 scale)</th>
<th>Grade percentage</th>
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<tbody>
<tr>
<td>4.0 – 5.0</td>
<td>Receives 100% of team grade</td>
</tr>
<tr>
<td>3.5 – 3.9</td>
<td>Receives 85% of team grade</td>
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<tr>
<td>3.0 – 3.4</td>
<td>Receives 80% of team grade</td>
</tr>
<tr>
<td>2.5 – 2.9</td>
<td>Receives 75% of team grade</td>
</tr>
<tr>
<td>2.0 – 2.4</td>
<td>Receives 60% of team grade</td>
</tr>
<tr>
<td>2.4 or below</td>
<td>Receives 55% of team grade</td>
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Project Deliverables

Practical Literature Review/Research Brief

Drawing on Evaluation Plan Assignment #1, students will work together to prepare one 1-2 page ‘practical literature review’ intended for use by the community partner. A practical literature review is defined as a brief review of empirical research or statistics that demonstrate the problem of focus or help to justify the need or design of the program. Unlike a typical academic literature review, it should be brief, visually appealing, user-friendly, and avoid the use of jargon or technical language. Guidelines and sample is provided on Blackboard.

Program Theory of Change Model

Drawing on Evaluation Plan Assignment #3 and other course materials, students will work together prepare one theory of change model that will be submitted to the community partner. Students may use Microsoft Office, Photoshop, or any other software tools to create a visually appealing theory of change.

Program Logic Model

Drawing on Evaluation Plan Assignment #3 and other course materials, students will work together to prepare one program logic model that will be submitted to the community partner. Students will use the template provided, but will customize the logic model by including the community partner’s branding information.

Final Presentation

In preparation for the presentation, students will prepare a presentation outline. The final 20-minute presentation will be delivered on the last day of class to the instructor and community partner. Presentation guidelines and rubric are on Blackboard. In general, presentations should address:

- Introduction
- Description of the Team’s Approach to the Work
- Organizational and Program Overview
- Description of the Theory of Change
- Overview of Program Logic Model
- Recommendations for evaluation planning and implementation or next steps
- Lessons learned
- Q & A
COURSE GRADING AND SCALE

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>15 points</td>
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<tr>
<td>Vocabulary/Concept Quiz</td>
<td>50 points</td>
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<tr>
<td>Program Evaluation Critique</td>
<td>50 points</td>
</tr>
<tr>
<td>Community Health Assessment Assignment</td>
<td>35 points</td>
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<tr>
<td>Four Reflection Papers</td>
<td>200 points</td>
</tr>
<tr>
<td>Five Evaluation Plan Assignments</td>
<td>125 points</td>
</tr>
<tr>
<td>Final Evaluation Plan</td>
<td>300 points</td>
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<tr>
<td>Group Project</td>
<td>175 points</td>
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<tr>
<td>Team Contract (10 points)</td>
<td></td>
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<tr>
<td>Participation Log (20 points)</td>
<td></td>
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<tr>
<td>Two Self/Peer Evaluations (20 points)</td>
<td></td>
</tr>
<tr>
<td>Practical Literature Review (30 points)</td>
<td></td>
</tr>
<tr>
<td>Theory of Change (20 points)</td>
<td></td>
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<tr>
<td>Program Logic Model (20 points)</td>
<td></td>
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<tr>
<td>Presentation Outline (5 points)</td>
<td></td>
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<tr>
<td>Presentation (50 points)</td>
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**Total Points** 950 points

**Grading Scale**

A = 90% - 100%
B = 80% - 89.99%
C = 70% - 79.99%
D = 60% - 69.99%
F = Below 60%
COURSE SCHEDULE

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Kyrah Brown

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS/ACTIVITIES</th>
<th>ASSIGNED READINGS</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Module 1: Introduction to Program Planning and Evaluation in Public Health</td>
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| Week 1: Jan-17 | • Semester Roadmap  
  • Introduction to Program Planning & Evaluation  
  • Social Context of Evaluation  
  • Team Building | Harris, Chapter 1  
Additional Readings on Blackboard | Reflection Paper #1 (1/22 @ 3:00PM) |
| Week 2: Jan-24 | • Community Partner Visit #1 (5:30pm)  
  • Evaluation Project Planning/Proposal Planning  
  • Group Project Time | Harris, Chapter 4  
Additional Readings on Blackboard | Syllabus Quiz (1/25 @ 3:00PM)  
Team Contract (1/25 @ 3:00PM) |
| Module 2: Program Planning and Development |
| Week 3: Jan-31 | • Program Planning and Development  
  • Theoretical Models & Frameworks  
  • Community Asset & Need Assessment: Organizational & Systems-Level  
  • PRECEDE-PROCEED Model | Harris, Chapter 2  
Harris, Chapter 12  
Additional Readings on Blackboard | EP Assignment #1 (1/31 @ 3:00PM)  
Community Health Assessment Assignment (1/31 @ 3:00PM)  
Submit Program Evaluation Article for approval (1/31 @ 3:00PM) |
| Week 4: Feb-7 | • Program Planning and Development  
  • Adopting or adapting evidence-based programs  
  • Developing new programs  
  • Program design and plan  
  • Program processes  
  • Theory of Change | Harris, Chapter 3  
Harris, Chapter 5  
Additional Readings on Blackboard | Group Project Assignment: Research Brief Draft #1 (2/7 @ 3:00PM) |
| Module 3: Evaluation Planning and Implementation |
| Week 5: Feb-14 | • Evaluation  
  • Types of Evaluation  
  • Evaluation Designs and Hierarchy of Evidence  
  • Evaluability and Capacity Assessments | Harris, Chapter 6  
Harris, Chapter 7  
Additional Readings on Blackboard | Reflection Paper #2 (2/14 @ 3:00PM) |
| Week 6: Feb-21 | • Evaluation  
  • Program Logic Model Development  
  • Program Process Monitoring and Evaluation  
  • Outcomes-Based Evaluation | Harris, Chapter 6  
Harris, Chapter 7  
Harris, Chapter 13  
Additional Readings on Blackboard | Program Evaluation Critique Due (1/21 @ 3:00PM) |
| Week 7: Feb-28 | • Engaging Stakeholders in Evaluation through Facilitation and Capacity Building Skills  
  • Participatory Evaluation Principles | Additional Readings on Blackboard | EP Assignment #2 (2/28/18)  
Group Project Assignment: Self & Peer Evaluation (2/28 @ 3:00PM) |
| Week 8: Mar-7 | • Community Partner Visit #2: Theory of Change Facilitation Session  
  • Group Debrief | Additional Readings on Blackboard | Vocabulary/Concept Quiz (3/7 @ 3:00PM) |
| Mar-14 | No Class | | |
### Week 10: Mar-21
- Data Management Plans
- Quantitative Methods: Design, Methods, Sampling, Data Analysis/Visualization, Program Effects
- Instrument Development & Selection
- Group Project Time: Theory of Change and Logic Model
  Harris, Chapter 8
  Harris, Chapter 10
  Additional Readings on Blackboard
  EP Assignment #3 (3/21 @ 3:00PM)
  Group Project Assignment: Research Brief Draft #2 (3/21 @ 3:00PM)

### Week 11: Mar-28
- Data Management Plans
- Qualitative Methods: Design, Methods, Sampling, and Data Analysis
  Harris, Chapter 9
  Harris, Chapter 10
  Additional Readings on Blackboard
  Reflection Paper #3 (by 3:00pm)
  Group Project Assignment: Theory of Change & Logic Model (3/28 @ 3:00PM)

### Module 4: Evaluation Reporting and Dissemination

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<tr>
<th>Week 12: Apr-4</th>
<th>National Public Health Week</th>
<th>Thursday’s Theme: Technology and Public Health</th>
<th>Harris, Chapter 11</th>
<th>Additional Readings on Blackboard</th>
<th>EP Assignment #4 (4/4 @ 3:00PM)</th>
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<tr>
<td>Week 13: Apr-11</td>
<td>Finalizing evaluation plan</td>
<td>Additional Readings on Blackboard</td>
<td>EP Assignment #5 (4/11 @ 3:00PM)</td>
<td>Group Project Assignment: Presentation Outline (4/11 @ 3:00PM)</td>
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<td>Week 14: Apr-18</td>
<td>Pulling It All Together/Reflections</td>
<td>Additional Readings on Blackboard</td>
<td>Final Evaluation Plan (4/19 @ 11:00PM)</td>
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<td>Week 15: Apr-25</td>
<td>Mock Presentation</td>
<td>Group Project Assignment: Self &amp; Peer Evaluations (4/25 @ 3:00PM)</td>
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<td>Week 16: May-2</td>
<td>Presentation Day</td>
<td>Group Project Assignment: Final Presentation and Project Deliverables (4/26 @ 11:00PM)</td>
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<td>Reflection Paper #3 (5/6 @ 3:00PM)</td>
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