

**THE UNIVERSITY OF TEXAS AT TYLER**  
**DEPARTMENT OF HEALTH AND KINESIOLOGY**  
**TENTATIVE COURSE SYLLABUS**

**SEMESTER: Fall 2021**

Course Title: **PROGRAM DESIGN & EVALUATION**

Course Number: **ALHS 4304.060**

Credits: **3 Hours**

Prerequisites: **None**

Course Format: **100% ONLINE**

### **Instructor Information**

**Name and Title:** Fletcher Njororai, Ph.D., MPH, MCHES  
Associate professor

**Office Location:** HPC Suite 3105

**Phone Number:** (903) 566-7058

**Email Address:** [fnjororai@uttyler.edu](mailto:fnjororai@uttyler.edu) (Preferred option Canvas inbox for quicker response)

**Office Hours:** Virtual Office (Email to make a virtual/zoom appointment)

**Emergency Number (Office):** (903) 566-7031 (Tina Taylor, Admn. Assistant)

***UT Tyler Ethics Honor Code: I embrace honor and integrity that will not allow me to lie, cheat, or steal nor to accept the actions of those who do.***

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**COURSE DESCRIPTION:** This course is designed to introduce students to the various principles of program planning, implementation and evaluation in different settings. Students develop skills in needs assessment, program planning, implementation and evaluation of programs in public health interventions, health education and promotion. The course encompasses the key competencies for health education and promotion within a broader public health framework. Throughout the semester, by completing and/or participating in various course and class activities, students have the opportunity to identify health issues and apply the principles learned in this course including use of relevant theory for public health interventions, health education and promotion programs.

### **COURSE GOAL**

- Integrate knowledge and skills learned in this course and previous courses in preparation as future professionals competent in public health, health care and related careers in this vast and complex discipline. To develop the capability for students to contribute to the broad professional service in health care, health education and promotion in community, government, and organizations that benefit populations at the local, state, national, and international levels. Contribute knowledge relevant to CHES\* exam.

## **COURSE OBJECTIVES:**

Upon completion of the course, students should be able to:

- Explain the role and processes of needs assessment, program planning, implementation and evaluation in public health programs, research and practice.
- Demonstrate understanding of the role of theory and appropriate application of theories and models in program planning and evaluation.
- Demonstrate application of relevant integrated knowledge and skills in the design, implementation and evaluation of health education and promotion programs and services in a variety of settings including school, community, health care practice, worksite etc.
- Interpret and apply the seven core responsibilities required for qualification as a Certified Health Education Specialist (CHES)\*.

## **REQUIRED TEXTBOOKS**

1). McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2017). *Planning, Implementing & Evaluating Health Promotion Programs: a primer* (7<sup>th</sup> edition). San Francisco: Pearson/Benjamin Cummings.

## **Additional /Recommended Resources**

- 1). Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2012). *Principles and Foundations of Community Health Promotion and Education*. San Francisco: Pearson/Benjamin Cummings.5<sup>th</sup> Edition
- 2). National Cancer Institute (2003). *Theory at a glance: A guide for health promotion practice*. HPERLINK: <http://www.cancer.gov/cancerinformation/theory-at-a-glance>
- 3). *A competency-based framework for Health Education Specialists* – 2010 by NCHCEC at [www.nchec.org](http://www.nchec.org)
- 4). *The Health Education Specialist: A companion Guide for Professional Excellence* – 6<sup>th</sup> Edition by NCHCEC at [www.nchec.org](http://www.nchec.org)

## **\*\*Scholarly writing resources**

- 1.American Psychological Association. *Publication Manual of the American Psychological Association*. Washington D.C - [http://blog.apastyle.org/apastyle/2018/08/never-space-out-online-spacing-again.html?\\_ga=2.229328212.932361157.1534970842-821535118.1534970842](http://blog.apastyle.org/apastyle/2018/08/never-space-out-online-spacing-again.html?_ga=2.229328212.932361157.1534970842-821535118.1534970842)
- 2).<http://www.apastyle.org/manual/index.aspx>
- 3). <https://owl.purdue.edu/>

## **COURSE FORMAT – ONLINE/VIRTUAL**

The course is offered in **Canvas** platform which is our official **University of Tyler Learning Management System (LMS)**. This course is offered fully online with a variety of activities to cater for different course objectives and student learning outcomes. The course activities include textbook readings, research, discussion questions, application assignments, journaling, video summaries, presentations, group work, quizzes, and exams among others. Supplemental readings may be provided in selected modules for selected assignments. Zoom meetings will be arranged as necessary and when this is done you will be informed ahead of time. Students can also request the instructor to set up zoom meetings for one-on-one sessions as need be for any assistance with the course materials/assignments. Please consult the ‘*Course Schedule*’ regularly and ensure you meet deadlines given for course assignments.

Each module has a ‘**Checklist**’ that is necessary for you to refer to as you complete your assignments. *Ensure that all module assignments are completed within the module dates before moving to the next module.* As you read, generate points of discussion, comparison with current events/personal experiences or other observations, and also establishing your position on issues which help strengthen your responses to assignments. Every student should have their own text and required materials/documents for the course. Students are encouraged to read widely related materials above and beyond the class materials indicated in this course to broaden your world view on concepts and be exposed to varied perspectives of opinion.

Be proactive (and not reactive) about your learning and performance, this includes being resourceful, motivated, creative in completing your assignments, seeking clarification and help in a timely manner, and taking charge and responsibility in completing your work. While many factors may influence a grade, your final grade in this course reflects your learning readiness, class participation and personal initiative and drive for learning and taking on challenges. *Working through your assignments hurriedly or inadequate preparation for any of the activities will affect your grade and overall learning.*

## **Completion and Submission of Assignments**

Deadlines for submission and/or presentation of the assignments are provided in Canvas within each module. Late assignment completion and submission will not be accepted and so no grades for that unless you have a valid reason and had prior permission from the instructor. Assignments deadlines are scheduled with adequate time to complete in advance of the deadline so all work should be completed/submitted by/or before the deadline. A missed exam without a prior accepted valid reason to the instructor receives an **automatic zero with no make-up**. An excused missed exam must be taken as soon as possible in arrangement with the instructor. You have a whole week to complete module quizzes/tests therefore there are no excuses or make-ups for missed deadlines except in emergency situations with documentation. Please do not email your assignments to me, submit them in Canvas, the LMS by the due dates while the submission button is still available. There will be two exams, midterm exam and final exam, constituting 40% of your total grade. Final exam(s) must be taken as a scheduled within the exam period.

## **Academic Obligations**

You are expected to read the entire syllabus, course schedule and related documents (including various university policies and guidelines) well in advance and ensure you know and comprehend them all and know what is expected of you at all times. Consult with the course instructor well in advance for any clarifications including clarifications of any announcements or instructions given in Canvas or email. Failure to do so does not constitute a reason on your part to fail in fulfilling your obligations or to require exemption(s). Personal commitments (even in the seemingly clear emergencies) will not exempt you from fulfilling your academic obligations in a reasonably timely manner. If you have an emergency that may affect your participation or completion of any work in the course, you have to contact the instructor and provide evidence in a timely manner. Provisions will be made where procedure has been followed in reporting the emergency so as to allow extra time for completion of your work. VERY IMPORTANT: Check Canvas email and your patriot emails several times daily.

**Teaching & Learning Philosophy:** Different people learn differently or better through a variety of methods by which information is presented, acquired, synthesized and/or utilized. No single class may provide all the possibilities of individualized learning but the instructor in this course

embraces a well-rounded approach which includes a variety of strategies: readings, writings, observational activities, discussions, questions and answers, and presentations/participatory approaches, individual as well as groups work. It is your responsibility to strive and gain the most from each of these strategies because each serves a different purpose in the learning process. You will realize that many questions raised during a class session do not have a single right or wrong answer hence everyone in the class (including the course instructor) is fallible and may not always have the “perfect” answer. This is not a reflection of their lack of study or expertise but of the complexity of many perspectives about health and behavior as well as a wide spectrum of different experiences and varying forms and degrees of their expressions. The world is complex therefore if a topic, idea, or answer seems incorrect or implausible according to your perspective; you are encouraged to bring these issues up for discussion in a respectful manner.

**\*Note** The CHES exam covers Seven Areas of Responsibilities (also known as Health Promotion and Education Competences) please visit: [www.nchec.org](http://www.nchec.org). This class contributes towards preparation of the student in acquiring knowledge (and/or skills) for 6 of the 7 areas, which are:

- Plan health education/promotion strategies, interventions, and programs.
- Implement health education/promotion strategies, interventions, and programs.
- Administer health education/promotion strategies, interventions, and programs.
- Serve as a health education/promotion resource person
- Communicate and advocate for health and health education and promotion.

Note: 1). Details on CHES exam are covered on the website: [www.nchec.org](http://www.nchec.org). You are encouraged to consult this website for more information and resources related directly to preparing for and taking the CHES exam).

**Academic Obligations:** You are expected to read the entire syllabus, course schedule and related documents (including various guidelines) well in advance and ensure you comprehend what is expected of you at all times. Consult with the course instructor well in advance for any clarifications. Failure to do so does not constitute a reason on your part to fail in fulfilling your obligations or require exemption(s). Personal commitments (even the seemingly clear emergencies) will not exempt you from fulfilling your academic obligations although provisions will be made where procedure has been followed in reporting the emergency so as to allow extra time for completion of your work.

**Note: The instructor reserves the right to make changes on the course (for example syllabus, assignments, and the grading plan) at any point in the semester. You will be notified of any changes made on the syllabus.**

<u>Grading Plan</u>	<u>Grading Scale</u>	
A). Continuous Assessments (40%) <ul style="list-style-type: none"> <li>• Chapter Quizzes</li> <li>• Journal Summary</li> </ul>	<b>Percentage</b>	<b>Grade</b>
	90–100	A
	80 –89.9	B
B). Exams (40%) <ul style="list-style-type: none"> <li>• Midterm Exam (100 points)</li> <li>• Final Exam (100 points)</li> </ul>	70–79.9	C
	60 – 69.9	D
	< 60	F
C). Group Project (10%)		
D). Class attendance & Participation (10%)		
<b><u>TOTAL POINTS – 100%</u></b>		

**Netiquette Guide & Emails:**

“Netiquette” is network etiquette, the do’s and don’ts of online communication. Netiquette covers both common courtesy online and informal “rules of the road” of cyberspace. Review and familiarize yourself with the guidelines provided.

<http://www.learnthenet.com/learn-about/netiquette/index.php>

I will respond to your emails **within 48 hours (excluding weekends)**. This means if you email me on a Friday, expect a response by Monday or Tuesday. Please indicate the course number and name in the subject line of the emails (e.g. *ALHS 4304.001 Alicia Norma, question on.....* **And please note that emails you send without these specifications may take long to be answered or will go unanswered.** Do not expect me to respond urgently to your emails just because you suddenly realized a deadline for submitting an assignment is about due and you have urgent

question. Pace your work well and when a need arises to email me, make sure you have enough time to cover the 48-hour expected response duration. Emergencies ‘you create’ on your side will not constitute emergencies on my side and therefore you will not be excused for not meeting a due date just because you did not receive a response from me to your email/inquiry related to a pending assignment due. However, real emergencies will be accorded due attention with proof is provided.

## **UNIVERSITY POLICIES**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quit-lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (Consult the Academic Calendar for the actual date) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Check the Academic Calendar) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - copying from another student's test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;

- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
  - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
  - iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](tel:903.566.7254) (903.566.7254)

### **COVID-19 Pandemic COVID-19**

**Hotline (UT Tyler):** 903.565.5999

Please be informed and keep up with the updates on the COVID-19 related information at the following resources:

- <https://www.uttyler.edu/coronavirus/>
- <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>
- <https://coronavirus.jhu.edu/map.html>