

THE UNIVERSITY OF TEXAS AT TYLER
COURSE SYLLABUS

SEMESTER: Spring 2026

Course Title: PROGRAM DESIGN & EVALUATION

Course Number: ALHS 4304.001

Credits: 3 Hours

Prerequisites: None

Course Format: HYBRID

Instructor Information

Name and Title: Christina Aubert, MPH Adjunct Professor.

Department's Office Location:

Phone Number: (903) 802 - 3130

Email Address: caubert@uttyler.edu

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

Emergency Number (Office): (903) 566-7031 (Tina Taylor, Admin. 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.

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 will be able 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. Planning, Implementing and Evaluating Health Promotion Programs 8th by James F. McKenzie (Author), Brad L Neiger (Author), Rosemary Thackeray (Author)
ISBN 978-1-284-22864-9
2. Supplementary: Health Promotion Programs: From Theory to Practice 3rd Edition by Carl I. Fertman (Editor), Melissa L. Grim (Editor), Society for Public Health Education (SOPHE) (Editor)
ISBN 978-1-119-77088-6

APA Writing/Formatting and Reference Style**

<https://apastyle.apa.org/>
<https://libguides.sjfc.edu/citations/apa/references>
<https://libguides.sjfc.edu/citations/apa/intext>

Methods of Instruction

This Course utilizes a hybrid format of instruction including meetings will be held via CANVAS as the LMS and Face to Face Class sessions on Wednesdays alternatively or as required. Instruction delivery will include textbook readings, research work, discussion board questions, application assignments, presentations/recordings, group work, quizzes, and exams among others. Supplemental readings may be provided in selected modules for selected assignments. Active online, consistent, and timely engagement through these wide variety of activities is a critical component of 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.

Course Outline

Please familiarize yourself with the tabs on the main menu on the left side of the course screen to know the links as you will use them a lot throughout the semester. Important information is provided in the “Course Syllabus” tab in CANVAS (link located in the navigation bar on the left side of the screen in the course). The “Course Schedule” is provided through the same link, it will have most of your learning tasks including information about assigned reading, assignments and other important information pertaining to what you are supposed to complete and deadlines.

Course ‘Modules’ designed in CANVAS have all the assignments, instructions and due dates for completion of your work. Complete weekly module assignments by the end of each module date. Each module has a ‘Checklist’ necessary for you to refer to as you complete your assignments. There are no weekly email reminders for your weekly assignments. Working through your assignments hurriedly or inadequate preparation for any of the activities will affect your grade and overall learning.

Details of Course Format

Readings – Required readings from Course Textbooks and supplemental Sources will be assigned to introduce and further buttress concepts included in the course objectives. Please come to Face-to-Face class sections prepared if prior reading has been assigned before the

class. This will enrich class discussions and possible group or collaborative work that might be necessary.

Group Work and Team Assignments: Understanding of major components of the course concepts will be assessed with assigned group work and class presentations.

Class Discussions: Quality participation in class discussions will be assigned a grade weekly. Asking pertinent questions, making insightful observations and expressing personal opinions and understanding of concepts being taught both in virtual and in person meetings will count towards this grade.

Communication:

The instructor can best be reached by e-mail. E-mails should always have “ALHS 4304.060” in the subject line with some specifics of the issue/topic. Please note that I do not respond to emails between Friday late afternoon till Monday or Tuesday. Failure to follow these instructions may delay the response time. I will respond to your emails within 48 hours (excluding weekends). This means if you email on a Friday, expect a response by Monday or Tuesday.

Technical Support

The course instructor is unable to offer technical assistance, if you have technical difficulties, please contact CANVAS which provides technical support for this course. Information about technical support is available in CANVAS main menu (“Help” button). You can also contact UT Tyler IT team by email or call them for immediate assistance. The course ‘Home page’ provides more resources including the numbers to call for various other services.

Course Expectations

1. Participate and complete all class activities and learning tasks on time. Except for an act or force of nature (the University being officially closed), assignments and exams will be given/completed at the time and date indicated in the syllabus. Only for extremely extenuating circumstances and only with the prior

- approval of the instructor will a student be allowed to make up quiz, or an examination that is missed.
- Pay close attention to assignment instructions and deadlines. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade. Be sure to work on each assignment BEFORE the due date, not ON the due date. As you are given ample time to complete each assignment, past-due assignments will not be accepted, no exceptions!
- **Please do not email your late assignments to the instructor,** follow instructions on where to submit your work by the due date. Assignments have been scheduled in advance to facilitate completion and submission on time.
- An excused missed exam or quiz must be taken as soon as possible in arrangement with the instructor.
- Read widely beyond class assignments or texts and learn to synthesize and critique what you read.
- This being an upper-level class, the instructor serves mainly as a facilitator while a greater responsibility, initiative and drive that guides the individual learning lies with you as the student because all material is provided for unlimited reference and interaction.
- Be proactive and not reactive when and where you need assistance and in the completion of your work. Seek clarifications before it is too late. Seek to meet with the instructor on a one-on-one zoom meeting when you deem it necessary.
- **IMPORTANT:** The course instructor does not provide extra credit to pull up your grade just so you get your desired grade at the end of the semester, or just because you are missing a few points to the next level. So please do not send emails at the end of the semester asking, “Is there anything I can do so I can get my grade to a better level or from this to that?” The instructor will not respond to such emails.

Academic Obligations

You are expected to read the entire syllabus, course schedule and related documents (including various guidelines and university policies) well in advance and ensure you comprehend what is always expected of you. Consult with the course instructor well in advance for any clarifications including clarifications of any course announcements or class/assignment instructions. 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 in seemingly clear emergencies) will not exempt you from fulfilling your academic obligations in a reasonably timely manner.

Note: The instructor reserves the right to make changes to the syllabus, the grading plan or course at any point in the semester. You will be notified of any changes made in a timely manner. However, these will be minimally done when necessary.

Grading

Grading Plan	Grading Scale										
<p>1) Continuous assessments</p> <ul style="list-style-type: none">i) Weekly in class attendance and participations (5 points)ii) Weekly Discussions (50 points)iii) Quizzes (50 points)iv) Assignments (100 points) <p>The last two weeks of class are Individual Study for Exams and Final Group Presentations</p> <p>2) Exams</p> <ul style="list-style-type: none">i) Mid Term Exams (100 Points)ii) Final Exams (100 Points) <p>3) Group assignments (100 Points)</p>	<p>Percentages Letter Grade</p> <table><tbody><tr><td>90 -100</td><td>A</td></tr><tr><td>80- 89</td><td>B</td></tr><tr><td>70 – 79</td><td>C</td></tr><tr><td>60 – 69</td><td>D</td></tr><tr><td>< 60</td><td>F</td></tr></tbody></table>	90 -100	A	80- 89	B	70 – 79	C	60 – 69	D	< 60	F
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80- 89	B										
70 – 79	C										
60 – 69	D										
< 60	F										

*Note: One of the main objectives of this course is to master the required competencies to obtain the Certified Health Education Specialist (CHES) designation. The examination for this designation covers Seven Areas of Responsibilities (also known as Health Promotion and Education Competences) please visit: www.nchec.org. This class contributes towards preparation of the student in acquiring knowledge (and/or skills) for competencies.

Teaching - Learning Philosophy & Embracing Diversity

This class and your college education is aimed to prepare students for real world leadership in their professions. One of the main components of the workplace especially is diversity. Diversity occurs in every ramification and part of being an effective professional includes understanding of diversity and preparation for diversity. Human interactions at ALL levels are diverse. Even in

classrooms such as ours, people learn in diverse manners. Knowledge is attained by diverse means. Diversity is variety. The instructor subscribes to variety and has designed the instruction to cater to a variety of ways in which people learn. Students will optimize their learning by actively engaging in the various ways instruction in this course is provided. Being active in class discussions, participating where group work is required and embracing the various formats instruction is conveyed in this class will enrich your understanding of public health program design and prepare you to be effective in implementing and evaluating programs as you grow in your career.

UNIVERSITY POLICIES

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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 rights 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.

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 on or before the Census Date of the semester in which the course will be repeated. (Consult the current 'Academic Calendar to verify 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 such 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 the 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 constitute 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 have 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 (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), 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 (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/>