Program Planning and Evaluation Public Health MPH 620 (70, 80)
Spring 2025- Session II Syllabus

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Carolina University Mission Statement
We are a Christ-centered university committed to student success.

Course Information

Course Prerequisites
MPH 501 - Introduction to Public Health
MPH 505 - Epidemiology

Course Description
Careful planning, implementation and evaluation of public health programs are essential competencies of a certified health education specialist or broader public health professional. This course aims to provide students with a basic understanding of how to plan, implement, and evaluate the effectiveness of public health programs following a generalized program planning model. The course also introduces some common intervention and community building strategies used in health promotion and emphasizes the need for early alignment between assessment and evaluation in program planning. Course activities will enable students to appreciate the variety of approaches from various disciplines that can inform public health practice as well as to demonstrate the skills required to assess community needs and capacities and develop program and evaluation (process, impact, and outcome) plans.

Course Delivery and Methods
This course will utilize textbook reading, professor lectures, and student interaction through discussions, web tours, and peer-reviewed projects.

Objectives **(Course Learning Outcomes)**

The goal of this course is to prepare students to contribute to program planning and evaluation in a professional setting. Students who successfully complete this course will be able to:

1. Create comprehensive public health programs by identifying community needs, setting objectives, and creating strategic plans that align with public health goals and priorities.
2. Understand community health needs and utilize various data collection and assessment tools to identify public health needs, resource gaps, and prioritize community health issues effectively.
3. Analyze and interpret program data to identify trends, measure outcomes, and make data-driven decisions to improve program performance and effectiveness.
4. Evaluate program improvement based on evaluation findings and stakeholder feedback, ensuring the sustainability and scalability of public health interventions. Also develop a capstone project for interventions.

Required Texts:
McKenzie, F. J., Neiger, B., Thackeray, R. (2017). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (7th Edition) Pearson. ISBN-10: 0134219929

Required Resources:
Not applicable.

Recommended Resources:
Issel, L. M., Wells, R., & Williams, M. (2009). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health. Jones & Bartlet Learning.

Frankel and Gage. 2016. M&E Fundamentals: A Self-Guided Mini Course. Chapel Hill, NC: MEASURE Evaluation.

Course Requirements and Assignments

Readings: Readings are assigned for each unit of this course. Complete the readings for each lesson first before proceeding to assignments. Reading materials are found in required textbooks, and some additional reading materials including articles, guidelines etc. are available online in each lesson.

Tutorials: Each week a video tutorial-prerecorded online lesson accompanied by slides will be provided for students. Students are required to watch the online lessons and review the slides. Tutorials highlight information and concepts presented in greater depth in readings and throughout each lesson.

Weekly Team Assignment: This component is designed to help you apply concepts presented in the lesson. These assignments are 1–2-page papers which describe an element of your team's health program plan and evaluation. These papers will be prepared and submitted as a team. Requirements regarding length and content will vary from week to week so be sure to read each assignment's instructions thoroughly. More information on the team assignments can be found below under "Assignments".

Cornell Note Taking: To promote active engagement with course material, students are required to use the Cornell Note-Taking Method for lectures and readings. Each week, students must upload a scanned or photographed copy of their notes to the course LMS. This assignment will be graded based on completion and effort, encouraging consistent participation and effective study habits.

Quizzes: There will be a short quiz on week 1, 2, 5, and 6 that will review important concepts throughout the semester.

Comprehensive Midterm: There will be one comprehensive midterm online. The detailed information about the exam including exam date, duration, and the content of the exam will be posted in the exam folder on the portal.

Final Project Proposal: Students will develop a health program and evaluation proposal to address a public health need or problem. Students will work in groups and complete the proposal components each week, complete the proposal, and present at the end of the seven-week course period.

Participation: Attendance, engagement in class discussion (e.g., asking questions, responding to questions), and constructive participation in teamwork will all contribute to the participation grade. Participation will be assessed in several ways: a) attendance logs; b) contributions to discussion; c) online peer evaluations for group work; and, d) review of in-class reading materials including articles, case studies, guidelines etc.

Course Schedule

Course Schedule Program Planning and Evaluation

Week	Topics and Activities	Assigned Reading	Assignments Due
3/3-3/9	**Topic: Introduction to the course** Activity: Review syllabus **Topic: Introduction to Health Program Planning** Activity: Lecture, discussion, Final Project Sign up	• Syllabus • McKenzie et al., Ch 1 & 2	Final project (Program Proposal) sign up Assignment 1: Develop a public health problem statement Quiz 1 Cornell-Notes
3/10-3/16	**Topic: Planning a Health Promotion Program** Activity: Lecture & Program Proposal Components	• McKenzie et al, Ch 3, 4, & 5	Assignment 2: Develop the program rationale Quiz 2 Cornell-Notes
3/17-3/23	**Topic: Planning Goals and Objectives & Theoretical Framework of a Health Program** Activity: Lecture & Program Proposal Component	• McKenzie et al., Ch 6 & 7 • CDC, "Planning for and selecting high impact interventions. • McKenzie et al., Ch 7 • M&E Fundamentals, pp. 7-11	Assignment 3: Develop the goals and objectives & theoretical framework of a health program Cornell-Notes
3/24-3/30	COMPREHENSIVE MIDTERM		
3/24-3/30	**Topic: Designing or adapting Interventions** Activity: Lecture & Program Proposal Component	• McKenzie et al., Ch 8 & 9	Assignment 4: Design or adapt an Intervention(s) for your health promotion program. Utilize your goal and objectives to guide and align with your program. Design a marketing plan for your program.

			Cornell-Notes
3/31-4/6	**Topic: Developing an Implementation Plan** Activity: Lecture & Program Proposal Component	• McKenzie et al., Ch 10, & 11	Develop an implementation action plan that includes activities and major tasks, persons responsible for carrying out activity and tasks, location where activity takes place, timeline for key steps, supplies and equipment needed, and communication strategy. Quiz 3 Cornell-Notes
4/7-4/13	**Topic: Developing an Evaluation Plan** Activity: Lecture & Program Proposal Component	• McKenzie et al., Ch 13	Develop a qualitative evaluation plan in narrative form that is designed to address formative (process) and impact (evaluation). Quiz 4 Cornell-Notes
4/14-4/20	**Topic: Disseminating Your Program and Evaluation Plans** Activity: Lecture & Program Proposal Presentations		Develop a slide presentation for sharing your program and evaluation plans.

Course Specific Policies

Use of Artificial Intelligence
The use of generative AI tools is permitted in this class for the following activities:
- Brainstorming and refining ideas
- Fine-tuning research questions
- Finding information on a topic
- Drafting an outline
- Checking grammar and style
- AI-specific assignments (per the provided instructions)

The use of generative AI tools is not permitted for the following activities:
- Impersonation in classroom context (e.g. composing discussion board posts)
- Completing group work
- Writing a draft of a writing assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments

Course Grading

Assignment Type	Weight (points)
Assignments	250
Quizzes	80
Comprehensive Midterm	120
Final Project Proposal	100
Final Project Presentation	100
Cornell Notes	60
Total	710

Course Assessment Mapping

Assessment	Objective(s) Met
Assignments	1-4
Comprehensive Midterm	1-2
Final Project Proposal	1-4

University Policies

Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

Grading Scale

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

Instructor Student Interaction & Communication

- Please use email whenever possible.
- Throughout an active course, faculty should respond to all emails and voicemail messages within 24 hours.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided with means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., "Dr." or "Prof."). For professors, if you cannot easily verify their degree or status, "Prof." is most appropriate—not "Ms." or "Mr." *Under no circumstance should you use first names unless given explicit permission.*
- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., "101-05," "9 am MW," but not "this morning").
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- "Class" Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be

addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.

- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

Student Complaints

Informal Resolution

Carolina University seeks to provide an excellent educational experience for all students. If a student wishes to make a complaint of an academic nature, in the first instance, they should seek to resolve the matter by informal discussion with the faculty member.

If the discussion is in person, it is recommended that the student follow up with an email summarizing the discussion (complaint and resolution if one is reached).

If the discussion with the faculty member does not resolve the issue, the student may also contact with Dr. Tehmina S. Khan, Director of Public Health & Assistant Professor of Public Health or Dr Murchtricia K. Jones, PhD, Chair of School of Computing, Applied Sciences and Engineering.

Filing a Formal Complaint

If informal discussions do not resolve the complaint, a student may file a formal complaint. No student shall suffer retaliation or other punitive action for the sole reason of filing a complaint or participating in a related process. A student must be enrolled at the institution to file a complaint under this policy. A student may file a complaint about a matter related to teaching, learning, assessment, grading, or student performance in a course.

A student must complete and submit the Student Academic Complaint Form to the Registrar's Office no later than 7 days after the events that are alleged to have caused the complaint. Any supporting evidence must be attached to the form. A vague complaint stating unsupported allegations, obvious falsehoods, based on differences of opinion about academic content or faculty expertise, or is unrelated to academic matters is liable to be dismissed summarily.

For the full text and a thorough explanation of the university's complaint policy, visit: https://catalog.carolinau.edu/student-academic-complaints

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade. Attendance and participation may be used by instructors to determine a portion of a student's grade for a particular course. Whereas attendance is typically defined by statuses identifying a student's presence in a class, participation typically includes the assessment of activity within that course. In some cases, the methodology, subject matter, learning environment, or other factors may require attendance.

Traditional in-class attendance will be recorded for hybrid courses, whereas attendance for online courses will be gauged by regular academic engagement. Students should refer to the course syllabus for the course's grade weighting table and course-specific policies regarding the grade percentages attributable to each component in a course, which may include attendance and participation. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance and comply with the rules.

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at https://carolinau.edu/university-accessibility-services

Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:
- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:
- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)

BIBLIOGRAPHY

McKenzie, F. J., Neiger, B., Thackeray, R. (2017). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer (7th Edition) Pearson. ISBN-10: 0134219929

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Frankel and Gage. 2016. M&E Fundamentals: A Self-Guided Mini Course. Chapel Hill, NC: MEASURE Evaluation.

Online Resources:

Centers for Disease Control http://www.cdc.gov/eval/evalguide.pdf
 http://www.cdc.gov/eval/index.htm

National Institutes of Health, National Cancer Institute: Theory at a Glance: A Guide for Health Promotion Practice, http://cancer.gov/aboutnci/oc/theory-at-a-glance/page1

Teaching and Learning with Technology - Building Blocks for Teams Student Guide, Copyright 2001-2005 Penn State University http://tlt.its.psu.edu/suggestions/teams/student/index.html

W.K. Kellogg Foundation Evaluation Handbook,
www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

W.K. Kellogg Foundation Logic Model Handbook,
www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf