Time and Location: This is an asynchronous online course that does not meet in person or in live sessions.

Lead Instructor: Eileen Eisen-Cohen, PhD, MSW

Instructor Contact Information and Availability: The best way to contact me is to e-mail me at eeisencohen@email.arizona.edu. I check this e-mail constantly throughout the day. If you don’t hear back from me within 24 hours, I did not receive your email.

Office Hours: There are no established office hours for this course. E-mail, chat, or telephone conference can be arranged through e-mail.

Catalog Description: Evaluation is essential to all research- and service-based programs. The course provides students interested in pursuing graduate degrees in public health with the fundamentals of monitoring and evaluation of health promotion programs.

Course Description: This course is part two of a two-course sequence on the planning, implementing, and evaluating of public health programs. This course will focus on the theory and processes of evaluating public health programs. This course serves as an overview of evaluation tools most commonly used to assess the performance of public health programs, including implementation and process assessment, methods of outcome evaluation, and evaluation of public health initiatives such as community coalitions and advocacy work. As program evaluation is one of the 10 Essential Services of Public Health, this course will prepare the public health professional to understand and prepare basic evaluation tasks.

Course Prerequisites: 532P Planning of Public Health Programs

Course Learning Objectives:

During this course students will:

- Apply the principles and logic of program evaluation
- Understand the difference between research vs. evaluation
- Define the key questions addressed in evaluations
- Develop multiple methodologies available for the evaluation of public health programs
- Prepare a program evaluation design for an existing public health program
### MPH Program Competencies Covered:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Specific assignment(s) that allow assessment</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| Select quantitative and qualitative data collection methods appropriate for a given public health context | Methodology Draft Paper  
Discussion #5 Quantifying Program Costs  
Final Evaluation Design                                   | Paper Assignments  
Graded Discussion Assignment                                   |
| Assess population needs, assets and capacities that affect communities’ health | Program Description Draft Paper  
Final Evaluation Design                                                   | Paper Assignments                |
| Apply awareness of cultural values and practices to the design or implementation of public health policies or programs | Discussion #2 Ethics and Cultural Competency Assignment                                                   | Graded Discussion Assignment |
| Select methods to evaluate public health programs.                        | Program Theory of Change and Logic Model Draft Paper  
Evaluation Questions and Purpose Draft Paper  
Discussion #4 Evaluation Designs for Community Health Initiatives  
Discussion #5 Quantifying Program Costs  
Final Evaluation Design                                               | Paper Assignments  
Graded Discussion Assignments                                       |
| Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | Program and Stakeholder Description Draft Paper  
Final Evaluation Design                                                   | Paper Assignments                |
| Select communication strategies for different audiences and sectors       | Final Evaluation Design                                                                                   | Paper Assignments                |

### Course Notes:
This course is organized around *Modules* on the course website. Be sure to familiarize yourself with the course set up and navigational features. All course notes are in the course shell.

### Required Text:
There is no required text. All required reading material is available through the course on each lesson’s *Learning Resources* page. **Readings, videos, and lecture material are mandatory.** Additional resources are optional.

### Grading Scale & Course Requirements:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>E</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

University policy regarding grades and grading systems is available at:

[http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)
### Assignment Points

<table>
<thead>
<tr>
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<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion 1.1: Personal Introduction</td>
<td>Ungraded</td>
</tr>
<tr>
<td>Discussion 1.2: Ethics and Cultural Competency</td>
<td>10</td>
</tr>
<tr>
<td>Discussion 2.1: Select the Program for Evaluation Design</td>
<td>10</td>
</tr>
<tr>
<td>Discussion 4.1: Evaluation Designs for Community Health</td>
<td>10</td>
</tr>
<tr>
<td>Discussion 5.1: Quantifying Program Costs</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 2.1: Program and Stakeholder Description (draft)</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 3.1: Program Theory of Change and Logic Model (draft)</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 4.1: Evaluation Questions and Purpose (draft)</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 6.1: Quantifying Program Costs</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 7.1: Evaluator Interview</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 7.5.1: Final Paper - Evaluation Design</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Extra Credit:** In the Course Content folder there are two extra credit assignments. You may do both, one, or neither of the extra credit assignments. To earn the full point grade, you’ll need to meet the criteria for the assignment. Partial credit may be granted for partial completion. All extra credit assignments are due by 11:59 pm on the last day of class.

**Late Policy:** All assignments (discussion posts and written work) are subject to a 3 point per day deduction for being late. You may request an extension without a deduction **ONLY** if you have a documented illness or a documented family emergency. You must email the professor as soon as you are aware of either of these situations.

**Class Attendance/Participation:** Due to the online format of the course, your participation in weekly discussions reflects the extent to which you comprehend the material and is critical for furthering the learning of all students in the class. In addition to reviewing weekly learning resources and course related materials, self-directed inquiry is necessary to inform the development of your weekly assignments and discussion postings.

The UA’s policy concerning class attendance, participation, and administrative drops is available at: [http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop](http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop)

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, [http://policy.arizona.edu/human-resources/religious-accommodation-policy](http://policy.arizona.edu/human-resources/religious-accommodation-policy).

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored, [http://deanofstudents.arizona.edu/](http://deanofstudents.arizona.edu/)

**Guidelines for Success**

- Login to class daily. Staying up-to-date on course assignments, readings, discussions, and activities is crucial to success.
- Be sure to check for feedback after every assignment.
- Avoid procrastinating. This course is demanding. Class projects cannot be put off until the last minute. Timely participation is critical to success and a good grade.
- Read all assigned materials before completing the assignments.
• Take advantage of the email feature as well as the discussion board to ask questions.

Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Instructor’s Role and Feedback Schedule: The instructor will review postings weekly and post comments on the discussion board as appropriate. Comments may reflect a response to aggregate postings and/or replies to individual postings and discussion. The instructor will also communicate with individual students via e-mail as needed. Graded work will generally be returned within a period of one week.

Assignments
All written assignments for this course will follow either the APA Guide, 6th Edition or the AMA Manual of Style, 10th Edition. I recommend creating a course reference file in REFWORKS to track your materials. It’s easy to set up REFWORKS. Watch the following video to set up and use your account: https://vimeo.com/53961365. Use your library resources: http://ahsl.arizona.edu/

Program Evaluation Design: This is the major deliverable for this class. You will choose an existing program and develop an evaluation plan for this program. It may be a program that you are currently working with, or a program that you are familiar with, or one you find on the intranet that impacts a problem you’re passionate about. I encourage you to continue working with the program that you used for 532P. If you chose not to, you will need to have access to program information on the program’s goals and implementation activities. However, if you do not have a program in mind, you can find much of this information on program websites and if you do, you can use that program. If you get stuck, contact me and I will help you with this. Remember, all programs are created to solve a problem.

During the semester, you will be creating an evaluation design, which is the blueprint for the evaluation. You will not be conducting the evaluation or collecting any program data on participants from the program. You will not be conducting surveys with the organization, asking for participant information, or creating reports/recommendations, etc. This is an academic exercise. However, implementing the evaluation plan with a program can make for a great internship.

The information that you will need to know about the program for the semester includes:
• Name of the Program.
• The problem that this program involves. This problem must be about a current community or societal public health problem that can be researched. The problem cannot be “lack of funding” for a cause.
• The target population involved in this program (this might include a geographical area or a community; not restricted to geography).
• The goal of the program (some will be long term like preventing teen pregnancy or high school graduation rates, some will be short term like increasing recycling).
• If you can get program objectives this is useful. If not, you can use your research to
determine this.

- Activities of the program (for example- is this a school-based curriculum, media campaign, community development activities, parent education, web resources, etc.). Again, if you can't get this, you can create this based on information you can find or recommend from the research.

- Key stakeholders. Every program will involve staff, funders, and participants of the program. However, there may also be other stakeholders interested in this program (e.g. policy makers, family members of the participants, elected officials, union representatives, etc.). If you are not working directly with a program, then you will need to use your intellect, imagination, and experience to determine who the important stakeholders might be.

If you do contact a program, ask for the program director. Share that you are taking this course and will be creating a program evaluation design. Ask if you could use this program as an example and will only need some basic information about the program (see 1-7 above). With a phone interview or meet in person, you could glean this information in about 20 minutes (more or less). You can also offer to share your evaluation design with the director after the course is complete. Since many program directors understand that evaluation can be complicated or time consuming and have put this kind of exercise at the bottom of their list, your offer may just be what they have been waiting for. Plus- what a great contact! Implementation of the plan can be a great internship project.

As you work through the learning modules, you will work on the key elements of the plan. These are assigned as drafts to allow you receive guidance/feedback. You are expected to review and incorporate all my feedback into your final paper.

The four drafts are:

- Program and Stakeholder Description (draft)
- Program Theory of Change and Logic Model (draft)
- Evaluation Questions and Purpose (draft)
- Methodology (draft)

Grading Rubric

<table>
<thead>
<tr>
<th>Timeliness</th>
<th>Adherence to Guidelines</th>
<th>Level of Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 point if one time</td>
<td>1-2 points</td>
<td>1-2 points</td>
</tr>
</tbody>
</table>

| Program and Stakeholder Description (draft) | A substantive 2-3-page paper (using the template provided) describing the program and the stakeholders, including enough information in the following areas to allow the reader to fully understand the program you propose to evaluate including: the community that the program serves, the need for the program in two-three paragraphs (literature review), the program goals and setting, program stakeholders and the intervention. |
| Program Theory of Change and Logic Model (draft) | Create a logic model schematic (using the template provided) that details the program’s resources, assumptions, intended activities, and the expected short, mid-range, and long-term outcomes of these activities. |
| Evaluation Questions and Purpose (draft) | Write a 1-page summary (using the template provided) of the specific goals of this evaluation. The reader should be able to understand exactly what questions the evaluation will answer, the information the evaluation will provide, and how that information may be used. |
| Methodology (draft) | Create both a ten-item closed-ended survey, including appropriate demographic items, that is relevant to your evaluation plan AND a focus group interview guide, including prompts and probes for six items that are relevant to your evaluation plan. Use the template provided. |
The Final Paper: Evaluation Design will be a 10-15-page paper containing the draft sections (updated after receiving feedback) plus a title page and reference page. Use the template provided to complete this assignment.

Evaluator Interview: You will learn about the profession and what it’s like to be an evaluator. This is your opportunity to learn from someone in the field (and maybe make a great contact). In this short paper, you’ll explain what you have learned from this person about working in this profession. The purpose of your assignment is to learn what it is like to be a program evaluator. I am not interested in the logistics or a transcript of your interview.

Identify and interview a program evaluator whom is either currently working as an evaluator or is retired. If you have trouble finding someone to interview, see the instructor. Do not wait for the last minute! If you don’t know someone whom you can interview:

1. Ask around. Talk to friends and family and colleagues who work for organizations that run programs. Ask them about who does their evaluation and if you can contact him/her for an interview.
2. Try to identify someone that works in an area that interests you. How do you do that? Go to AEA365.org (Links to an external site.) and start looking around on this blog/site. On the right hand side of the blog, you’ll see both a search function and then a huge list of topical interest groups (TIGs). Use either tool to find a blog topic that resonates with you. Contact the author, explain why you’d like to interview him/her and work out the details. Many of the blog authors include their contact information or organizational website. If you can’t find it, use Google to search and include relevant keywords.
3. Post on the discussion board so one of your colleagues can help.
4. As a last resort, email me. Let me know who you tried to contact and why that didn’t work out. If needed, I’ll recruit some evaluator friends who can help.

Conduct your interview. Keep the interview conversational, open-ended, and on track. This is your opportunity to gather data about an evaluator's experience from his or her perspective. Before the interview try to empty your mind of all preconceptions and factors that could color your observation of the other's experience. Plan the open-ended questions you will use. Expect some ambiguity. You want the person you are interviewing to “tell their story.” Ask questions about the issues you have learned in this class so far (i.e. ethics, assessment, buy-in from stakeholders, etc.) If you want to video or audio tape the conversation, ask permission when you schedule the interview.

During the interview:
- Listen, listen, listen
- Ask questions
- Suspend judgment
- Try not to comment or inject your opinions
- Don’t be afraid of silence. It may be a time for the person you are talking with to gather thoughts and reflect.
After the interview, interpret the findings using the following methods:

- Organize the notes into a readable narrative.
- Give no preconceived value to any of the details in the narrative.
- Identify key words and phrases (circle them with a colored pen).
- From these words and phrases identify initial themes.
- Write out the themes using the actual language of the person interviewed.
- Analyze the themes for basic values, assumptions, beliefs and expectations.

After completing your analysis, organize your summary by the major themes. Write and submit a **two-five-page summary** of your significant learning (using APA or AMA format). This will be an example of qualitative research. Be sure to have an introduction with a thesis sentence and a conclusion at the end of the paper. Have someone read your paper and proofread it before you turn it in. There is no template provided for this paper. Use academic voice and cite your sources per APA or AMA guidelines.

**Class Participation through Discussion:** There are 6 discussions throughout this course; one is ungraded, the others are each worth 10 points. Discussions are designed to facilitate a collaborative learning process and develop critical thinking skills.

1. **Personal Introduction.** Introduce yourself to the class indicating your name (and if you have a different name or nickname that you’d like to be called), where you are from, where you work, your profession objectives and any experience that helps the class to know you better. Find the Personal Introduction discussion in Week 1. You do not need to respond to your classmates’ introduction. This assignment is ungraded.

2. **Ethics and Cultural Competency.** In this discussion you will apply the Guiding Principles for Evaluators and consider issues of cultural competence and political influence with an actual evaluation case. This case and the activity come from Facilitator’s Guide for “Using the Guiding Principles for Evaluators to Improve Your Practice” Training Package.

3. **Selecting the Program for Evaluation Design.** In this discussion you will select and share the program you will be working with throughout this course.

4. **Evaluation Designs for Community Health Initiatives.** Prepare a brief discussion of a topic (Evaluating Coalitions and Partnerships, Engaging Youth in Evaluation, Evaluating Policy or Advocacy Initiatives, Evaluating Training, Developmental Evaluation, or Equity Evaluation). Include the topic you chose and why, the most interesting characteristics of this topic, and how you might use this in public health work.

5. **Quantifying Program Costs.** In this discussion you will practice quantifying program costs.
For each discussion, complete the following:

- Write your post in a Word document first and be sure to edit it incorporating citations and references as appropriate. Remember to cite your sources and provide references when you use others’ work in APA or AMA format. It’s good practice to save the Word document in a file on your computer, just to be safe.
- Be sure to review the discussion rubric as you’re working on your posts.
- Once you make your initial post you will be able to see everyone else’s posts and will be able to reply to others.
- Return to the discussion to reply in an academic manner to one peer

In order to get the discussion flowing, post your initial response as early as you can and then be sure to revisit the discussion thread to answer questions and/or enhance your learning. Review the grading rubric to understand the requirements of the discussion assignments. Submit your original post by Thursday at 11:59 p.m. and respond to at least one of your classmates by Sunday at 11:59 p.m.

**Discussions points are not “free” points** and points will be allocated on the quality of each student’s posting, the incorporation of ideas from the readings in order to support the postings, the level of interaction with other students, and when postings are made.

Rubric for Grading Discussion Board Postings (Initial posting and responses to colleagues)

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent 10 points</th>
<th>Good 7 points</th>
<th>Poor/Inadequate 4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization of Materials</td>
<td>Posting is exceptionally well written, thorough and academic, covering all requirements in the instructions. (3pts)</td>
<td>Posting is organized, well written, and easy to follow. The narrative contains primary elements required by the guidelines. (2pts)</td>
<td>Posted materials is poorly organized and does not meet academic standards. (1pt)</td>
</tr>
<tr>
<td>Content</td>
<td>Content is comprehensive, uses course materials to support analyses and addresses all requirements specified in the instruction for the assignment. (4pts)</td>
<td>Content adequately addresses most of the prompts from the instructions but fails to demonstrate critical thinking or provide academic support. (3 pts)</td>
<td>The content is of poor quality and fails to achieve the academic standards. (2pts)</td>
</tr>
<tr>
<td>Completeness</td>
<td>Information required for the assignment is presented in a coherent and comprehensive manner. The information provided is extremely detailed and well presented. Responses are academic and further the discussion. (3pts)</td>
<td>Posting contains most of the key elements of the issues under discussion. The responses are constructive but may lack support from the literature. (2pts)</td>
<td>The posting lacks several salient points about the issues under discussion. The requirements have not been addressed and the posting seems largely off-point. Response to peer is not present or just “agrees” with the original content. (1 pt)</td>
</tr>
</tbody>
</table>
Writing Tips
Duke University’s Thompson Writing Program recommends that you organize the material within a paragraph according to the MEAL plan: (http://twp.duke.edu/uploads/media_items/meal-plan.original.pdf).

Main Idea: Your topic sentence stating the concrete claim the paragraph is advancing.
Evidence: Paraphrase or direct quotations from the source material you are using to support your topic sentence's claim.
Analysis: Your explanation and evaluation of the evidence; explaining the evidence you provided and its relevance in your own words.
Lead Out: Concluding; preparing your reader to transition to the next paragraph (and the next claim).

The MEAL plan matches the general format of academic writing on many levels: that of assertion, evidence, and explanation. Many students make the mistake of writing toward a topic sentence or claim, rather than from one; keeping the MEAL plan in mind as you write will help you begin your paragraphs strongly and develop your analysis thoroughly.

Outlining Strategies
Outlining your first draft by listing each paragraph’s topic sentence can be an easy way to ensure that each of your paragraphs is serving a specific purpose in your paper. You may find opportunities to combine or eliminate potential paragraphs when outlining—first drafts often contain repetitive ideas or sections that stall, rather than advance, the paper’s central argument.

Additionally, if you are having trouble revising a paper, making an outline of each paragraph and its topic sentence after you have written your paper can be an effective way of identifying a paper’s strengths and weaknesses. More information found here: http://twp.duke.edu/writing-studio/resources/academic-writing/drafting

*Never use Wikipedia or a dictionary as a scholarly source.*

Plagiarism: What counts as plagiarism?
- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you or purchasing a paper through any of the on- or off-line sources.
**Course Schedule:** The course week runs from Monday to Sunday. Readings should be completed during the week in which they are assigned. All times listed are in Arizona Time. Please note, Arizona does **not** observe daylight savings time and remains on Mountain Standard Time year-round. Please pay close attention to due dates during the daylight savings time change.

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**Lesson 1: Welcome and Course Introduction**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td><em>Wednesday</em></td>
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</tr>
<tr>
<td>Discussion 1.1: Personal Introduction</td>
<td><em>Initial post by: Thursday, 11:59 p.m.</em></td>
<td>Not Applicable</td>
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</tbody>
</table>

**Lesson 2: Ethics and Cultural Competence**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
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<tr>
<td>Discussion 1.2: Ethics and Cultural Competency</td>
<td><em>Initial post by: Thursday, 11:59 p.m.</em></td>
<td>10</td>
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<tr>
<td>Peer Responses by: Sunday, 11:59 p.m.</td>
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**Lesson 1: Engaging Stakeholders**

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<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td><em>Wednesday</em></td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Discussion 2.1: Select the Program for Evaluation Design</td>
<td><em>Initial post by: Thursday, 11:59 p.m.</em></td>
<td>10</td>
</tr>
<tr>
<td>Peer Responses by: Sunday, 11:59 p.m.</td>
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**Lesson 2: Describing the Problem**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td><em>Wednesday</em></td>
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</tr>
<tr>
<td>Assignment 2.1: Program and Stakeholder Description Draft</td>
<td><em>Sunday, 11:59 p.m.</em></td>
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</table>
### Week 3 (11/18/2019 – 11/24/2019)

#### Lesson 1: Evaluation Designs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
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</table>

#### Lesson 2: Evaluation Designs for Community Health Initiatives

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Wednesday, 11:59 p.m.</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Assignment 3.1:</td>
<td></td>
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<tr>
<td>Program Theory of Change and Logic Model Draft</td>
<td>Sunday, 11:59 p.m.</td>
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### Week 4 (11/25/2019 – 12/1/2019)

#### Lesson 1: Needs Assessments

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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Wednesday, 11:59 p.m.</td>
<td>Not Applicable</td>
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</tbody>
</table>

**Discussion 4.1:**
- Evaluation Designs for Community Health Initiatives
  - Initial post by: Thursday, 11:59 p.m.
  - Peer Responses by: Sunday, 11:59 p.m.
  - 10

#### Lesson 2: Process Evaluation and Performance Measurement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
<td>Not Applicable</td>
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</table>

| Assignment 4.1:              |                   | 5      |
| Evaluation Questions and Purpose Draft | Sunday, 11:59 p.m. |        |

### Week 5 (12/2/2019 – 12/8/2019)

#### Lesson 1: Qualitative Methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
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</table>
## Lesson 2: Quantitative Methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Discussion 5.1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantifying Program Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Initial post by:</strong> Thursday, 11:59 p.m.</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Peer Responses by:</strong> Sunday, 11:59 p.m.</td>
<td></td>
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</tbody>
</table>

### Week 6 (12/9/2019 – 12/15/2019)

## Lesson 1: Mixed Methods

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Assignment 6.1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
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<tr>
<td><strong>Sunday, 11:59 p.m.</strong></td>
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</table>

## Week 7 (12/16/2019 – 12/22/2019)

## Lesson 1: Analyzing and Interpreting Evaluation Data

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

## Lesson 2: Reporting and Disseminating Evaluation Results and Utilization

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>Wednesday</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Assignment 7.1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluator Interview</td>
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</tr>
<tr>
<td><strong>Sunday, 11:59 p.m.</strong></td>
<td></td>
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</table>

## Week 7.5: Final Week (12/23/2019 – 1/6/2020)

## Lesson 1: Final Paper: Evaluation Design

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 7.5.1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Paper: Evaluation Design</td>
<td></td>
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<tr>
<td><strong>Sunday, 11:59 p.m.</strong></td>
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</tbody>
</table>
Accessibility and Accommodations:
At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/students

Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas:
Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Nondiscrimination and Anti-Harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination, http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy

UA Smoking and Tobacco Policy:
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

University Course Policies: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.
**Plagiarism: What counts as plagiarism?**

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

**MEZCOPH Committee on Inclusion and Equity**

**Gender Pronoun Guideline**

It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:

“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Content Advisory Guideline**

It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.

Instructors may adopt the University of Arizona General Education existing policy recommendation (referred to as the “Notification of Objectionable Materials”) dated August 2016 that states:

**Notification of Objectionable Materials:**

“This course will contain material of a mature nature, which may include explicit language, depictions of
nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. http://gened.arizona.edu/content/course-syllabus-guidelines."

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**File Cabinet – This is supplemental reading for your reference**


Hodges BC, Videto DM. Assessment and Planning in Health Programs. 2nd Ed. Sudbury, MA: Jones and Bartlett;2010.


