

**The University of Texas at El Paso**  
**College of Health Sciences**  
**Health Promotion Department**  
**HSCI 4309 Program Evaluation in Health Science**

Program Evaluation in Health Science (3-0) An introduction to the issues, problems, and techniques involved in evaluation of health promotion and health education programs.  
Prerequisites: HSCI 3315 and HSCI 4307 each with a grade of "C" or better.

Meeting time:	5-10 TR
Room:	CHS Room 602
Textbook:	Handbook of Practical Program Evaluation
Professor:	Michael P. Kelly, Ph.D., CHES
Contact:	Use WebCT email or 544-7636 ext. 1919
Office Hours:	After class

**Note:**

You should read through the entire syllabus before starting any course work. If you have a question about an assignment or have difficulty with material please contact Dr. Kelly before the assignment is due. All University and College policies apply to this course.

**Late Assignments/tests:**

Assignments/tests are late if not submitted on the due date. Late work may not be accepted and a grade of zero may be awarded for late work. No assignment/test will be accepted after the last day of class and zero points will be awarded for those assignments not submitted. Students who are passing a course and absent on university business may make up missing work or exams before the last day of class.

**Withdrawals:** Dr. Kelly will **not** automatically drop students for persistent absences or persistent failure to complete assignments. Withdrawals are entirely the student's responsibility.

**Extra Credit:** In rare instances, extra credit may be allowed during the semester, but not after the end of a semester.

**Academic Honesty:**

Academic honesty is highly valued. Cheating in all forms is prohibited. If any words or ideas used in a class posting or assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy (including the text book) or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Please see the University Catalog for more information about academic honesty, including consequences of academic dishonesty. Students may not work collaboratively on exams or quizzes.

**Adult Teaching/Learning:**

Instruction in this course is based on the assumption that in preparation, students will satisfy all prerequisites. During the course itself, students will achieve certain objectives, which are listed in this syllabus. Students are graded on achievement, rather than effort. It is the responsibility of the student to prepare, participate as required, and demonstrate proficiency.

The course uses lecture and classroom activity complemented with WebCT. Some notes are posted to WebCT for easy access. However, students are expected to take notes during class.

The professor trusts that each student will maintain high standards of honesty and ethical behavior. All assignments submitted in fulfillment of course requirements must be the student’s own work. All assignments except those designated as “group” are meant to represent the effort of each individual student.

To learn the required material and achieve the stated objectives, the student and professor must both be dedicated. Students must carefully read assignments, participate in class activities, ask questions, provide responses to others questions, and truly seek to learn. In the spirit of academic freedom, both professor and student may freely express a variety of views using appropriate language. The professor must foster an environment that provides for an optimal learning environment, guide instruction, be organized, and available.

**Learning Outcomes:**

After this course, students will be able to meet all the evaluation competencies for entry level health educators. Specifically, students will be able to:

- Design a logic model and explain how to use it for evaluation.
- Conduct basic performance monitoring in a health promotion program.
- Explain how to use a survey for evaluation.
- Conduct basic cost-analysis and report results.
- List and describe common pitfalls of evaluation.
- Describe how to manage an evaluation project.
- Describe how to write an evaluation report.
- Use organizational report cards for evaluation.
- Discuss the use of evaluation by nonprofit organizations.
- Identify issues and trend in evaluation.
- Write an evaluation RFP for a health promotion program.
- Write a response to an evaluation RFP for a health promotion program.

**Assignments and exams (due dates are listed on WebCT):**

Summary Chapter 1 .....	20 pts.
Summary Chapter 4 .....	20 pts.
Summary Chapter 9 .....	20 pts.
Summary Chapter 18 .....	20 pts.
Summary Chapter 19 .....	20 pts.

Summary Chapter 20 .....	20 pts.
Summary Chapter 21 .....	20 pts.
Summary Chapter 22 .....	20 pts.
Summary Chapter 23 .....	20 pts.
Summary Chapter 24 .....	20 pts.
Evaluation RFP .....	100 pts.
Evaluation Proposal .....	100 pts.
Final Exam .....	100 pts.
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Total Points .....	500 pts.

Some quizzes/exams may be given via WebCT. All University and College policies apply in this course. While some quizzes/exams may be given via WebCT, students may not cooperate on the quizzes/exams. Chapter summaries are to be submitted in paper form.

**Grading:** See WebCT My Grades section for grades updates.

450 – 500 A  
400 – 449 B  
350 – 399 C  
300 – 349 D  
<300 F

Schedule: See the WebCT Calendar for the class schedule.

Schedule and syllabus is subject to change. All changes will be announced in class or on WebCT.