**HED 4331: Program Planning and Evaluation**

**Denise Demers, PhD**

**CRN# 19997, Fall 2016**

**Days/time: MWF, 12pm-12:50pm Location of class: DHSC 232**

**Office: Doyne 319 Office hours:** **MW 9.30-11:00 a.m.; 1:30-3:30 p.m.**

 **TR 1:00-3:30 p.m. or by appt**

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COURSE DESCRIPTION: Core for BS in health education. Theories and models are applied in diagnosis, planning, implementation, and evaluation of health education programs. Lecture/discussion, projects.

TEXT: McKenzie, J. F., Neiger, B.L & Thackeray, R. (2013). *Planning, implementing, and evaluating health promotion programs: A primer* (6th ed.). San Francisco, CA: Pearson Education, Inc.

COURSE OBJECTIVES:  By the conclusion of this course, students will be able to:

1. Develop a health education program according to the needs of a specific population
* **Area of Responsibility I: Assess Needs, Assets and Capacity for Health Education**
	+ COMPETENCY 1.1. Plan Assessment Process
		- 1.1.3 Apply theories and models to develop assessment strategies
		- 1.1.4 Develop plans for data collection, analysis, and interpretation
* **Area of Responsibility II: Plan Health Education**
	+ COMPETENCY 2.3: Select or Design Strategies and Interventions
	+ COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education
		- 2.4.1 Determine the range of health education needed to achieve goals and objectives
		- 2.4.2 Select resources required to implement health education
		- 2.4.3 Use logic models to guide the planning process
	+ COMPETENCY 2.5: Address Factors That Affect Implementation
* **Area of Responsibility III*:* Implement Health Education**
	+ COMPETENCY 3.1: Implement a Plan of Action
* **Area of Responsibility IV: Conduct Evaluation and Research Related to Health Education**
	+ COMPETENCY 4.1: Develop Evaluation/Research Plan
* **Area of Responsibility V: Administer and Manage Health Education**
	+ COMPETENCY 5.1: Manage Fiscal Resources
		- 5.1.3 Develop budgets to support health education efforts

2. Better empathize with diverse populations

3. Develop better presentation and professional communication skills

* **Area of Responsibility VII: Communicate and Advocate for Health and Health Education**
	+ COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs
		- 7.1.1 Identify current and emerging issues that may influence health and health education
		- 7.1.2 Access accurate resources related to identified issues
	+ COMPETENCY 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques
		- 7.2.1 Create messages using communication theories and models
		- 7.2.2 Tailor messages to priority populations
	+ COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques
		- 7.3.1 Use techniques that empower individuals and communities to improve their health
		- 7.3.2 Employ technology to communicate to priority populations

7.3.3 Evaluate the delivery of communication strategies, methods, and techniques

**COURSE OUTLINE**

\*Tentative Course Outline\*

|  |  |  |
| --- | --- | --- |
| **Weekly Course Schedule** | **Topics & Readings** | **Assignment Due** |
| Week 1 |  |  |
| Fri, Aug 19  | *Syllabus/Introduction to the course (Hybrid)**Reflection - write a letter (Due on Blackboard)**Lesley Graybeal – Service-Learning* |  |
| Week 2 |  |  |
| Monday, Aug 22 | *Steven Shook - UZoo* |  |
| Wednesday, Aug 24 | *Discuss Service-Learning Component (pick 1st 2nd and 3rd choices….who to work with in community)**Ch1: Health Education, Health Educators, & Program Planning* | **Online Quiz 1 – CH 1** |
| Friday, Aug 26 | *Ch 1: Health Education, Health Educators, & Program Planning* |  |
| Week 3 |  |  |
| Monday, Aug 29 | *Community Partners Presentations** *Lindsey Green - UCA Wellness Coordinator*
* *Jenna Davidson - UCA Student Wellness & Development*
* *Faye Shepherd - Faulkner County Juvenile Court*
* *Philip Fletcher - City of Hope Outreach*
 |  |
| Wednesday, Aug 31 | *Debrief Community Partners-Share groups and reasoning**Ch 2: Starting the Planning Process* *Review Ch 1 & 2* | **Online Quiz 2 – CH 2****Selection of health issue and population Due** |
| Friday, Sept 2 | *Work OUTSIDE of CLASS - RATIONALE* |  |
| Week 4 |  |  |
| Monday, Sept 5 | *Ch 2: Starting the Planning Process* *Ch 4: Assessing Needs*  | **Online Quiz 3 – CH 4** |
| Wednesday, Sept 7 | *LOGIC MODELS**Review Ch 1 pp. 11-12* *Kellogg Foundation Development Guide**http:/www.epa.gov/evaluate/pdf/eval-guides/logic-model-development-guide.pdf* *Finish Logic Models*  |  |
| Friday, Sept 9 | *Work OUTSIDE of CLASS – RATIONALE* |  |
| Week 5 |  |  |
| Monday, Sept 12  | *Review Logic Models**Ch 6 Mission Statement, Goals, and Objectives/SMART Objectives* | **Online Quiz 4 – CH 6** **Rationale Due*****(Rubric on pg 8)*** |
| Wednesday, Sept 14 | *Ch 6 Mission Statement, Goals, and Objectives/SMART Objectives* |  |
| Friday, Sept 16 | *Work OUTSIDE of CLASS – LOGIC MODEL* |  |
| Week 6 |  |  |
| Monday, Sept 19  | ***Review*** *for Test 1 (Chapters 1,2,4,6)* |  |
| Wednesday, Sept 21 | ***TEST #1 (CHs 1,2,4,6)*** |  |
| Friday, Sept 23 | *Work OUTSIDE of CLASS – LOGIC MODEL, GOALS & OBJECTIVES*  |  |
| Week 7 |  |  |
| Monday, Sept 26 | *Ch 3: Models for Program Planning in Health Promotion* | **Online Quiz 5 – CH 3****Logic Model/Mission Statement, Goals, Objectives Due*****(Rubric on pg 9)*** |
| Wednesday, Sept 28  | *Ch 3: Models for Program Planning in Health Promotion*  |  |
| Friday, Sept 30 | *Work OUTSIDE of CLASS – Online Assign* |  |
| Week 8 |  |  |
| Monday, Oct 3 | ***Review of Models – PRECEDE PROCEED*** |  |
| Wednesday, Oct 5 | *Ch 7 Theories and Models National Cancer Institute Theory at a Glance* [*http://www.med.upenn.edu/chbr/documents/TheoryataGlance.pdf*](http://www.med.upenn.edu/chbr/documents/TheoryataGlance.pdf) | **Online Quiz 6 – CH 7 & Theory at a Glance** |
| Friday, Oct 7 | *Work OUTSIDE of CLASS – THEORETICAL FRAMEWORK* |  |
| Week 9 |  |  |
| Monday, Oct 10 | *Ch 7 Continued* |  |
| Wednesday, Oct 12 | *Work in class on Theoretical Framework* |  |
| Friday, Oct 14 | **Fall Break – No Class** |  |
| Week 10 |  |  |
| Monday, Oct 17 | ***Review*** *for Test 2 (Chapters 3 & 7)* |  |
| Wednesday, Oct 19 | ***TEST #2*** *(CHs 3 & 7)* |  |
| Friday, Oct 21 | *Work OUTSIDE of CLASS – THEORETICAL FRAMEWORK* |  |
| Week 11 |  |  |
| Monday, Oct 24 | *Ch 8 & 9: Interventions/Community Organizing and Building*  | **Online Quiz 7 – CH 8 & 9****Theoretical Framework Due*****(Rubric on pg 10)*** |
| Wednesday, Oct 26 | *Ch 10 & 12: Resources/Implementation Strategies* | **Online Quiz 8 – CH 10 &12** |
| Friday, Oct 28 | *Work OUTSIDE of CLASS – IMPLEMENTATION PLAN* *(Personnel, Equipment & Supplies)* |  |
| Week 12 |  |  |
| Monday, Oct 31 | *Work on Timeline**Ch 11: Marketing Mix* | **Online Quiz 9 – CH 11** |
| Wednesday, Nov 2 | *Work on Marketing Mix**Finish Ch 11: Marketing Mix* |  |
| Friday, Nov 4 | *Work OUTSIDE of CLASS – IMPLEMENTATION PLAN* *(Timeline & Marketing Mix)* |  |
| Week 13 |  |  |
| Monday, Nov 7 | ***Review*** *for Test 3 (Chapters 8- 12)* | **Implementation Plan Due*****(Rubric on pg 11)*** |
| Wednesday, Nov 9 | ***TEST #3 (CHs 8-12)*** |  |
| Friday, Nov 11 | *Work OUTSIDE of CLASS – Begin to work on Evaluation Plan* |  |
| Week 14 |  |  |
| Monday, Nov 14 | *Ch 13: Evaluation: An Overview**Ch 14: Evaluation Approaches and Designs* | **Online Quiz 10 – CH 13 & 14** |
| Wednesday, Nov 16 | *Ch 13: Evaluation: An Overview**Ch 14: Evaluation Approaches and Designs* |  |
| Friday, Nov 18 | *Work OUTSIDE of CLASS – EVALUATION PLAN* |  |
| Week 15 |  |  |
| Monday, Nov 21 | *Work OUTSIDE of CLASS – EVALUATION PLAN* |  |
| Wednesday, Nov 23 | **THANKSGIVING** |  |
| Friday, Nov 25 |  |
| Week 16 |  |  |
| Monday, Nov 28 | ***Review*** *Final Exam**Work on Revised Plan* | **Evaluation Plan Due*****(Rubric on pg 12)*** |
| Wednesday, Nov 30 | ***Final Exam*** |  |
| Friday, Dec 2 | *NO CLASS – Prepare for Presentations***Final Revised Program Plans Due (place in a box in my office by noon) *Rubric on pg 14*** | **Final Revised Program Plans Due (place in a box in my office by noon)** |
| FINALS WEEK |  |  |
| *Wednesday, Dec 7 11:00am –1:00 pm* | ***Class Presentations******(Rubric on pg 13)*** |  |

***\*Subject to change***

COURSE REQUIREMENTS:

**Class Participation:** All students are expected to be in class **daily** and engage in active discussion about the readings and related concepts. Participation will be evaluated based upon: (a) apparent thoughtfulness of comments and (b) active engagement in course materials. No points will be given FOR attending class, but for ***EVERY unexcused absence 3 pts will be deducted from your final score***. An unexcused absence needs to be spoken to the instructor about PRIOR to the missed class and can include such occasions as doctor appts, emergencies, but NOT sleeping in or forgetting. Please discuss this with Dr Demers prior to missing class. **For PERFECT attendance throughout the entire semester, an additional 20 points will be added to your score.** Concerning **Electronic devices … I allow them AS LONG AS THEY ARE BEING USED FOR CLASS PURPOSES.** Please be respectful of the teacher and the students in the class.

**Quizzes:** Quiz dates have been predetermined and are provided on the Course Outline. Each quiz will be taken ***ONLINE*** and ***PRIOR*** to coming to class the day we go over that topic. For instance, if I will teach about Ch 3 on Tues, you will take that quiz **BEFORE** coming to class. I will open the quiz up on the *Thursday before* it is due. ***You will be able to use the PPTs on Blackboard or the book to answer the questions***. However, it will close 10 minutes before class. If you have NOT taken the quiz you will ***NOT*** *be able to retake it*.

**Exams:** Exam dates have been predetermined and are provided on the Course Outline. Exam details will be discussed in class.

**Assignments:**

At the conclusion of this course, a complete program plan will be developed and presented to the associated agency. An electronic copy will then be turned into me via Blackboard as well as the ROUGH DRAFTS handed in as Hard Copies! Each portion of the finished program plan will be a separate assignment (with due dates as outlined on the syllabus schedule). Think of each assignment as a turned in and graded rough draft. I will grade them and return them. Each one will be revised by the student and compiled into a full program plan. That final product will then be presented to the associated agency.

**Reflections:**

As a Service-Learning course, we will be reflecting on certain portions of our experience. Three reflections will be assigned and due on Blackboard. Each will have a series of prompts (questions) that I would like you to critically assess and discuss in a 1-2 page paper. (3 reflections @ 20 pts each = 60 pts)

**Communication with Associate Agency Partner:**

As your group develops a program plan for a community partner, you will be given the opportunity to PROFESSIONALLY communicate via email with your partner organization. Please be professional, as if you are interviewing for a job or proposing an actual program (which you ARE doing). In this email please ask any questions or ask for clarification. Furthermore, please use it as a check in with the organization, stating what you are working on and the progress you have made with the program. You may attach your most recent assignment and ask for suggestions. In return, you may receive some feedback with changes they may see fit, or desire, for their program. If this is the case, make sure to actually MAKE those changes. Lastly, make sure you CC me to the email for the grade. (3 email communications @ 20pts each = 60 pts)

**Assignment Submission Policy:**

In cases involving technical issues during assignment submission (i.e. computer crash, inability to get assignments to upload or attach, e-mail errors, or other general technical problems) students must follow the steps provided in this policy in order to receive credit. The purpose of this policy is to ensure the honesty and integrity of the technical problem.

1. Contact Dr. Demers **immediately** when the problem arises via e-mail.
2. In your email, suggest a time to meet with Dr. Demers within 24 hours of the assignment due date.
3. During the meeting you and Dr. Demers will investigate the computer problem.
4. After this meeting Dr. Demers will decide whether full, partial, or no credit will be received for the assignment.

Tips to avoid technical issues:

* Save, save, save! Save assignments to the hard drive and to your personal documents folder/library; email assignments to yourself; save assignments on a USB drive, etc.
* Cc: yourself when submitting assignments via email to make sure the assignment is attached and formatted properly.
* DO NOT PROCRASTINATE!

**General Guidelines:** All students are expected to treat all class members with respect at all times. This will include the instructor as well. I will give you respect and do my best to help you learn and understand the material. Please take the time needed to learn the material also.

**Group Projects**: As there are MANY people in this class. We will work in groups to get our Program Plans done. With this, there is always the possibility that one or more members of the group will not put the effort into the project as others. With EACH project, you will evaluate EACH member of your group on how much time and effort they put into that specific project. As with life, group projects are inevitable and we all must learn to work with others. Sometimes that means letting them fail with THEIR part of the plan. Sometimes that means NOT taking ALL the control. Sometimes that means COMPROMISE. But ALL the time it means being respectful and working together HOWEVER is needed to get the job done. The grade that your group members give you will be a factor in the final grade YOU receive from EACH project. Please be respectful of the time and schedules of others and make necessary arrangements to fulfill the necessary assignments. With the technology available today, we can meet almost ANYWHERE and at ANY time.

**Service-Learning Component**: The purpose of service-learning is to integrate meaningful community service with instruction and reflection to improve engagement in civic responsibilities and strengthen our community while enriching our learning experience. Our class will be working with community partners to plan programs to meet their needs. In so doing, we will be benefitting both entities as we work together for the betterment of both parties. They will get a program developed by budding professional health educators and we will get experience working for an agency with a real target audience, as well as an opportunity to improve our professional presentation skills as we present to the agency for a chance to implement our program with them.

**Grading Scale:**

90-100% A

*\*\*Since APA Style is required to earn full credit for the reference page. Here is a helpful resource for APA style*: <http://owl.english.purdue.edu/owl/resource/560/01/>

80-89% B

70-79% C

60-69% D

Below 59% F

GRADING POLICY:

**One-Week Rule:** It is the responsibility of the student to check his/her grades within the week after an assignment is due or an exam is taken. Any inquiry or dispute over a grade must be made within one week after the grade is posted. No changes will be made to a grade after it has been posted for one week. *Remember the 1-week rule!*

**Late Work Policy:**

Assignments are to be turned in promptly by the deadline and in the appropriate format designated. ANY ASSIGNMENT SUBMITTED LATE WILL RECEIVE NO CREDIT. If an assignment is due in class, and the student is unable to attend class on the due date, the assignment may be submitted via e-mail prior to the classroom start time pending Dr. Demers’ approval.

(Note: When submitting an assignment electronically, check the outbox/sent folder to ensure that the e-mail and attachment have been submitted successfully.)

**Program proposal submission and grading details:** The Program Proposal parts are broken down and due at designated times during the semester (See Tentative Course Outline for due dates). I will grade each one as a separate assignment. A final, *revised* version will be **due on** **Friday, Dec 2nd, 2016 no later than NOON in Doyne 319.** (No exceptions!) If you would like ***EXTRA CREDIT***, turn in the FINAL *revised* Program Plan by Monday, Nov 28th and you will receive **5 extra credit** points. Please turn in your previously graded program proposal parts AS WELL AS the revised final drafts of any previously graded parts along with any remaining parts to complete the proposal in a binder. If you make all changes suggested in the previously graded parts and it all flows together according to the rubric provided, you will receive the full points for the final proposal. You will be graded on the quality of your work, as well as the design and aesthetics of the program proposal.

Rubric on page 16.

ATTENDANCE/DROP POLICY: **Any student with more than 5 unexcused absences will be administratively dropped from this course unless given approval by the instructor**. **Likewise, ANY absence AFTER 2 will result in a 1.5% drop in the student’s final grade.** Absences may be excused due to participation in school sanctioned activities or athletics or for personal emergencies, but proper documentation is required to excuse the absence. (Note: Points missed from in-class activities cannot be made up, but exams/quizzes can be rescheduled *if the instructor is notified* ***in advance*** of the anticipated absence).

**Evaluation Criteria**

Quizzes: 10 online quizzes @ 10 pts each 100 \_\_\_\_\_

Exams: 3 Chapter Tests @ 30 pts; Final @ 50pts *(subject to change)*  140 \_\_\_\_\_

Program Plan Presentation: as a group 100 \_\_\_\_\_

Reflections (3 @ 20pts each) 60 ­­­­­\_\_\_\_\_

Communication with Associated Agency Partner (3 @ 20pts each) 60 \_\_\_\_\_

First Submission of Program Plan **(see next page for an explanation of each)**

Selection of health issue & population 5 \_\_\_\_\_

Rationale 20 \_\_\_\_\_

Logic Model 10 \_\_\_\_\_

Mission Statement, Goals, and Objectives 10 \_\_\_\_\_

Theory Based Framework 20 \_\_\_\_\_

Implementation Plan 45 \_\_\_\_\_

 a) Personnel 5 \_\_\_\_\_

 b) Facilities 5 \_\_\_\_\_

 c) Equipment & Supplies 5 \_\_\_\_\_

d) Timeline 5 \_\_\_\_\_

e)Marketing Plan (4 P’s) 15 \_\_\_\_\_

f) Marketing Brochure 10 \_\_\_\_\_

**Total points possible for first submission of project: 110 \_\_\_\_\_**

Final Version of Program Plan

Small Binder 5 \_\_\_\_\_

Title Page 5 \_\_\_\_\_

Table of Contents 5 \_\_\_\_\_

Needs Assessment (10)/Rationale (10) 20 \_\_\_\_\_

Logic Model 10 \_\_\_\_\_

Mission Statement, Goals, and Objectives 10 \_\_\_\_\_

Theory Based Framework 20 \_\_\_\_\_

Implementation Plan 45 \_\_\_\_\_

 a) Personnel 5 \_\_\_\_\_

 b) Facilities 5 \_\_\_\_\_

 c) Equipment & Supplies 5 \_\_\_\_\_

d) Timeline 5 \_\_\_\_\_

e) Marketing Plan (4 P’s) 15 \_\_\_\_\_

f) Marketing Brochure 10 \_\_\_\_\_

Evaluation Plan 15 \_\_\_\_\_

 a) Process Evaluation methods 5 \_\_\_\_\_

 b) Impact Evaluation methods 5 \_\_\_\_\_

 c) Outcome Evaluation methods 5 \_\_\_\_\_

References in APA format 10 \_\_\_\_\_

**Total points possible for Final version of project 145 \_\_\_\_\_**

**Total Points Possible *(subject to change)* 715 \_\_\_\_\_**

**Program Plan Required Elements**

 *The following elements are required for your program plans. Each part will have specific needs and pieces that must be included. They are listed below:*

**I. Selection of health issue & population**

1. Health Issue (the overarching PROBLEM you are addressing in your program)
2. Population (WHO will you be providing this program to?)

**II. Rationale (2-3 pages)**

1. Epidemiological data/data supporting need for the program (going from lard to small – fill the need with YOUR program)
2. Values and benefits to the decision makers
3. Data on successful programs conducted in similar settings
4. Relationship between proposed program and health plan for the nation or state

**III. Logic Model (1 page)**

1. Connection between inputs, program activities and outcomes is clear
2. Inputs are appropriate and relevant
3. Activities are appropriate
4. Outcomes are logical

**IV. Mission Statement, Goals, and Objectives (1-2 pages)**

1. Broad general Mission Statement
2. Broad but more concise Goal
3. SMART objectives (at least one (or two) of each process, impact, and outcome)

**V. Theory Based Framework**

1. Brief explanation of program
2. Identify the theory (or theories) to be used
3. Brief explanation of theory
4. How theory will be used in program
	1. Appropriate with the goals and objectives listed
	2. Clear application to learning strategies

**VI. Implementation Plan**

 a) Personnel (1 page)

* Who will be involved and what will their roles be?
* How will they be recruited?

 b) Facilities (1 page)

* Where will the program be delivered and why?
* What arrangements need to be made beforehand?
* What special considerations/arrangements may be needed?

 c) Equipment & Supplies (1 page)

* What is needed to deliver the program
* What arrangement will be made for special needs?

d) Timeline (1 page)

* Task Development Time line or Gantt Chart or Work Plan

e)Marketing Plan (4 P’s) (1-3 pages)

* Clearly stated purpose and relevance to population and problem
* Marketing Mix (4 Ps) addressed
	+ Product – WHAT is your program
	+ Place – WHERE are you having your event and WHY
	+ Price – HOW MUCH will it COST the participants? (NOT IN $$$ but in intangibles)
	+ Promotion – COMMUNICATION strategy and WHY you will use that particular strategy

f) Marketing Advertising (a copy of whatever it is)

* Attractive marketing tool for the program
* Fits the communication channel most used by the target population
* Developmentally and culturally appropriate to target population

g) Evaluation Plan

* How you will measure your goals and objectives
* Formative Evaluation strategy (who and how)
* Summative Evaluation (both impact and outcome evaluations) (who and how)

**VI. Group Presentation**

1. Professionalism
	1. Was I dressed professionally (business casual-no midruffs, underwear, cleavage showing; nice slacks or a skirt and a nice shirt. No t-shirts, cutoffs, hoodies, hats, etc (if you have to ask if it is ok to wear, don’t wear it…dress nicely as if for an interview for a job
2. Time – presentation should be 15 minutes long (practice) [no points deducted if between 14-16 mins]
3. Title of the Program – Is the title catchy? **BRIEFLY** describe your program
4. Who – Describe your target audience or priority population and their needs using data?
5. Need for program – Is there a link between the needs and data? Have you used valid and reliable sources for support?
6. Goals & Objectives – What do you want to have happen because of this program?
7. Theory – What theory did you use and why?
8. Implementation – How was your program carried out? What did you DO? (events, seminars, booths)
9. Evaluation – Include the evaluation plan with a detailed explanation of what and why

**Benchmarks for Program Plan**

Aug 31 Selection of health issue and population

Sept 12 Rationale

Sept 26 Logic Model/Mission Statement, Goals, and Objectives

Oct 24 Theoretical Framework

Nov 7 Implementation Plan

Nov 28 Evaluation Plan

Dec 2 Final Revised Plan

Dec 7 Group Presentations

|  |  |  |  |
| --- | --- | --- | --- |
| **Rationale** | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| Draft (2pt) | Not provided by due date | N/A | Provided by due date |
| APA Style (2 pts) | >7 APA errors | 3-7 APA errors | Only 1-2 APA errors |
| Grammar (2 pts) | >7 grammatical errors | 3-7 grammatical errors | Only 1-2 grammatical errors |
| Formatting (2 pts) (1” margins, double spaced, 12pt font) | Not formatted correctly | 2 items formatted correctly | Completely formatted correctly |
| Needs Assessment/Data (6 pts) | Weak/No link between needs and data/No relevant data | Data is relevant/ valid sources/some support | Relevant data/valid sources/Strong support |
| Substantiates need (6 pts) | Weak/No support for the need | Some support for the need | Clear and strong support for the need |

**Rationale Rubric (20pts)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Logic Model (10)** | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| Draft (2pt) | Not provided by due date | N/A | Provided by due date |
| Connections (2 pts) | Relationships not clear | Can determine Relationships | Clear Relationships  |
| Inputs (2 pts) | Inappropriate or irrelevant | Most are appropriate/relevant | Appropriate and relevant |
| Activities (2 pts) | Inappropriate or irrelevant | Most are appropriate | Highly appropriate |
| Outcomes (2 pts) | Insufficient | Sufficient | Logical |
| **Goals (5)** | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| Overall direction/purpose (1pt) | Little/no direction for program | Some direction for program | Provides clear direction to program |
| Broad statements (1pt) | No statements of purpose | Some statements of purpose | Broad statements of purpose |
| Simplicity/Concision (1pt) | Complex and Wordy | N/A | Simple and concise |
| Targets/Change (1 pt) | No idea who/what will change | Who or what will change | Clear who/what will change |
| Rationale (1pt) | No link to rationale | Can assume link to rationale | Consistent with rationale |
| **Objectives (5)** | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| Draft (1 pt) | Not provided/poor quality | Provided when due/adequate | Provided when due/high quality |
| Direction (1 pt) | No direction for learning activities | N/A | Provided direction for learning activities |
| Intended outcomes (1 pt) | No description of intended outcomes | Some description of intended outcomes | Clearly describe intended outcomes |
| SMART objectives (2 pts) | Obj are not written in SMART fashion | Some obj are SMART | Completely SMART Obj |

**Logic Model/Goals & Objectives Rubric (20pts)**

**Theoretical Framework Rubric (20pts)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| **Draft (2pt)** | Not provided by due date | N/A | Provided by due date |
| **Application of Theory (How & Why) (5pts)** | Not identified | Identified/some application | Identified & clearly applied |
| **Appropriateness (5pts)** | Not appropriate | Some aspects are appropriate | Clearly appropriate |
| **Learning Strategies application (5pts)** | No application to learning strategies | Some application to strategies | Clear application to strategies |
| **Grammar (2pt)** | 5 or more errors | 3-5 errors | Less than 3 errors |
| **APA Style (1pt)** | 5 or more errors | 3-5 errors | Less than 3 errors |

**Implementation Plan Rubric (45 pts)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Draft** | Provided when due/high quality | Provided when due/sufficient | Not provided/Poor quality |
| **Personnel (5pts)** |  |  |  |
| Who | All internal/external resources  | Most/Some mentioned | No mention of resources |
| Roles | Roles clearly explained  | Roles can be determined | No mention of roles |
| **Facilities (5pts)** |  |  |  |
| Where/why | Clear description | Can determine | No mention |
| Arrangements | Clearly described/thorough | Some mention/Not complete | No mention |
| Special considerations | If any, mentioned |  | Not described, if relevant |
| **Equipment/Supplies (5pts)** |  |  |  |
| Identified | All materials/equipment identified | Most/some are identified | No materials listed |
| Special needs | If relevant, described |  | If relevant, not described |
| **Timeline (5pts)** |  |  |  |
|  | Gantt or task development thorough | Provided/not complete | No mention |
| **Marketing Plan (15pts)** |  |  |  |
| 4 Ps of Marketing | Clearly addressed & relevant | Adequately addressed  | Not addressed |
| Product | Clearly explains product  | Inadequate explanation  | Not addressed  |
| Price | Clearly describes price (to get there and to change behavior) | Only a brief cost, relevant but not complete, not two fold | Not clear or descriptive |
| Place | Clear description of where/why, arrangements, special considerations | Some mention of where and why or any arrangements | Only mentions where |
| Promotion | Clearly describes WHAT channel of communication and WHY | Only brief description of WHAT channel | No description of channel of communication or why |
| **Marketing Tool (10pts)** |  |  |  |
| Appearance  | Attractive/Mix of text & visuals | Neat/Some mix of visuals | Unattractive/No mix of visuals |
| Purpose | Clearly relevant to target | Relevant to target | Lacks relevance |
| Research | Persuasive data provided | Some data provided  | Little/no relevant data |
| Content  | Clear, concise, persuasive | Sufficient/Accurate | Poor wording/Too much/Too little |
| Appropriate to target | Developmentally/culturally  | Either/or | Neither |

**Evaluation Plan Rubric (15pts)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| **Draft**  | Not provided by due date(take off 50% of total score) | N/A | Provided by due date(receives full score) |
| **Process Evaluation (5pts)** | Only a few evaluations for some of the goals/objectivesDon’t appropriately or completely measure goal/objective | Evaluations but not connected to goals/objectivesEvaluations but don’t appropriately or completely measure goal/objective | Each goal/objective has a connected Evaluation included that appropriately and completely measures the specific goal/objective  |
| **Impact Evaluation (5pts)** | Only a few evaluations for some of the goals/objectivesDon’t appropriately or completely measure goal/objective | Evaluations but not connected to goals/objectivesEvaluations but don’t appropriately or completely measure goal/objective | Each goal/objective has a connected Evaluation included that appropriately and completely measures the specific goal/objective  |
| **Outcome Evaluation (5pts)** | Only a few evaluations for some of the goals/objectivesDon’t appropriately or completely measure goal/objective | Evaluations but not connected to goals/objectivesEvaluations but don’t appropriately or completely measure goal/objective | Each goal/objective has a connected Evaluation included that appropriately and completely measures the specific goal/objective  |

**Program Plan Presentation (100 pts)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Needed elements of presentation** | **Needs Improvement** | **Satisfactory** | **Meets Expectations** |
| Professionalism (30pts)  | Dressed inappropriately, ineffective use of media, no eye contact made with class or agencies, no real working knowledge of program being presented | Some of the criteria met with dress, media, eye contact and knowledge of program | Dressed appropriately, effective use of media, eye contact made with class or agencies, working knowledge of program being presented |
| Time (5pts) | <12 min or >18 min | 12-14 min or 16-18 min | 14-16 minutes |
| Title of the Program (5pts)  | No title of program included | N/A | Catchy Title included in presentation |
| Priority Population (5pts) | No description of priority population and their needs | Only a brief description of the priority population and their needs | Detailed description of priority population and their needs |
| Rationale/Need for the program (11pts)  | Weak/No link between needs and data/No relevant data | Data is relevant/ valid sources/some support | Relevant data/valid sources/Strong support |
| Goals and Objectives (11pts) | No relationship between objectives and overall program goals/no link to needs/no direction | Some relationship between objectives and overall program goals/some link to needs/some direction | Clear relationship between objectives and overall program goals/clear link to needs/clear and precise direction |
| Theory (11pts) | No identification of theory used or reasoning for the selection of the theory/No application to learning strategies or strategies do not match the theory | Identification of theory used but little reasoning for the selection of the theory/Minimal application to learning strategies or strategies do not match the theory | Clearly identified use of theory and reasoning for the selection of the theory/Clear application to learning strategies and strategies match the theory |
| Implementation/How was the program carried out? (11pts)WHAT were your “events?” | No mention of the learning strategies | Only a brief mention of the learning strategies and why they were chosen | Detailed description of the learning strategies and why they were chosen |
| Evaluation Plan (11pts) | No inclusion of the evaluation plan in the presentation | Inclusion of the evaluation plan but no explanation | Inclusion of the evaluation plan and an explanation of HOW to use the tools and WHY each tool was chosen |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 25% | 50% | 75% | 100% |
| **Turned in Early (5pts)** | NO (0 pts) |  |  | YES |
| **Small Binder (5pts)** | NO (0 pts) |  |  | YES |
| **Title Page (5pts)** | NO (0 pts) |  |  | YES |
| **Table of Contents (5pts)** | NO (0 pts) |  |  | YES |
| **Rationale (20pts)** | NO (0 pts) |  |  | YES |
| Made advised suggestions (8) | Didn’t make many | Made SOME | Made a FEW | Made ALL  |
| Grammar (2) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (10) | ------- | Weak Support with data and for need | Some support for data and need | Relevant data/Clear & strong support for need |
| **Logic Model (10pts)** |  |  |  |  |
| Made advised suggestions (4) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| Grammar (1) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (5) | Irrelevant, inappropriate connections/directions/ outcomes | Can determine a few connections/directions/outcomes  | Can determine most connections/direction/ outcomes | Clear, appropriate connections/directions/outcomes |
| **Mission Statement/Goals & Objectives (10pts)** |  |  |  |  |
| Made advised suggestions (4) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| Grammar (1) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (5) | Not SMART/No link to rationale and no idea of target | Some SMART/Can determine a few links to rationale and targets  | Most SMART/can determine link to rational and targets | SMART/clear link to rationale/clear targets |
| **Theoretical Framework (20pts)** |  |  |  |  |
| Made advised suggestions (8) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| Grammar (2) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (10) | Not identified or appropriate or application to strategies | Can determine theory used/appropriateness/ application to strategies  | Theory identified/some aspects appropriate/some application to strategies | Clear theory identified and applied/appropriate/application to strategies |
| **Implementation Plan (45pts)** |  |  |  |  |
| **Personnel (5pts)** |  |  |  |  |
| Made advised suggestions (5) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| **Facilities (5pts)** |  |  |  |  |
| Made advised suggestions (5) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| **Equip & Supplies (5pts)** |  |  |  |  |
| Made advised suggestions 5) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| **Timeline (5pts)** |  |  |  |  |
| Made advised suggestions (5) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| **Marketing Plan (15pts)** |  |  |  |  |
| Made advised suggestions (6.5) | Didn’t make many | Made SOME | Made a MOST | Made ALL  |
| Grammar (2) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (6.5) | 4 Ps not addressed | Not all of Ps addresses  | 4 Ps addressed | Clearly addresses 4 Ps |
| **Marketing Material (10pts)** |  |  |  |  |
| Made advised suggestions (4) | Didn’t make many | Made SOME | Made aMOST | Made ALL  |
| Grammar (1) | ------- | >7 grammatical errors | 3-7 grammatical errors | 1-2 grammatical errors |
| Everything FITS together (5) | ------- | Unattractive/lacks relevance  | Neatly done/relevant/can determine appropriateness | Attractive and appropriate |
| **Evaluation Plan (15pts)** |  |  |  |  |
| **Process Eval (5pts)** |  |  |  |  |
| Eval matches objectives | No evals | Difficult to determine | Can determine | Clear way of HOW to evaluate ALL objectives |
| **Impact Eval (5pts)** |  |  |  |  |
| Eval matches objectives | No evals | Difficult to determine | Can determine | Clear way of HOW to evaluate ALL objectives |
| **Outcome Eval (5pts)** |  |  |  |  |
| Eval matches objectives | No evals | Difficult to determine | Can determine | Clear way of HOW to evaluate ALL objectives |
| **References in APA (10pts)** | ------- | >7 Errors | 3-7 Errors | 1-2 Errors |

**Final Program Plan (145 pts)**

ACADEMIC INTEGRITY: The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy. Refer to <http://uca.edu/academicaffairs/files/2012/08/Plagiarism.pdf> for further information.

AMERICANS WITH DISABILITIES: The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

STUDENT HANDBOOK POLICIES: Each student should be familiar with all policies listed in the Student Handbook which is available online. The following policies are of particular importance: 1. Academic policies

 2. Sexual harassment policy

TITLE IX DISCLOSURE: If a student discloses and act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to student-on-student or employee-on-student), the faculty member CAN NOT maintain complete confidentiality and is required to report the act and may be required to reveal the names and parties involved. Each student differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information please visit: <https://uca.edu/titleix>. \*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

STUDENT BEHAVIOR POLICY: A student’s first offense will result in a face-to-face meeting with the faculty member and the department to address the issue. The meeting results will be recorded in the Banner via Space Mountain. A student’s second offense will be documented and reported to the UCA Behavioral Intervention Plan and Student Disposition Agreement contract will be created. A student’s third offense will result in a suspension from the program for one semester. Upon returning to the program, a new contract with the reinstated student will be created to include the repercussions of the further offenses which will result in the dismissal of the student from the specific degree program in the Department of Health Sciences.

EVALUATIONS: Student evaluations of a course and its professor are crucial elements in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting the end of the fourth week of class through the end of the fifth/final week of class by logging into myUCA and clicking on the Evals button on the top right.

**NOTE: If any course readings or assignments are unclear, it is the student’s responsibility to discuss and clarify expectations as soon as possible. Continued enrollment in this course confirms a student’s acceptance and understanding of the course expectations.**