

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/9/2016

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Kristen Mark

Email: kristen.mark@uky.edu

Phone: 859-257-8935

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: KHP 520

2c. Full Title: Program Evaluation

2d. Transcript Title:

2e. Cross-listing: EDP 520 EPE 520

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an application-focused course that provides an overview of program evaluation. This course will cover the types of evaluation, the theory associated with evaluation, and the tools most commonly applied to the evaluation process. Students will develop an appreciation for the flexibility needed in order to perform evaluation tasks in practical situations related to their area of expertise.

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JAN 29 2016

OFFICE OF THE
SENATE COUNCIL

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Despite being an advanced requirement for this undergraduate program, it can also serve as an elective for intro graduate programs across the university. Additionally, it will be added to the already existing research methods cluster of 500-level courses in EPE and EDP.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Undergraduate Major in Health Promotion (non-teaching certification stream)

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Undergraduate Major in Health Promotion (non-teaching certification stream)

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Kristen Mark

Instructor Email: kristen.mark@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course will rely heavily on technology such as Adobe Connect to ensure students are interacting with one another and with the faculty instructor. The syllabus conforms to the University Senate Syllabus Guidelines, with special attention paid to the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The text, course goals, and assessment will all be the same in the online version of this course. The students will be asked to participate in class activities at the same rate as they would be expected to in the face-to-face version of the class, and similar expectations will be placed on students. The primary difference is the utilization of appropriate technology to assist in the delivery of the course material and interactions between students with one another and with the instructor.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Course portals used will be password-protected. Exams will be open-book where applicable. Interactive video will be conducted using technology such as Adobe Connect. Students in the distance learning section of the course will be held to the same standards for academic offense policies as face-to-face students.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students will be informed of the many services offered on the UK campus to assist in ensuring the distance learning setting is equivalent to the traditional classroom setting. Instructors will be readily available for students in the distance learning section via video and email correspondence.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are informed of the resources available and course requirements make use of students accessing these resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The syllabus lists the entities available for technological assistance.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kristen Mark

SIGNATURE|MNOLA01|Melody P Noland|KHP 520 NEW Dept Review|20140409

SIGNATURE|MYRT|Martha L Geoghegan|KHP 520 NEW College Review|20140829

SIGNATURE|MNOLA01|Melody P Noland|KHP 520 ZCOURSE_NEW Approval Returned to Dept|20140904

SIGNATURE|MYRT|Martha L Geoghegan|KHP 520 NEW College Review|20141021

SIGNATURE|MNOLA01|Melody P Noland|KHP 520 NEW Dept Review|20140904

SIGNATURE|MYRT|Martha L Geoghegan|KHP 520 NEW College Review|20141021

SIGNATURE|JMETT2|Joanie Ett-Mims|KHP 520 NEW Undergrad Council Review|20151014

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 520 NEW Graduate Council Review|20160129

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

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Attachments:

Browse...

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ID	Attachment
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Delete 6074	EPE EDP KHP 520 Evaluation Syllabus FIF revised su

First 1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: EDUCATION Submission Date: 1/9/2016

b. * Department/Division: Kinesiology - Health Promotion

c.

* Contact Person Name: Kristen Mark Email: kristen.mark@uky.edu Phone: 859-257-8935

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number: KHP 520

c. * Full Title: Program Evaluation

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed with (Prefix and Number): EDP 520 EPE 520

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

<input checked="" type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an application-focused course that provides an overview of program evaluation. This course will cover the types of evaluation, the theory associated with evaluation, and the tools most commonly applied to the evaluation process. Students will develop an appreciation for the flexibility needed in order to perform evaluation tasks in practical situations related to their area of expertise.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 30

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Despite being an advanced requirement for this undergraduate program, it can also serve as an elective for intro graduate programs across the university. Additionally, it will be added to the already existing research methods

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Undergraduate Major in Health Promotion (non-teaching certification stream)

b. * Will this course be a new requirement ^s for ANY program? Yes No

If YES ^s, list affected programs::

Undergraduate Major in Health Promotion (non-teaching certification stream)

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDP EPE KHP 520	Date:	4/8/2014
Instructor Name:	Kristen Mark	Instructor Email:	kristen.mark@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
This course will rely heavily on technology such as Adobe Connect to ensure students are interacting with one another and with the faculty instructor. The syllabus conforms to the University Senate Syllabus Guidelines, with
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
The text, course goals, and assessment will all be the same in the online version of this course. The students will be asked to participate in class activities at the same rate as they would be expected to in the face-to-face
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
Course portals used will be password-protected. Exams will be open-book where applicable. Interactive video will be conducted using technology such as Adobe Connect. Students in the distance learning section of the course will be
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of the methods defined above?
No.
Which percentage, and which program(s)?
N/A
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Students will be informed of the many services offered on the UK campus to assist in ensuring the distance learning setting is equivalent to the traditional classroom setting. Instructors will be readily available for students in

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
Students are informed of the resources available and course requirements make use of students accessing these resources.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
N/A

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
The syllabus lists the entities available for technological assistance.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
N/A
- Does the syllabus contain all the required components, below? Yes
 - Instructor's virtual office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Kristen Mark

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

^[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

EDP/EPE/KHP 520: PROGRAM EVALUATION

College of Education
University of Kentucky

Semester TBD

Distance Learning Course

Professor: TBD
Office: TBD
Telephone: TBD
Email: TBD
Office Hours: By appointment via email, phone, or video conference.

Class Meeting: Asynchronous Class will communicate via Canvas; Synchronous Classes will meet via Adobe Connect and Canvas (Class time for Synchronous meeting TBD)

COURSE DESCRIPTION

This course is an application-focused course that provides an overview of program evaluation. This course will cover the types of evaluation, the theory associated with evaluation, and the tools most commonly applied to the evaluation process. Students will develop an appreciation for the flexibility needed in order to perform evaluation tasks in practical situations related to their area of expertise.

COURSE OBJECTIVES

1. Describe the various types of program evaluation and appropriate situations for their application.
2. Identify program evaluation tools and their application to logic models.
3. Be able to develop a research design for the purpose of program evaluation.
4. Describe and explain performance measures: how they differ from program evaluation and when to apply them.
5. Be able to 1) identify stakeholders, 2) tailor evaluations to the needs of the stakeholders, and 3) write a professional evaluation summary report.

Brief Course Outline

Week 1	Introduction to evaluation
Week 2	Logic models
Week 3	Research design
Week 4	Impact evaluation
Week 5	Outcome evaluation
Week 6	Process evaluation
Week 7	Qualitative evaluation methods
Week 8	Behavioral measurement tools
Week 9	Data collection plan
Week 10	Alternative approaches to evaluation
Week 11	Economic evaluation
Week 12	Performance measurement and management
Week 13	Working with stakeholders
Week 14	Disseminating evaluation findings
Week 15	Professional judgment and ethics in evaluation

These topics will be covered as time permits.

Readings

Readings for this course will be posted to Canvas. As we progress through the topics listed above,

students should read the literature associated with each topic prior to the topic being presented. The professor will not remind the class to do the reading – students are responsible for their own learning. Students will be held responsible for the assignments, exam, and discussion board discussion.

STUDENT LEARNING OUTCOMES

In addition to the objectives listed above, after completing this course the student will be able to:

1. Identify the stages of program evaluation.
2. Identify the stakeholders and the components of the program to be evaluated.
3. Identify the impact of an evaluation.
4. Identify the impact of professional judgment on the evaluation process.
5. Differentiate between impact, outcome, and process evaluation and be able to design appropriate evaluation strategies.
6. Critique available behavior measures.
7. Identify, adapt, and create evaluation measures (quantitative/qualitative).
8. Demonstrate leadership skills necessary to work with stakeholders and manage a diverse team of people involved in the evaluation process.
9. Demonstrate professional writing skills to include preparation of an unbiased evaluation report and action plan.

COURSE POLICIES

Organization of Course

Since this is an online course, the course will be administered online and will heavily rely on technology such as Adobe Connect, Canvas, and online survey tools. Class participation will be assessed through participation in online forum discussions and online activities throughout the semester. Exams will be administered online through Canvas, and all assignments will be handed in to the professor online. For more detailed descriptions of the specific assignments associated with the course, see below under the heading "Evaluation".

Participation

There are points allotted to participation in this course. The policy for EDP/EPE/KHP 520 is that the student is required to participate actively in online discussion forums. Please note that certain class activities will be difficult to make up should the student not participate in online discussion forums. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances found to be "reasonable cause for nonattendance"

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the professor of the absence preferably in advance, but no later than one week after the incident. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a "W", and the faculty member may require the student to petition for a "W" or take an "I" in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

For UK's full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

It is the student's responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class the student is missing an opportunity to learn.

Canceled Class

If a virtual synchronous class meeting must be canceled due to unforeseen circumstances, the professor will make every possible effort to contact students in sufficient time to avoid any unnecessary burdens.

Changes to Syllabus

The professor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via e-mail and posted on the course Canvas.

Technology

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of Canvas will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, discussion forums, and assignments. Since this is an online distance learning course, the student MUST have access to a computer and the Internet to partake in this course and need to check the Canvas online learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

In order to have a successful educational experience in distance learning courses, the minimum technical requirements are 1GB RAM of hardware and 1MBPS Broadband Connection of Internet connection. Additionally, software such as Java, Adobe Acrobat Reader, and Microsoft Office will be useful in your class experience.

Should students encounter problems with technology, resources are available through the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>). Teaching and Learning Services Center (<http://www.uky.edu/TASC/>; 257-8272) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 257-1300) may be valuable resources.

Email is the preferred method of contacting the professor, though using the phone or a video conference can also be arranged. All inquiries will be responded to within 48 hours of initial contact with the professor.

Distance Learning Library Services may be a valuable resource throughout this course. This is where students can find information about Distance Learning Library Services (<http://www.uky.edu/Libraries/KLLS>). The Distance Learning librarian is Carla Cantagallo (859-257-0500, ext. 2171; dllservice@email.uky.edu) and the Distance Learning Interlibrary Loan Service can be found

at: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by past-President Lee Todd defined diversity as:

“Embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths.” – University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6.

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Late Assignments

For work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade, unless there is an excused absence. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted. If the excused absence lasts longer than this time, the student will submit the assignment within one week of the excused absence.

Emailed Assignments

Please submit all assignments in the Canvas drop box. Emailed assignments will NOT be accepted unless specified in the assignment guidelines or under special circumstances discussed with the professor prior to the due date.

Exam Make-ups

All exams are due on the day they are scheduled unless due to a documented emergency or if a prior arrangement was made with the professor.

Academic Accommodations

If a student has a documented disability that requires academic accommodations, please see the professor. In order to receive accommodations in this course, the student must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. Collaboration between the student and the professor can settle on the best solution.

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

ASSIGNMENTS, EVALUATION, & GRADING POLICY

Assignments

Participation 5% 25 points

Success in this course depends heavily on regular participation in the online discussion forums, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to participate actively in discussions and activities that occur on Canvas. All content that is discussed in the discussion forums has the potential to be included on the quizzes or exams. Students will earn points by engaging in the online discussion forums and actively participating by applying the course content to the discussion forums. Excused absences are to be discussed with the professor to discuss ways to make up participation points.

Application Assignments 20% 100 points

Practical evaluation assignments (2 total, 50 points each) will require the application of topics covered to practical evaluation situations, similar to a mock evaluation. The program selected for the first assignment will be used throughout the semester for a cumulative experience. **Graduate students will be required to provide a critical evaluation component to this assignment. This requires analytical thinking skills beyond what is expected of an undergraduate student.**

Individual Critique of an Evaluation 20% 100 points

Students will be required to provide a critique of an existing evaluation in their field of study. This critique will contain a number of components, details of which will be provided in class. **Graduate students will be required to provide a critical evaluation component to this assignment. This requires analytical thinking skills beyond what is expected of an undergraduate student.**

Executive Summary Report 20% 100 points

In groups, students will create an executive summary report of an existing evaluation. This will be a report to the stakeholders that includes methods used, data collected, analyses performed, conclusions, and recommendations (including implementation guidance). Groups will create a presentation of this report for the class.

Critique of Peer Executive Summary Report 15% 75 points

Students will be required to evaluate their peers' executive summary reports and presentations. This critique will contain a number of components, details of which will be provided in class.

Final Exam 20% 100 points

The final exam will cover the material learned throughout the course. This will be a multiple choice, true-false, short answer exam with application questions related to a sample evaluation.

Evaluation

Students will be evaluated on the following:

Assignment	Percent Value	Point Value
Participation & Attendance	5%	25
Application Assignments	20%	100

Individual Evaluation Critique	20%	100
Executive Summary Report	20%	100
Critique of Peer Report	15%	75
Final Exam	20%	100
Total	100%	500

Assignments Related to Learning Outcomes

Learning Outcome	Assignment
Identify the stages of program evaluation.	Application Assignments Individual Evaluation Critique Executive Summary Report Final Exam
Identify the stakeholders and the components of the program to be evaluated.	Application Assignments Executive Summary Report Critique of Peer Report
Identify the impact of an evaluation.	Application Assignments Final Exam
Identify the impact of professional judgment on the evaluation process.	Executive Summary Report Critique of Peer Report
Differentiate between impact, outcome, and process evaluation and be able to design appropriate evaluation strategies.	Application Assignments Individual Evaluation Critique Executive Summary Report Final Exam
Critique available behavior measures.	Application Assignments Individual Evaluation Critique
Identify, adapt, and create evaluation measures (quantitative/qualitative).	Application Assignments Individual Evaluation Critique Final Exam
Demonstrate leadership skills necessary to manage a diverse team of people involved in the evaluation process.	Application Assignments Executive Summary Report Critique of Peer Report
Demonstrate professional writing skills to include preparation of a minimally biased evaluation report and action plan.	Application Assignments Individual Evaluation Critique Executive Summary Report Critique of Peer Report

Grading Policy

To calculate your percentage: (Total Points You Have Earned ÷ 500) x 100 = Your Total Percent

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to Canvas. Any inquiry or disputes over scores must be made within one week after the scores are posted. If the student fails to appeal any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale is:

Undergraduate Students	Graduate Students
90-100% = A	90-100% = A
80-89% = B	80-89% = B
70-79% = C	70-79% = C

60-69%	=	D	< 70%	=	E
< 60%	=	E	(note: as per graduate school policy, D is not used for graduate students)		

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

Midterm grades will be posted for undergraduate students in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/Registrar/AcademicCalendar.htm>.

All papers are to be written using APA format and if APA format is not followed, the student's grade will suffer. If students are unfamiliar with APA format, please consult this online resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM

Unless specified otherwise, all papers submitted to the instructor must be presented in the writing style and format described in the sixth edition of the Publication Manual of the American Psychological Association. All papers must be word-processed in **Times New Roman or Ariel 12-point font**. Students are expected to follow rules of usage and principles of composition. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*. If students are unfamiliar with APA format, please consult this online resource: <http://owl.english.purdue.edu/owl/resource/560/01/>, see the manual.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations. Cite all sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in undergraduate and graduate study.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). **Please note:** Any assignment students turn in may be submitted to an electronic database to check for plagiarism.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. A limit of **one semester—unless a shorter time frame is determined mutually by the student and instructor**—will be allowed to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EPE/EDE/KHP rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to the professor before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

RESOURCES

Students should expect to put forth their best possible work when writing assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.

NCHEC COMPETENCIES

<i>Area of Responsibility I: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION</i>
COMPETENCY 1.1: Plan Assessment Process
COMPETENCY 1.2: Access Existing Information and Data Related to Health
COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health
COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education
COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings
<i>Area of Responsibility II: PLAN HEALTH EDUCATION</i>
COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process
COMPETENCY 2.2: Develop Goals and Objectives
COMPETENCY 2.3: Select or Design Strategies and Interventions
COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education
<i>Area of Responsibility III: IMPLEMENT HEALTH EDUCATION</i>
COMPETENCY 3.1: Implement a Plan of Action
COMPETENCY 3.2: Monitor Implementation of Health Education
COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education
<i>Area of Responsibility IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION</i>
COMPETENCY 4.1: Develop Evaluation/Research Plan
COMPETENCY 4.2: Design Instruments to Collect
COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data
COMPETENCY 4.4: Interpret Results of the Evaluation/Research
COMPETENCY 4.5: Apply Findings From Evaluation/Research
<i>Area of Responsibility V: ADMINISTER AND MANAGE HEALTH EDUCATION</i>
COMPETENCY 5.1: Manage Fiscal Resources
COMPETENCY 5.2: Obtain Acceptance and Support for Programs
<i>Area of Responsibility VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON</i>
COMPETENCY 6.1: Obtain and Disseminate Health-Related Information
<i>Area of Responsibility VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION</i>
COMPETENCY 7.4: Engage in Health Education Advocacy

Ellis, Janie

From: Mark, Kristen P
Sent: Tuesday, February 09, 2016 8:35 AM
To: Ellis, Janie
Subject: FW: EDP/EPE/KHP 520 Syllabi

See below for EDP approval of KHP/EPE/EDP 520.

<
Kristen Mark, PhD, MPH | Assistant Professor of Health Promotion | Director of the Sexual Health Promotion Lab |
University of Kentucky | 122 Seaton Building | Lexington KY 40506 | 859.257.8935 | kristen.mark@uky.edu
| @Kristen_Mark | www.kristenmark.com

On 3/28/14, 2:37 PM, "Toland, Michael D" <toland.md@uky.edu> wrote:

>Kristen (cc Keisha and Kenneth),
>Yes, 520 was approved by our department at our last department meeting. I
>apologize for the delay. Good luck with the submission.
>Michael
>
>Michael Toland, PhD
>Assistant Professor
>Educational, School, & Counseling Psychology
>University of Kentucky
>243 Dickey Hall
>Lexington, KY 40506-0017
>Office phone: 859.257.3395
><http://education.uky.edu/EDP/toland>
>
>-----
>From: Mark, Kristen P
>Sent: Friday, March 28, 2014 2:25 PM
>To: Toland, Michael D
>Subject: RE: EDP/EPE/KHP 520 Syllabi
>
>Hi Michael,
>
>I never heard back regarding your departmental approval of EDP/EPE/KHP
>520. Were the syllabi approved? Are we ready to submit to eCATS?
>
>Have a great weekend!
>
>Thanks,
>Kristen

>
>
> _____
>Kristen P Mark, PhD, MPH | Assistant Professor | 859.257.8935 |
>www.kristenmark.com

>
>
>-----Original Message-----
>From: Love, Keisha K
>Sent: Friday, March 07, 2014 10:32 AM
>To: EDPFAC@LSV.UKY.EDU
>Cc: Mark, Kristen P
>Subject: EDP/EPE/KHP 520 Syllabi

>
>Faculty,

>
>Please review the attached syllabus, which is an application to create a
>new undergraduate/graduate cross-listed evaluation course between EDP,
>EPE, and KHP. Please send any questions that you have to Kristen Mark,
>who is copied on this email. We will vote on the course at our March
>faculty meeting.

>
>Keisha Love, Ph.D.

>
>-----Original Message-----
>From: Mark, Kristen P
>Sent: Thursday, March 06, 2014 2:18 PM
>To: Love, Keisha K
>Subject: RE: EDP/EPE/KHP 520 Syllabi

>
>Hi Keisha,

>
>Not a problem. Please see attached. Thank you for bringing this to the
>EDP faculty and don't hesitate to let me know if you or the faculty have
>any questions.

>
>Best wishes,
>Kristen

>
> _____
>Kristen P Mark, PhD, MPH | Assistant Professor | 859.257.8935 |
>www.kristenmark.com

>
>
>-----Original Message-----
>From: Love, Keisha K
>Sent: Thursday, March 06, 2014 1:15 PM
>To: Mark, Kristen P
>Subject: RE: EDP/EPE/KHP 520 Syllabi

>
>Hi Kristen,
>I will have the faculty in EDP review the syllabus. Can you attach the

>latest copy?

>

>Keisha Love, Ph.D.

>

>-----Original Message-----

>From: Mark, Kristen P

>Sent: Thursday, March 06, 2014 12:46 PM

>To: Beth L. Goldstein

>Cc: Bradley, Kelly D; Toland, Michael D; Bennett, Stephanie L; Ickes,

>Melinda J; Noland, Melody; Love, Keisha K

>Subject: RE: EDP/EPE/KHP 520 Syllabi

>

>Hi All,

>

>Just wanted to let you know that KHP approved the syllabus at our faculty

>meeting last week. Now that we have KHP and EPE faculty-level approval,

>we will wait for EDP faculty-level approval and then I will send it off

>to the COE C&C. Thanks for your help!

>

>Have a great day.

>

>Kristen

>

>____

>Kristen P Mark, PhD, MPH | Assistant Professor | 859.257.8935 |

>www.kristenmark.com

>

>-----Original Message-----

>From: Beth L. Goldstein [<mailto:bethg@coe.uky.edu>]

>Sent: Tuesday, February 25, 2014 6:06 PM

>To: Mark, Kristen P

>Cc: Bradley, Kelly D; Beth L. Goldstein; Toland, Michael D; Bennett,

>Stephanie L; Ickes, Melinda J; Noland, Melody; Love, Keisha K

>Subject: RE: EDP/EPE/KHP 520 Syllabi

>

>Kristen,

>Just want to let you and EDP know that the EPE faculty today approved the

>proposed 520 Evaluation course and will support as it winds through the

>review process. Please let me know how the proposal fairs in the other

>two departments and when to expect it to be submitted to eCATS.

>

>Thanks for all your work on this. I look forward to the collaboration.

>

>Beth

>

>> Great! Thanks to all of you. I spoke to Myrt of C&C and she wasn't

>> sure what the "course application form" is. I guess everything is on

>> eCATS and it will be cross-listed in there and therefore routed to all

>> of our departments. If there is something with a course application

>> form that is not on eCATS that we should be filling out, please let me

>> know, Beth, and I will be happy to prepare that form.

>>

>> I have attached the syllabi for each of you to send to your respective
>> departments for hopeful review by your departments at your next
>> departmental faculty meeting. Please let me know when each of your
>> departments have reviewed the syllabi, and I will incorporate any
>> feedback and submit to eCATS for review at the college level.

>>

>> Thanks again for all of your help! I'm glad we could come to a
>> mutually beneficial option that I think will be very beneficial for
>> students as well.

>>

>> Best wishes,

>> Kristen

>>

>> _____

>> Kristen P Mark, PhD, MPH | Assistant Professor | 859.257.8935 |

>> www.kristenmark.com

>>