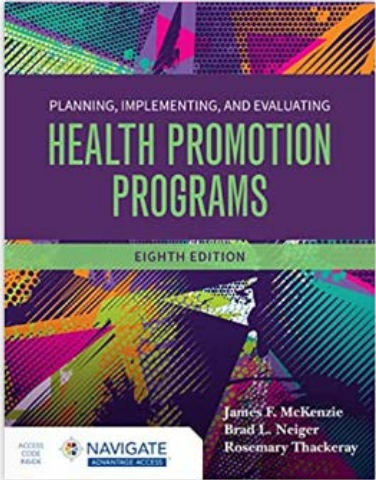


The University of Texas at El Paso
Department of Public Health
Health Promotion/Public Health

Syllabus

Course Name:	Health Promotion Planning & Implementation
Course No:	HSCI 4307
Course CRN:	25045
Semester/Year	Spring 2023 January 18 th – March 11 th
Undergraduate credit hrs.:	3
Class location:	Education Building Room 312
Class meeting time:	Monday and Wednesdays 3:00pm- 4:20pm
Class instructor:	Jeannie B. Concha, Ph.D. MPH , Teaching Assistant: (TBD)
Teaching Assistant	Teaching Assistant: (TBD)
Office Location:	HSSN CHS 414
Phone:	915-747-8308
Email:	jeannie@utep.edu
Office hours:	<p>By appointment using Web Conferencing and Office Hours (ZOOM) on Blackboard. You can locate it on the left hand menu of your course.</p> <p>Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:</p> <ul style="list-style-type: none"> • Office Hours: I can meet you on campus in my office. My office hours are by appointment. You can email me if you need to set an appointment. I encourage you to feel comfortable with emailing me and in the Subject Line you can write APPOINTMENT NEEDED. • Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. • Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
Preferred contact method:	Blackboard Email jeannie@utep.edu

<p>Course description:</p>	<p>Multiple contexts related to health promotion planning, implementation, evaluation will be examined. The current theories and models related to health intervention planning and, the application of the same to health disparities in the U.S.- Mexico border region will be discussed. Steps involved in program design including needs assessment, logic model design, community mobilization, and measurement will be discussed. Students will apply program planning contexts discussed to the Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov). Students will also be encouraged to apply concepts learned to preparing for the Certified Health Education Specialist (CHES) exam.</p>
<p>Course pre-requisites:</p>	<p>HSCI 2302 Fundamentals of Nutrition with “C” or better.</p>
<p>Required textbooks</p>	<p>McKenzie, J.F., Neiger, B.L., & Thackeray, R. <i>Planning, Implementing, and Evaluating Health Promotion Programs.</i> Eighth Edition.</p> <p>Publisher : Jones & Bartlett Learning; 8th edition (August 1, 2022) Language : English Paperback : 480 pages ISBN-10 : 1284228649 ISBN-13 : 978-1284228649 Reading age : 1 year and up Item Weight : 1.31 pounds Dimensions : 7 x 0.7 x 8.9 inches</p> 
<p>Supplemental resource reading & material:</p>	<p>Community Tool Box: tools to change our world https://ctb.ku.edu/en</p> <p>I highly recommend you use Grammarly.com for assignments.</p>
<p>Course format:</p>	<p>In Person Instruction and Online Modular Packet Monday’s will be reserved for instruction and Wednesday’s will be reserved for group activities to develop a portfolio project.</p>

<p>Technology requirements:</p>	<p>Students will be required to access the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.</p> <p>You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.</p> <p>If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.</p> <p><u>IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!</u></p> <p>Technology Resources Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.</p>
<p>Major learning objectives (must be numbered):</p>	<p>This class will include active learning tasks that will aid students to become independent learners. Students will be required to actively engage in interactive group work and discussions. Critical thinking will be a key element of all class activities. The coursework will help students to gain an understanding of multiple contexts related to health intervention planning and implementation with specific emphasis on the same in the U.S.-Mexico border region. Students will engage in team based learning and problem based learning skills in relation to program design and implementation through class assignments.</p> <p>On successful completion of this course students will:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the models of program planning in health promotion 2. Be able to design a basic program logic model as a guide for program planning and implementation 3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation.

	<ol style="list-style-type: none"> 4. Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions 5. Gain critical thinking, teambuilding and problem solving skills related to program management 6. Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design.
--	--

Program Competencies
This course meets the following Bachelors of Science in Public Health degree competencies

Program Competencies for 4307 HPPI	Learning Objectives	Assessment Strategies
<ol style="list-style-type: none"> 1. Assess needs, assets and capacity for health education <ol style="list-style-type: none"> 1.a. Access existing health-related data 1.c. Distinguish between behaviors that foster or hinder well-being 1.e. Identify factors that foster or hinder the process of health education 	<ol style="list-style-type: none"> 1. Gain an understanding of the models of program planning in health promotion 3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation. 4. Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso- Juarez and U.S.-Mexico border regions 6. Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design. 	Problem Based Activities 1-8 <ul style="list-style-type: none"> • Review Healthy People 2030 data • Review HealthyPeople 2030 evidence based interventions • Complete CitiTraining Certificate • Quizzes

<p>2. Plan Health Education</p> <p>2.a. Involve people and organizations in program planning</p> <p>2.b. Incorporate data analysis and principles of community organizations</p> <p>2.c. Formulate appropriate and measurable program objectives</p> <p>2.d. Develop logic scope and sequence plan for health education practice</p> <p>2.f. Select appropriate strategies to meet objectives.</p> <p>2.g. Assess factors that affect implementation</p>	<p>1. Gain an understanding of the models of program planning in health promotion</p> <p>3. Be able to design a basic program logic model as a guide for program planning and implementation</p> <p>5. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation.</p> <p>6. Be able to apply Healthy People 2030 objectives related to specific health conditions currently relevant to the U.S.-MX border region, Access to Health Services, Global Health, Social Determinants of Health and, Health Communication and Health Information Technology (www.healthypeople.gov) to program design.</p>	<p>Problem Based Activities 9 -12</p> <ul style="list-style-type: none"> • Identifying a theory for the intervention • Goals and Objectives assignment • Logic Model assignment • Quizzes
<p>3. Implement Health Education Strategies</p> <p>3.a. Initiate a plan of action</p> <p>3.b. Demonstrate a variety of skills in delivering strategies, interventions and programs</p> <p>3.c. Use a variety of methods to implement strategies, interventions, and programs</p>	<p>2. Be able to design a basic program logic model as a guide for program planning and implementation</p> <p>3. Be able to discuss contexts including intervention need, resources, cultural sensitivity, marketing, policy and ethics in relation to program planning and implementation.</p> <p>4. Be able to examine public health intervention planning and implementation to specific to current health disparities in the El Paso-Juarez and U.S.-Mexico border regions</p>	<p>Problem Based Activities 12-13</p> <ul style="list-style-type: none"> • Plan for adaption and implementation activity • Social Marketing activity • Quizzes
<p>4. Conduct Evaluation and Research Related to Health Education</p> <p>4.a. Develop plans for</p>	<p>5. Be able to design a basic program logic model as a guide for program planning and implementation</p>	<p>Problem Based Activities 14-16</p> <ul style="list-style-type: none"> • Objectives activity

evaluation and research 4.b. Review research and evaluation procedures		<ul style="list-style-type: none"> • Evaluation designs activity • Quizzes
Test proctoring	All exams will be held in class. The instructor and/or the TA will proctor the exams.	
Course Name:	Health Promotion Planning & Implementation	
Assessment strategies:	<p>Assessments</p> <ol style="list-style-type: none"> 1. Weekly in class quizzes will consist of 10 quizzes about each of the chapters readings assigned weekly. Quizzes will be taken at the start of class. 2. Midterm and Final Exam: The midterm will be a take home exam. The final exam will be administered in class. Each exam format will include multiple choice questions, True/False and short essay answer type questions. Information on topics covered will be provided in class. Please see course calendar for exam dates. 3. Group Activities & Discussion/Participation: Students will be assigned to team during the first week of class. Each team will work on activities together mainly for discussion on the planning; implementation of a program/intervention using program planning concepts learned during the semester, and evidence based social marketing strategies. The instructor will provide project topic. Detailed instructions for the group project will be provided by Second Class. <ul style="list-style-type: none"> • Each one of you will submit individual activities, but as a group, you will have to work on these activities together and discuss the activities together. • You will be given time in class to discuss and complete activities. Your peers will evaluate you on your contribution to the discussion and completion of activities. • You will complete a full group portfolio which you will be adding to via your group activities <p>For each week, one of your team members will be asked to report out the entire class. You will have to participate as a team Reporter twice during the term.</p>	

Grading scale & criteria	Student Performance	
	Attendance (1 point per class weeks 1-8)	0 to 15 points
	CitiTraining Certificate	50 points
	Quizzes (7 at 10 points each – 2 lowest grades dropped)	0 to 50 points
	Problem based Activities (7 activity sessions @ 50 points each)	0 to 350 points
	Peer Evaluation	0 to 20 points
	Midterm Take Home exam	0 to 50 points
	Course Evaluation needed for final exam	
	Final Exam In class	0 to 50 points
	Total Points	585 points
	Grading Scale A = 527 and over B = 468 - 526 C = 409 - 467 D = 351 - 408 F = 292 – 350	
Extra Credit	<p>Chapter Outlines: Handwritten outlines/notes for each weekly Chapters due at the start of Monday’s class. Outlines must cover all information in the chapter (i.e. complete) 1 Point per chapter.</p> <p>Only 10 outlined chapters will be accepted as extra credit.</p> <ul style="list-style-type: none"> a) Chapter 1 & 2 & 3 outline due beginning of class Jan 23 b) Chapter 4 & 5 outline due beginning of class Jan 30 c) Chapter 6 & 7 outline due beginning of class Feb 6 d) Chapter 8 & 9 outline due beginning of class Feb 13 e) Chapter 10, 11 & 12 outline due beginning of class Feb 20 f) Chapter 13, 14 & 15 outline due beginning of class Feb 27 <p>NOTE: Only 10 outlines will be counted toward extra credit points</p>	
Incomplete policy:	<p>An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.</p>	

<p>Attendance:</p>	<p>It is expected that all students enrolled in <i>HSCI 4309 Health Planning, Implementation and Evaluation</i> to participate in all instructional activities. Participation must be defined accordingly. Students must be present in class and sign a sign in sheet for each class.. Courses will have, at minimum, weekly mechanism for student participation, which can be documented by any or all of the following methods:</p> <ol style="list-style-type: none"> 1. Student participation in overall course 2. Student participation in discussion break out groups 3. Submission/completion of assignment and evaluations 4. Communication with the instructor <p>Students who do not attend the course within the drop/add period for the course will be dropped from the course. Students who fail to maintain an active participation in an online course as defined in the course syllabus will be processed in accordance with the university's current attendance policy.</p>	
<p>Reading assignments:</p>	<p>All assigned readings need to be completed prior to viewing the next class module session. Example: the reading assignments for week 2 need to be completed prior to logging in to view week 2 module session.</p> <p>Syllabus: In addition to reading the text assignments, reading the syllabus will assist in understanding the course objectives. If you are reading this Syllabus, you are an engaged student and doing so provides you the opportunity for 3 extra credit points. If you are reading this, email me with the subject line to read –Syllabus Points - to receive your 3 extra credit points. The Deadline for this is January 18th 2023 end of Day. If you do not have this in your subject line in the email or miss the deadline you will not receive the points.</p>	
<p>Writing standards</p>	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful. They will be available to assist online. https://www.utep.edu/uwc/</p> <p>UTEP Spring availability for students The below options will be available to students beginning on January 18th</p> <p>Option 1 is a Synchronous system through Blackboard Collaborate. Students will connect with the UWC, chat with a consultant, and use screen sharing to review their papers.</p>	

	<p>Students must be present with their computer and a reliable internet connection to use this service.</p> <p>Option 2 is for students to email their papers to the UWC using an online form.</p> <p>THERE IS A 72 HOUR TURNAROUND (not including weekends) for the email service.</p>	
Policy for late assignments	<p>Due dates for homework, exams, and other assignments are designed for fairness to all students. No exceptions to those dates will be made excepting in cases of university-designated closures. All assignments are due at the beginning of the class period on the due date. Five (5) points will be deducted for each day an assignment is late.</p>	
Alternative means of submitting work in case of technical issues:	<p>I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.</p>	
Permission to record lectures & discussions	<p>Students are not allowed to record the professor during lecture.</p>	
Netiquette	<p>As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.</p> <ul style="list-style-type: none"> ○ Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas. ○ Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. ○ When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. ○ Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste 	

	them to a publicly accessible website, blog, or other space.	
Course Name:	Health Promotion Planning & Implementation	
Field trip policies:	N/A	
Class participation:	Active student participation in this course is very important. Students are expected to attend class in person and participate in class discussions and group projects. Quizzes are designed to have students read chapters before coming to class.	
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass	
Student conduct:	<p>Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) "It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts".</p> <p>Examples of "cheating" include: Copying from the homework or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; Possession and/or use during an exam or home test of</p>	

	<p>materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";</p> <p>Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;</p> <p>Collaborating with or seeking aid from another student for an assignment without authority;</p> <p>Substituting for another person, or permitting another person to substitute for one's self, to take a test;</p> <p>Falsifying research data, laboratory reports, and/or other records or academic work offered for credit.</p>	
--	--	--

Course Name:	Health Promotion Planning & Implementation												
	<p>“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.</p> <p>“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.</p>												
Plagiarism software:	Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.												
Copyright Statement for course material	All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.												
Important Dates	<table border="0"> <tr> <td>January 17th</td> <td>Spring cases begin</td> </tr> <tr> <td>February 1st</td> <td>Census Day</td> </tr> <tr> <td>January 25th</td> <td>Pass Fail Option</td> </tr> <tr> <td>March 8th</td> <td>Final Exam</td> </tr> <tr> <td>March 30th</td> <td>Automatic Withdrawal</td> </tr> <tr> <td>March 30th</td> <td>Drop Deadline</td> </tr> </table>	January 17th	Spring cases begin	February 1st	Census Day	January 25th	Pass Fail Option	March 8th	Final Exam	March 30th	Automatic Withdrawal	March 30th	Drop Deadline
January 17th	Spring cases begin												
February 1st	Census Day												
January 25th	Pass Fail Option												
March 8th	Final Exam												
March 30th	Automatic Withdrawal												
March 30th	Drop Deadline												
COVID-19 Precautions	<p><u>COVID-19 PRECAUTION STATEMENT</u> Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.</p> <p>The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.</p>												

HSCI 4307 – CRN 25045 Spring 2023 Course Calendar
(Subject to Change)
01/20/22 – 03/10/22

Mondays: Instruction Day
Wednesdays: Group Activity Days
First day of Class is Combination Instruction and Activity

Date	Topics covered	Assignments and Due Date
Week 1 January 17 – 20		
01/18/23 (Wednesday)	Introduction to course; Syllabus review. Chapter 1: Introduction to Health Education, Health Promotion, and Program Planning	<ul style="list-style-type: none"> • Start of Class Quiz 1 • Activity 1 Due Jan 22nd (each person submits their own activity)
Week 2 January 23- 27		
01/23/23 (Monday)	Chapter 2: Starting the Planning Process Chapter 3: Program Planning Models in Health Promotion	<ul style="list-style-type: none"> • Start of Class Quiz 2 (Chpts. 2 & 3) • Activity 2 (Chpts. 2 & 3) Due Jan 29th (each person submits their own activity) • Extra Credit Due Chapter 1 & 2 & 3 outline due beginning of class Jan 23
01/25/23 (Wednesday)	Chapter 2 & 3 Activity 2 Review	<ul style="list-style-type: none"> • Group work on Activity 2 (Chpts. 2 & 3) • Add activity to portfolio Due Feb 4th
Week 3 January 30 – February 3rd		
01/30/23 (Monday)	Chapter 4: Assessing Needs Chapter 5: Measurement and Sampling	<ul style="list-style-type: none"> • Start of Class Quiz 3 (Chpts. 4 & 5) • Activity 3 (Chpts. 4 & 5) Feb 4th (each person submits their own activity) • Extra Credit Due Chapter 4 & 5 outline due beginning of class Jan 30
02/01/23 (Wednesday)	Chapter 4 & 5 Activity 3 Review	<ul style="list-style-type: none"> • Group work on Activity 3 (Chpts. 4 & 5) • Add activity to portfolio Due Feb 4th

Week 4 February 6 - 10		
02/06/23 (Monday)	<p>Chapter 6: Mission Statement, Goals, and Objectives</p> <p>Chapter 7: Theories and Models Commonly Used for Health Promotion Interventions</p>	<ul style="list-style-type: none"> • Start of Class Quiz 4 (Chpts. 6 & 7) • Activity 4 (Chpts. 6 & 7) Feb 12th (each person submits their own activity) • Extra Credit Due Chapter 6 & 7 outline due beginning of class Feb 6 • Midterm Take Home Exam Due Wednesday Feb 8 beginning of class.
02/08/23 (Wednesday)	<p>Chapter 6 & 7 Activity 5 Review</p>	<ul style="list-style-type: none"> • Midterm (Take home exam due) • Group work on Activity 4 (Chpts. 6 & 7) • Add activity to portfolio Due Feb 19th
Week 5 February 13 - 17		
02/13/23 (Monday)	<p>Chapter 8: Interventions</p> <p>Chapter 9: Marketing: Developing Programs that Respond to the Wants and Needs of the Priority Population.</p>	<ul style="list-style-type: none"> • Start of Class Quiz 5 (Chpts. 8 & 9) • Activity 5 (Chpts. 8 & 9) Feb 19th (each person submits their own activity) • Extra Credit Due Chapter 8 & 9 outline due beginning of class Feb 13
02/15/23 (Wednesday)	<p>Chapter 8 & 9 Activity 5 Review</p>	<ul style="list-style-type: none"> • Group work on Activity 5 (Chpts. 8 & 9) • Add activity to portfolio Due Feb 19th

Week 6 February 20 – 24th

02/20/23 (Monday)

Chapter 10:
Community
Organizing and
Community Building

Chapter 11:
Preparing for
Implementation

Chapter 12:
Carrying out
Implementation and
Management

- Start of Class Quiz 6 (Chpts. 10 - 12)
- Activity 6 (Chpts. 10 - 12) Feb 26th (each person submits their own activity)
- Extra Credit Due
Chapter 10, 11 & 12 outline due beginning Of class Feb 20

02/22/23 (Wednesday)

Chapter 10 - 12
Activity 6 Review

- Group work on Activity 6 (Chpts. 10-12)
- Add activity to portfolio Due Feb 26th

Week 7 Feb 27 – March 3rd

02/27/23 (Monday)

Chapter 13:
Evaluation An
Overview

Chapter 14:
Evaluation
Approaches and
Designs

Chapter 15:
Data Analysis and
Reporting

- Start of Class Quiz 7 (Chpts. 13 - 15)
- Activity 7 (Chpts.13 -15) March 5th (each person submits their own activity)
- Extra Credit Due
Chapter 13, 14, 15 outlines due beginning of class Feb 27

03/01/23 (Wednesday)

Chapter 13 - 15
Activity 7 Review

- Group work on Activity 7 (Chpts. 13-15)
- Add activity to portfolio Due March 5th

Week 8 March 6-11 Last week of class

03/06/23

Review of Course Material

3/8

FINAL EXAM