

HLTH 4355 Health Program Evaluation and Research Spring 2026 Syllabus

College of Arts and Sciences, Health and Behavioral Sciences

Credits: 3 (3-0-0)

Time: Monday, Wednesday, Friday **1:00 to 1:50pm**

Location: SCITECH 131

Instructor: Bryan Bayles, PhD, MPH

Office: CAB 351F

Office Hours: Monday, Wednesday, and Friday 2-3pm and by appointment

Email: bbayles@tamusa.edu

Phone: 210-784-2282

Course Description:

Health Program Evaluation and Research is designed to introduce students to the core concepts and methods of evidence-based public health education program intervention planning, implementation, and evaluation. Students will develop skills for assessing community needs for health promotion, preparing written measurable health promotion program objectives, developing associated theory-based methods and strategies for achieving those objectives, designing a program action plan that includes an implementation plan, and applying evaluation methods for measuring health program process and outcome effectiveness. The course will provide students with opportunities to apply their knowledge of health promotion theories to effectively plan, implement, and evaluate health promotion programs. The course involves lectures, class discussion, experiential exercises, and a semester-long project.

TSI Restriction(s): Reading, Writing, Math

Restrictions: Graduate level students may not enroll.

Public Health Domains and Competencies: At its December 3-4, 2024 meeting, the Council on Education for Public Health (CEPH) adopted a revised set of Accreditation Criteria for Standalone Baccalaureate Programs (SBPs). **Appendix A** of this syllabus provides a list of the domains and foundational competencies that must be covered through required coursework to achieve accreditation. The numbers of each domain addressed in this course are included in parentheses after their respective Course Learning Objectives.

Course Learning Objectives: Upon successful completion of this course, students will be able to:

1. **Understand the responsibilities and competencies of the public health education specialist** (11; 12; 13)
2. **Locate resources for use in the creation, design, implementation, and evaluation of public health education programs and/or interventions** (3; 10; Foundational competencies a-b)
3. **Conduct a needs assessment to prevalent public health problems and/or behaviors** (2; 10; 11; Foundational competencies a,b)
4. **Create a program rationale using valid primary & secondary data** (3; 13; Foundational competencies b, c, d, f)
5. **Apply planning models to public health education programs and/or interventions** (2; 3; 11; 12; 13; Foundational competency f)

6. **Apply theoretical constructs in the design of public health education programs and/or interventions** (2; 3; 4; 11; Foundational competency f)
7. **Create a mission statement, goals, and objectives for public health education programs and/or interventions** (2; 3; 4; 11; Foundational competency f)
8. **Select appropriate evaluative measures and tools for assessing program process and outcome effectiveness in addressing a specified community health problem** (10; 11; 13; foundational competencies a, b, f)

Course Texts:

- Required: McKenzie, J.F., Neiger, B.L., & Thackeray, R. (2023). *Planning, implementing & evaluating health promotion programs: A primer.* (8th edition). Jones & Bartlet Learning.
- Additional readings/material from academic journals and publicly available readings will be provided by the instructor through the TAMUSA library and Blackboard.

Assignments and Grading:

Participation: 20 points total; 2.9% of grade

Your attendance and advance preparation for discussion are essential to your learning and that of others. Assigned readings illustrate key concepts within the lecture material and will enable greater success in group exercises and your written work. Attending class will deepen understanding of course materials and better prepare you for all assignments. Students will receive all 20 points if they have no more than one unexcused absence and all assignments are turned in on time. 5 points will be deducted for each unexcused absence and/or late submission of assignments. All students are expected to engage actively in class discussions.

3 Tests (60 points each)= 180 points total; 25.7% of grade

There will be three tests, each worth 60 points. These are to ensure you are keeping up with the readings and lecture materials. They will help you in making sure you are well-prepared for the mid-term and finals.

4 Assignments (50 points each)=200 points total; 28.6% of grade

Students will complete a series of written assignments which provide opportunities to reflect on the practice of health promotion planning and evaluation, as well as practice practical skills leading up to the final Health Program Action Plan.

2 Exams (100 points each)=200 points total; 28.6% of grade.

There will be two exams, a midterm and a final.

Health Program Action Plan= 100 points total; 14.3% of grade.

Throughout the semester, each student will work to complete a culminating Health Program Action Plan for an evidence-informed public health program in a setting of their choice (for example, community, school, worksite, etc.). The plan will include sections for background and rationale for the intervention, proposed activities, process and outcome measures, evaluation plan, and budget justification. An outline and grading rubric to guide the format will be provided by the instructor.

Table 1. Assignments, their points, and due dates.

Assignment	Points Possible	Percentage of Total Grade	Due Date
Participation	20	2.9%	Friday May 8
Test 1	60	8.6%	Friday February 6
Assignment 1	50	7.1%	Monday February 9
Test 2	60	8.6%	Friday February 20
Assignment 2	50	7.1%	Friday February 20
Midterm Exam	100	14.3%	Friday March 6
Assignment 3	50	7.1%	Monday March 16
Test 3	60	8.6%	Monday April 6
Assignment 4	50	7.1%	Friday April 10
Health Program Action Plan	100	14.3%	Friday May 8th
Final Exam	100	14.3%	Friday May 8th
TOTAL	700	100%	Friday May 15th

Final Grading Scale:**630 to 700 points= A****560 to 629 points= B****490 to 559 points= C****420 to 489 points = D****0 to 419 points = F**

CLASS SCHEDULE:

The course schedule, readings, assignments, and syllabus policies are subject to change at instructor's discretion. You will be notified of changes via Blackboard Announcements and during class. Changes are often to benefit the needs and pace of the class.

Please make a habit of checking your emails regularly.

You are responsible for announcements made on Blackboard. You will also get notifications of Blackboard announcements sent to your student email address.

WEEK 1 (Jan 21 and Jan 23)**Introduction to Health Education, Health Promotion, Program Planning and Evaluation**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 1 and 2
2. [Code of Ethics for the Health Education Profession®. \(2020\). Coalition for National Health Education Organizations \(CNHEO\)](#)
3. [APA Formatting and Style Guide \(7th Edition\)](#)

WEEK 2 (Jan 26-Jan 30) Program Planning Models, Theoretical Constructs, and Creating a Program**Rationale**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapter 3 and Chapter 7, pages 149 through 165.
2. Begin Assignment #1

WEEK 3 (Feb. 2-Feb 6) Program Planning Models and Theoretical Constructs

Friday Feb. 6 **Test #1**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 4 and 5

WEEK 4 (Feb. 9-Feb 13) Needs Assessment, Measurement and Sampling

Monday Feb 9th **Assignment #1 Due by 5pm**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 4 and 5
2. Begin Assignment #2

WEEK 5 (Feb. 16-Feb 20) Mission Statements, Goals & Objectives

Fri Feb 20 **Test #2**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapter 6
2. Begin Assignment #3

WEEK 6 (Feb. 23-Feb 27) Interventions and Logic Models

Monday Feb 23 **Assignment #2 Due by 5pm**

Homework:

1. Read McKenzie, Neiger and Thackery (2023)
2. Begin Assignment 3

WEEK 7 (March 2-March 6) Community Organizing & Community Building for Health

Due Date: Fri March 6 **MID-TERM EXAM**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapter

SPRING BREAK (Monday March 9- Saturday March 14)

WEEK 8 (March 16-March 20) Program Implementation & Management

Due Date: Monday March 16 by 5pm **Assignment #3 Due**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 11 and 12

WEEK 9 (March 23-March 27) Program Implementation & Management

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 11 and 12

WEEK 10 (March 30-April 3) Health Promotion Program Evaluation & Research Approaches & Designs

Friday April 3: **STUDY DAY (NO CLASSES)**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 13 and 14
2. Begin Assignment 4

WEEK 11 (April 6-April 10) Health Promotion Program Evaluation & Research Approaches & Designs

Monday April 6 **Test #3**

Friday April 10 **Assignment #4 Due by 5pm**

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 13 and 14

WEEK 12 (April 13-April17) Health Promotion Program Evaluation & Research Approaches & Designs

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapters 13 and 14

WEEK 13 (April 20-April 24) Data Analysis & Reporting

Homework:

1. Read McKenzie, Neiger and Thackery (2023) Chapter 15

WEEK 14 (April 27-May 1) Open week for catch-up

WEEK 15: Review/Study

- Mon May 4 **LAST DAY OF CLASS.**

WEEK 16: FINAL EXAM WEEK MAY 6-12

Friday May 8th 10:00 to 11:50am **FINAL EXAM** in person Scitech 131; **Final Paper due** by 5pm

Grades Due at Noon Friday May 15th

Grades available in Jagwire Monday May 18

May 19 COMMENCEMENT

Texas A&M University San Antonio Important Policies and Resources



TEXAS A&M UNIVERSITY SAN ANTONIO

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have your Jaguar email account ready and working. If it is not working, contact the help desk at helpdesk@tamusa.edu or at 210-784-HELP (4357). If you don't hear back within 48 hours, contact them again. They have many requests during the first part of the semester, so you may need to follow up with them.

Academic Accommodations for Individuals with Disabilities

Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us at the website or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their academic accommodation with Disability Support Services and their instructors as soon as possible.

Academic Learning Center

All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202. Online tutoring is also available for after hours and weekend assistance.

While tutoring hours may change based on tutor schedules and availability, the current tutoring hours for MATH in the ALC are as follows:

Day of the Week	Appointments Available	Walk-in Tutoring (no appointment needed)
Monday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Tuesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Wednesday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Thursday	8:00 AM – 6:00 PM	9:00 AM – 5:00 PM
Friday	8:00 AM – 5:00 PM	11:00 AM – 4:00 PM

Counseling/Mental Health Resources

As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, visit our website, call 210-784-1331 or visit Madla 120 between the hours of 8:00 AM and 5:00 PM.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. Crisis support is available 24/7/365 by calling the SCC at 210-784-1331 or through the TELUS student support App.

The [TELUS Student Support App](#) provides a variety of mental health resources to include 24/7/365 support for in the moment distress, crisis support, an anonymous peer-to-peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness

JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit the [Jag E Alert System website](#). You can access more information about [Emergency Operations Plan and the Emergency Action Plan on our website](#). Download the [SafeZone App](#) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended by the published Census Date (the first week of class). Any student receiving federal financial aid who does not attend prior to the published Census Date (the first week of class) will have their aid terminated and returned to the DoE. Please note that any

student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing, Language, and Digital Composing Center (WLDCC)

The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges as well as faculty and staff. Writing tutors work with students to develop reading skills, prepare oral presentations, plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as e-portfolios, class presentations, or other digital multimedia projects.

The Writing Center offers face-to-face, synchronous online, and asynchronous digital appointments. Students can schedule appointments with the Writing Center in JagWire under the **Student Services tab**. Click on **Writing, Language, and Digital Composing Center** to make your appointment. Students wanting to work in real time with a tutor can schedule an **Online Appointment**. Students wishing to receive asynchronous, written feedback from a tutor can schedule an **e-Tutoring appointment**. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on the [Writing Center's website](#). The Writing Center can also be reached by emailing: writingcenter@tamusa.edu.

Meeting Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to [submit a CARE report for support](#). Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources. The [General's Store is a food pantry](#) that is available on campus as well.

Military Affairs

Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances

Texas A&M University-San Antonio recognizes the wide variety of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided with an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination

Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual on our campus and within our state, nation, and world. All decisions and actions involving students and employees are to be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the University's Civil Rights Officer at 210-784-2061 or titleix@tamus.edu. Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university. If you have experienced any form of sex discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking based on sex, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related sex-based misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamus.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students

Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide reasonable accommodation for pregnant students as it would be provided to a student with a temporary medical condition that is related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for

assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources. Young Jaguars can support parenting students with daycare if students meet this criteria: (1) must be enrolled in classes at Texas A&M-San Antonio in the current semester, (2) must be Pell eligible or a single parent, (3) child(ren) must be aged 3 to 12-years-old, and (4) child(ren) must be enrolled in Pre-K-3 through 6th grade. For more information, please contact Young Jaguars at youngjaguars@tamusa.edu or call (210) 784-2636.

Students' Rights and Responsibilities

The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university students' rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the [Student Code of Conduct](#) or visit the resources available in the [OSRR website](#).

Important Spring 2026 Dates

Dates	Event
January 13	Tuition and Fee Payments deadline
January 19	Marting Luther King Jr. Day – No Classes
January 20	First Day of Class
February 4	Census Date
March 6-23	Midterm grading period
March 9-14	Spring Break
April 3	Study Day – No classes
April 17	Last day to drop with an automatic withdrawal
May 1	Last day to drop a course or withdraw from the university
May 4	Last Day of Classes
May 5	Study Day – No classes
May 6-12	Final Exams
May 19	Commencement

The complete [Academic Calendar](#) as available on our website.

Artificial Intelligence Policy

No Use of Generative AI Permitted HLTH 4355

This class assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Appendix A
Council on Education for Public Health (CEPH) Accreditation Criteria
for Standalone Baccalaureate Programs (SBPs) Required
Coursework Domains and Foundational Competencies

[Available at this link.](#)

- 1. History of public health as a discipline and practice**
- 2. Social justice and health equity as foundational public health principles**
- 3. Determinants of health.** For example, environmental, socioeconomic, behavioral factors
- 4. Concepts and application of public health ethics**
- 5. Biological science.** For example, introductory biology, introductory anatomy and physiology, or basic public health biology
- 6. Scientific foundations of chronic and infectious disease.** For example, etiology of disease, environmental effects and interactions; coverage must extend beyond the level that would be addressed in a general biology or anatomy and physiology course
- 7. Fundamental characteristics of the U.S. health care and public health systems in comparison with other nations**
- 8. Global health concepts.** For example, differing disease burdens, global health agencies, intersections with human rights, resource-specific challenges.
- 9. Public health statistical literacy.** For example, preparing descriptive statistics, reading and interpreting public health statistical data and evidence (e.g., odds ratio, relative risk), using relevant software (e.g., Excel), communicating and collaborating with other professionals on data
- 10. Public health data collection and surveillance.** For example, common methods, challenges in real-world data collection, identifying data quality and limitations (e.g., bias)
- 11. Planning, implementing, and evaluating evidence-based interventions.** For example, needs or community assessment; program delivery; process, formative, and summative evaluation
- 12. Strategies to build partnerships and relationships to improve health;** e.g. with communities, governmental and non-governmental agencies, organizations, etc.
- 13. Application of critical thinking skills to define and address problems in public health practice.**
For example, considering perspectives; problem solving to address implementation challenges; identifying misinformation
- 14. Legislative and governmental processes relevant to public health policy and advocacy**
- 15. Policy analysis.** For example, Health in All Policies, concepts of feasibility and impact

Foundational Competencies

- a) Locate public health information**
- b) Evaluate public health information**
- c) Communicate public health information orally**
- d) Communicate public health information in writing**
- e) Communicate public health information to a non-specialist audience through a medium other than standard narrative writing.** For example, social media posts, videos, PSAs, brochures, blogs, podcasts, etc.
- f) Synthesize public health information;** that is, compile information from multiple sources and distill it into cohesive conclusions.