

ORIGINATOR'S SECTION:	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Spring 2016
2. Current Course abbreviation and Number: PH 532	

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input checked="" type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section— both current and new – is required only for items checked (☒) above.

NEW INFORMATION:

CURRENT INFORMATION:	Course abbreviation and Number:
3. Title: 	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i>
4. Abbreviated Title for Banner <i>(no more than 25 characters):</i>	Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i>
5. Number of Units:	Number of Units:
6. Catalog Description: Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Introduces the process of public health programming, including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the PRECEDE/PROCEED model as a foundation to explore various levels of program planning and evaluation. Enrollment restricted to students admitted to the MPH program.	Catalog Description: <i>(Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)</i> Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Introduces theoretical application and the process of public health programming, including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the PRECEDE/PROCEED model as a foundation to explore various levels of program planning and evaluation. Prerequisites: PH 501, 502, 503, 504.



CURRENT INFORMATION:

NEW INFORMATION:

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- ☐ Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
☐ Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
☐ Credit/No Credit Only (C)
☐ Credit/No Credit or Report-in-Progress Only (CP)

9. If the NP or CP grading system was selected, please explain the need for this grade option.

10. Course Requires Consent for Enrollment?

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

Course Requires Consent for Enrollment?

- ☐ Yes ☐ No
☐ Faculty ☐ Credential Analyst ☐ Dean
☐ Program/Department/Director/Chair

11. Course Can be Taken for Credit More than Once?

- ☐ Yes ☐ No
 If yes, how many times (including first offering)

Course Can be Taken for Credit More than Once?

- ☐ Yes ☐ No
 If yes, how many times (including first offering)

12. Is Course Cross Listed? ☐ Yes ☐ No

If yes, indicate which course

Is Course Cross-listed? ☐ Yes ☐ No

If yes, indicate which course and check "yes" in item #17 below.

13. Prerequisite(s): None

Prerequisite(s): PH 501, 502, 503, 504

14. Corequisite(s):

Corequisite(s):

15. Documentation attached:

- ☐ Syllabus ☒ Detailed Course Outline

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)? ☒ Yes ☐ No

If yes, please specify:

This is a required course for the MPH Program's Health Promotion concentration. It does not satisfy requirements or electives of any other department.

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____

Signature _____

Date _____

Support _____ Oppose _____

Discipline _____

Signature _____

Date _____

Support _____ Oppose _____

18. Reason(s) for changing this course:

Greater clarity and unity of course descriptions and better flow for our overall curriculum.

CURRENT INFORMATION:

NEW INFORMATION:

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Originator (Please Print) Malachi Harper 9/2/16
Date

2. Program Director/Chair Immanuel Igbinjeh 9/2/16
Date

3. College Curriculum Committee [Signature] 11/18/16
Date

4. College Dean (or Designee) Denise Gaudin 2-6-17
Date

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
MASTER OF PUBLIC HEALTH (MPH) PROGRAM**

Proposed Course Number: PH 532

Course Title: Health Program Planning, Implementation, and Evaluation (3 units)

Prerequisites: PH 501, 502, 503, 504

Catalog Description: Provides an overview of the development of public health programs and interventions to address the most important health issues affecting our communities at local, national, and international levels. Introduces theoretical application and the process of public health programming, including assessment, design, planning, implementation, and evaluation. Also includes an overview of effective public health interventions using the PRECEDE/PROCEED model as a foundation to explore various levels of program planning and evaluation.
Prerequisites: PH 501, 502, 503, 504.

Proposed Text(s): McKenzie, James, Neiger, Brad, and Thackeray, Rosemary. Planning, Implementing, and Evaluating Health Promotion Programs: A Primer, 5th Ed. Benjamin Cummings Publishers. 2008.

Student Learning Outcomes (core competencies in parentheses): As a result of taking this class, students will be able to:

1. Identify the historical development and foundations of health promotion and education.
2. Summarize steps involved in the organization, planning, implementation, and evaluation of health intervention using the PRECEED/PROCEED model.
3. Develop mechanisms for monitoring and evaluation of health education and promotion programs for efficacy and success.
4. Assess the health status of populations and their related determinants of health and illness.
5. Apply methods and develop instruments for collecting valid and reliable quantitative and qualitative data.
6. Discuss the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health programs.
7. Create measurable goals and objectives at various levels for a program intervention.
8. Integrate and apply behavioral theories to program planning, implementation, and evaluations.
9. Describe ethical issues of concern to the profession of health education.
10. Identify various marketing strategies in health program planning and implementation, as well as the proper allocation of resources.

Evaluation:

Papers (2)	60 points (30 points x 2)
Poster Presentation (1)	20 points
Exams (1)	20 points

Assignments:

1. Health Assessment Paper: Assessment of the health status of a population and related determinants of health and illness.
2. Program Intervention Paper: Discussion measurable goals and objectives at various levels for a program intervention
3. Poster Presentation: Create poster that demonstrates application of behavioral theories to program planning, implementation, and evaluations

Grading Scale:

90-100%	A
80-89%	B
71-79%	C
61-70%	D
0-60%	F

Course Schedule of Topics

Week 1	What is Health Education and Promotion?
Week 2	Models for Program Planning PRECEDE-PROCEED MATCH Consumer-based planning
Week 3	Planning Process
Week 4	Assessing Needs Needs & Assets Primary and Secondary Data Collection
Week 5	Measurement, Measures, Data Collection, and Sampling Type & Levels of Measurement Methods of Data Collection Sampling & Pilot Testing
Week 6	Mission Statement, Goals, & Objectives

Week 7	Theories and Models in Health Education and Promotion Social Cognitive Theory Theory of Reasoned Action Theory of Planned Behavior Health Belief Model Transtheoretical Model for Change
Week 8	Market and Marketing Marketing Theory Marketing Processes Targeting Clientele
Week 9	Community Organizing and Community Building Processes, Assessment, Priorities, and Goal Setting
Week 10	Interventions Strategies, Policy, Guidelines Identification and Allocation of Resources Personnel, Curricula, Instruction, Finances, Space, Equipment & Supplies
Week 11	Implementation: Strategies and Associated Concerns Phase of Program Implementation Concerns with Implementation
Week 12	Evaluation Approaches, Framework, and Designs Process Evaluation Impact Evaluation Outcome Evaluation
Week 13	Data Analysis and Reporting Univariate Data Analysis Bivariate Data Analysis Interpreting Data Evaluating Data Presenting Data and Written Reports
Week 14	Presentations
Week 15	Presentations