

AEC 4500

Program Development and Evaluation in Extension

Fall 2019

Distance Education

Course Description

This course represents a requirement for the undergraduate minor in Extension Education.

It is designed to build your understanding of the best practices for developing and evaluating successful Extension programs.



Dr. John Diaz

Assistant Professor and Extension Specialist
136A PEPC Building Plant City; (813) 757-2297
john.diaz@ufl.edu

Office Hours

Thursday 11:00 am – 12:00 pm

Course Objectives

Upon completion of this course students will be able to:

- Identify best practices in program development and evaluation.
- Recognize effective strategies for disseminating evaluation results.
- Differentiate between different development and evaluation models.
- Develop measurable program objectives.
- Create evaluation instruments for measuring outcomes
- Develop an Extension Education program plan that incorporates program evaluation.

Why should you be excited about this course? The Cooperative Extension Service represents a national organization that connects universities across the country to the people of each state. Extension faculty and staff are on the front line helping to disseminate important and cutting edge research through education to increase the quality of life and prosperity of the people they serve. The principles of program development and evaluation help to provide a quality foundation for such efforts and ensure that Extension education programs are adaptive to the landscape of changing needs and research. This class intends to provide its students with the proficiency to be successful in Extension, which is an exciting, evolving and critically important field.

E-Learning (<http://elearning.ufl.edu>):

All students are expected to check Canvas on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material will be housed on Canvas, this includes your grades.

Text/Required Readings

Boone, E.J., Safrit, R.D., & Jones, L. (2002). *Developing programs in adult education: A conceptual programming model*. (2nd ed.). Long Grove, IL: Waveland Press.

Additional course readings will also be assigned to help students succeed in class. When readings are assigned, students are expected to have read the materials prior to class.

E-mail

Students are **REQUIRED** to be able to send and receive e-mail. This is extremely important in this class, due to the nature of the professional assignments.

EVALUATION OF GRADES

Assignments	Percent of Grade
Weekly discussion board posts	10
Module activities (7)	45
Weekly Assessments	45

Unless otherwise noted, every component will be evaluated on 100 points. Your final grade for the course will be calculated on the previous percentages, which will then lead to your final letter grade as based on the following scale:

Grading Scale

A = 93 – 100%

A- = 90 – 92.99%

B+ = 86 – 89.99%

B = 83 – 85.99%

B- = 80 – 82.99%

C+ = 76 – 79.99%

C = 73 – 75.99%

C- = 70 – 72.99%

D+ = 66 – 69.99%

D = 63 – 65.99%

D- = 60 – 62.99%

F = below 60%

Note: For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Please note: **Under no circumstances will final grades be rounded.** Please do not come to me at the end of the semester to negotiate your grade. If you want an A in this course, begin working toward that today.



ASSIGNMENTS

Extension Reflection Assignment- This reflection activity will allow students to review important consideration for Extension programs and answer questions that every agent must address for a successful program. You will be asked to pick an Extension focus area and answer programming questions that reflect audience needs, desire to change, objectives of such programs and other important factors for effective programming. This exercise is meant to help you think critically of the various components that Extension programs must address to achieve significant impact.

Developing a Program Plan Assignment- A program plan provides a roadmap for Extension professionals to follow. They include various components that provide a comprehensive path for program development, implementation and evaluation. This assignment challenge you to create a program plan outline that considers the iterative program planning cycle. Understanding the best practices for developing an effective program plan will build a solid foundation for any student looking to enter the field of Extension and outreach.

Logic Model Assignment- A logic model represents a framework to develop a program theory of change. This model includes several components including a situation statement, inputs, processes, outputs and outcomes. It allows agents and other key stakeholders to understand the intended path of change, while also provide clarity on where evaluation should take place. This exercise allows students to develop their own logic model in an area of interest and reflect on the strengths and weaknesses of their own model based on a set of best practices.

Evaluation Plan Assignment- How can you tell if your program is successful? An evaluation plan helps to outline how you will measure success and the protocol for making changes based on evaluation data. This exercise will guide you through the important components of an evaluation with questions to provide the necessary path.

Measuring Behavioral Outcomes Assignment- Extension and outreach programs differ from traditional educational programs in that they are developed to achieve behavioral change. So how do you measure that? This exercise will ask you to do just that with a highly validated model to work from that you can adapt for your specific program of interest.

Outcome and Impact Statement Assignment- So your program is successful, now how do you market its success. Outcome and impact statements are typically created and disseminated to do just that. There is a specific structure to guide such efforts and this exercise is intended to expose you to the practice of doing just that. You will be asked to create a few outcome statements within the aforementioned structure to help key stakeholders understand the benefits of the program.

Weekly Assessments- After each week there will be an assessment administered that includes a set of multiple choice questions to understand your comprehension of the key concepts within each module.

Weekly Discussion Board Posts- Instructors are not the only vehicle to provide education. There is an opportunity to learn from each other and that is the focus of the discussion posts. Each week a discussion questions will be posted with the expectation that you answer the question and respond to at least two other students posts. The questions will be posted at the beginning of each week and the posts should be completed by the end of the week.

POLICIES & GUIDELINES

Late assignment policy

A 10-percent per day deduction will be assessed for assignments turned in late. Work more than a week late will not be accepted. This policy will be strictly enforced.

Attendance and Make-Up Work

Attendance will not be a requirement as this online class will not have scheduled times to meet. Requirements for make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grade Discrepancies

If you have a question about a grade you receive on any of the course components, you must contact me within one week of getting the assignment back. After that, grades will not be discussed or modified. This discussion must occur in person. I am happy to meet with you during office hours. If that doesn't work, we can make an appointment at an alternate time. I do not discuss grades via phone or email.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students

Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Training Programs
 - Community Provider Database
- *U Matter We Care, www.umatter.ufl.edu/*
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Other Issues

Please see the University of Florida Student Guide (<http://www.dso.ufl.edu/studentguide>) for specific questions concerning your college experience.

COURSE SCHEDULE

Week (Date)	Topic	Assignment(s) Due
Week of August 19 th	Module 1: Course introduction/review of syllabus	None
Week of August 26 th	Module 1: Program Planning in Cooperative Extension	<ul style="list-style-type: none"> • Extension Program Reflection Assignment • Weekly Assessment • Discussion Posts
Week of September 2 rd *Holiday Sept. 2 nd	Module 2: Developing a Program Plan	<ul style="list-style-type: none"> • Program Plan Activity • Weekly Assessment • Discussion Posts
Week of September 9 th	Module 3: Assessing Needs and Forming Program Priorities	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of September 16 th	Module 4: Logic Models	<ul style="list-style-type: none"> • Logic Model Assignment • Weekly Assessment • Discussion Posts
Week of September 23 rd	Module 5: Planned Change Approaches	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of September 31 st	Module 6: Target Audiences	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of October 7 th	Module 7: Recruitment Strategies	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of October 14 th	Module 8: Developing an Evaluation Plan	<ul style="list-style-type: none"> • Evaluation Plan Assignment • Weekly Assessment • Discussion Posts
Week of October 21 st	Module 9: Collecting Feedback and Tracking Participation	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of October 28 th	Module 10: Measuring Program Outcomes	<ul style="list-style-type: none"> • Module 10 Assignments due Nov. 10th
Week of November 4	Module 10: Measuring Program Outcomes	<ul style="list-style-type: none"> • Measuring Behavioral Outcomes Assignment • Weekly Assessment • Discussion Posts
Week of November 11 th *Holiday Monday Nov. 11	Module 11: Instrument Development	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts
Week of November 18 th	Module 12: Impact and Outcomes Statements	<ul style="list-style-type: none"> • Impact Statement Activity • Weekly Assessment • Discussion Posts
Week of November 25 th	Thanksgiving Break	
Week of December 3 rd	Course Wrap-up	<ul style="list-style-type: none"> • Discussion Posts