

AEC 4500

Program Development and Evaluation in Extension

Fall 2023

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.

Time and Location

Asynchronous online via Canvas

Dr. John Diaz

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Office Hours

Upon Appointment

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.

COURSE REQUIREMENTS

Required Text

There are no required texts for this course. There will be required readings, however, the readings will all be accessible for free via the Perusall platform.

Technology

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone
- Microsoft Office (Microsoft 365 basics video training)
- Adobe Reader (Acrobat tutorials)
- Zoom (Zoom Privacy Policy)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The full student guide is provided if you have additional questions.
- Web Browser - Chrome is the preferred browser for Canvas. If you do not have Chrome, you can download it.
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the Student Computing Requirements page for information on technology requirements and expectations

Prerequisite Knowledge

There are no pre-requisite courses required to take AEC4500. There is no pre-requisite knowledge or experience required to be successful in the course.

Minimum Technical Skills

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

EVALUATION OF GRADES

Below, you will find information regarding the course's assignments and their point values, the grading scale, and more. Visit [UF's webpage for grades and grading policies](#). for more information regarding grading polices for assignment grade points.

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.

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.

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.

Assignments	Total Points
Weekly Discussion Board Posts	60
Weekly Perusall Readings	120
Module activities	75
Weekly Assessments	118
TOTAL	373

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%



COURSE SCHEDULE

Week (Date)	Topic	Assignment(s) Due
Week of August 23rd	Module 1: Program Planning in Cooperative Extension	<ul style="list-style-type: none"> • Extension Program Reflection Assignment • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of August 28 th	Module 2: Developing a Program Plan	<ul style="list-style-type: none"> • Program Plan Activity • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of September 4 th	Module 3: Assessing Needs and Forming Program Priorities	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of September 11 th	Module 4: Logic Models	<ul style="list-style-type: none"> • Logic Model Assignment • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of September 18 th	Module 5: Planned Change Approaches	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of September 25 th	Module 6: Target Audiences	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of October 2 nd	Module 7: Recruitment Strategies	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of October 9 th	Module 8: Developing an Evaluation Plan	<ul style="list-style-type: none"> • Evaluation Plan Assignment • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of October 16 th	Module 9: Collecting Feedback and Tracking Participation	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of October 23 rd and Week of October 30 th <u>YOU HAVE TWO WEEKS TO COMPLETE THIS MODULE</u>	Module 10: Instrument Development	<ul style="list-style-type: none"> • Weekly Assessment • Discussion Posts • Perusal Reading Assignment
Week of November 6 th	Module 11: Data Analysis	<ul style="list-style-type: none"> • Weekly Assessment • Data Analysis & Program Plan Activity • Perusal Reading Assignment
Week of November 13 th	Module 12: Impact and Outcomes Statements	<ul style="list-style-type: none"> • Draft Impact Statement Activity • Weekly Assessment • Discussion Posts • Perusal Reading Assignment

Week (Date)	Topic	Assignment(s) Due
Week of November 20 th : Thanksgiving Break		
Week of November 27 th	Module 13 - Peer Review & Final Week	<ul style="list-style-type: none"> Complete Peer Review of Draft Impact Statements by THIS FRIDAY - December 1st.
Week of December 4 th	Module 13 - Peer Review & Final Week	<ul style="list-style-type: none"> Submit Final Impact Statements by the last day of class.

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.

Data Analysis Assignment – Students will familiarize themselves with analyzing Retrospective Pre-Post Tests administered after workshops. You will then apply those insights to a given situation and instrument. Afterwards, you will conduct an analysis of the example data and interpret your findings as if you were providing a remove of your accomplishments.

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.

Perusall Guided Reading Reflections- You will be asked to read journals, articles, studies and more, via the online Perusall platform. It allows us to actively annotate, discuss, and collaborate on course readings, fostering deeper understanding and critical thinking. With Perusall, we can engage with the text, ask questions, and share insights, creating a dynamic learning community that enhances our overall learning experience. For more information on Perusall, please visit the Perusall Information Page on this course's Canvas page.

POLICIES & GUIDELINES

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>.

Plagiarism

Plagiarism includes taking verbatim phrases of just a few words without permission or full attribution. It includes quoting too much from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a fair use of their work. Over quoting (direct quotes) comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes unique expression, which can be a phrase of a few words or a simple moniker. Our writing is mostly our own expression. When writing for science and business, we base our work on facts obtained from a variety of credible sources. We give credit where it is due. We cite our sources so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a limited, fair use, including direct quotes.

Attendance

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Recording Statement

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another

student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code [UF IN-CLASS RECORDING](#)

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. [UF ACCEPTABLE USE POLICY](#).

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/>.

STUDENT SERVICES

Health and Wellness

- U Matter, We Care
 - If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center
 - Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
 - 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.
- Student Health Care Center
 - Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#)
- University Police Department
 - Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services
 - For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support
 - Contact the [UF Computing Help Desk](#), at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#).
 - Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#)
 - Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#)
 - Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#)
 - 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus
 - Visit the [Student Honor Code and Student Conduct Code webpage](#), for more information.
- On-Line Students Complaints
 - View the [Distance Learning Student Complaint Process](#).

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, [UF Disability Resource Center](#), [Canvas Accessibility Standards](#), [Zoom Accessibility Information](#)