

Program Development and Evaluation and Extension

AEC4500

Fall 2025 – 3 credit hours

# Instructor

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Office location: 136A PEPC Building Plant City

Office hours: Upon Appointment

# Class Times

Asynchronous online via Canvas

# 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.

# 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.

# Requirements

## Textbook:

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 for synchronous sessions
* Microsoft Office Programs
  + [Microsoft Privacy Statement](https://privacy.microsoft.com/en-us/privacystatement)
  + [Microsoft Accessibility Information](https://www.microsoft.com/en-us/trust-center/compliance/accessibility)
  + Word - [Microsoft 365 basics video training](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsupport.microsoft.com%2Fen-us%2Foffice%2Fmicrosoft-365-basics-video-training-396b8d9e-e118-42d0-8a0d-87d1f2f055fb&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=TLW6NUAxqahJlebtSJzmI6gGZFi5bvKksQmj7nOsgPA%3D&reserved=0)
* Adobe Reader
  + [Acrobat tutorials](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhelpx.adobe.com%2Facrobat%2Ftutorials.html&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339169026%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=hZA7%2FIKCV%2BzbSPu2MjomDnxCbI5usbBdV2%2FMV9lzRso%3D&reserved=0)
  + [Adobe Privacy Statement](https://www.adobe.com/privacy/policy.html)
  + [Adobe Accessibility Statement](https://www.adobe.com/trust/accessibility.html)
* Zoom
  + [Zoom Privacy Policy](https://explore.zoom.us/en/privacy/)
  + [Zoom Accessibility Information](https://explore.zoom.us/en/accessibility/)
* 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](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcommunity.canvaslms.com%2Ft5%2FStudent-Guide%2Ftkb-p%2Fstudent&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=584OMZNA3VDOhfbJir6w2cQXUz118ncUvLFwjg063fw%3D&reserved=0) is provided if you have additional questions.
* [Canvas Privacy Policy](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canvaslms.com%2Fpolicies%2Fprivacy&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=MZOYIJ9jHRaqebfqNW15YE%2F6T%2Biy6S6znresFJaVMrQ%3D&reserved=0)
* [Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it.](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.google.com%2Furl%3Fsa%3Dt%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dweb%26cd%3D2%26cad%3Drja%26uact%3D8%26sqi%3D2%26ved%3D0CDYQjBAwAQ%26url%3Dhttps%253A%252F%252Fsupport.google.com%252Fchrome%252Fanswer%252F95346%253Fhl%253Den%26ei%3D16T0U_61AZWAygT1vYHoAQ%26usg%3DAFQjCNHFiowHAaPSkTUo-EyAOIeZWDPSCw%26sig2%3DulcujkhFWJawLyO6J0SvpA%26bvm%3Dbv.73231344%2Cd.aWw&data=05%7C01%7Cbrooke.brammer%40ufl.edu%7Cfa687a99f8814d9457ff08db03a74f10%7C0d4da0f84a314d76ace60a62331e1b84%7C0%7C0%7C638107789339325259%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=NJn3IJOjWwtZLgxmHrwwCiuh0EKyquERtWcT9Vs%2FKus%3D&reserved=0)
* University of Florida Email
* Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](https://it.ufl.edu/policies/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.

## Expected Technical & Digital Literacy Skills:

Minimum skills required:

* 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.
* Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
* Analyzing digital information for credibility, currency, and bias.

# Assignments

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:

**Extension Reflection Assignment –** This reflection activity will allow students to review important considerations for Extension programs and answer key questions that every agent must address for a successful program. Students will select an Extension focus area (e.g., youth development, natural resources, agriculture, family and consumer sciences) and use an AI tool such as ChatGPT to generate a preliminary outline for a potential Extension program in that area. Students will then critically assess the AI-generated content by applying course materials and their own expertise to identify what the AI did well, what it missed or oversimplified, and how it can be improved. This exercise is designed to help you think critically about the various components that Extension programs must address to achieve significant impact, while also developing your capacity to work with emerging tools like AI to support—but not replace—evidence-based program planning. Deliverables should include the AI-generated outline, your critique, and a revised version of the program concept that reflects your insights.

**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 helps agents and other key stakeholders understand the intended path of change while also providing clarity on where evaluation should take place. For this assignment, you will use an AI tool such as ChatGPT to generate an initial draft of a logic model based on a brief description of your chosen program idea. Then, using course concepts and our best practices, you will revise and improve the logic model. As part of your submission, you will annotate the changes you made to explain how and why your version improves upon the AI-generated draft. This exercise allows students to explore the strengths and limitations of AI-generated frameworks while strengthening their ability to construct clear and effective logic models that meet the standards of professional Extension programming. Deliverables should include the original AI-generated logic model, your revised version, and an annotated summary of key changes and their rationale.

**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 you 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.

## Course Grading:

|  |  |
| --- | --- |
| **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% | C+ = 76 – 79.99% | F = Below 60% |
| --- | --- | --- |
| A- = 90 – 92.99% | C = 73 – 75.99% |  |
| B+ = 86 – 89.99% | C- = 70 – 72.99% |  |
| B = 83 – 85.99% | D+ = 66 – 69.99% |  |
| B- = 80 – 82.99% | D = 63 – 65.99% |  |
|  | D- = 60 – 62.99% |  |

## Reading & Assignment Schedule:

|  |  |  |
| --- | --- | --- |
| **Week (Date)** | **Topic** | **Assignment(s) Due** |
| Week of May 12th | Welcome to a new semester | Become extremely familiar with syllabus |
| Week of May 19th | Module 1: Program Planning in Cooperative Extension | * Extension Program Reflection Assignment * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of May 26th | Module 2: Developing a Program Plan | * Program Plan Activity * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of June 2nd | Module 3: Assessing Needs and Forming Program Priorities | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of June 9th | Module 4: Logic Models | * Logic Model Assignment * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of June 16th | Module 5: Planned Change Approaches | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of June 23rd | Module 6: Target Audiences | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of June 30th | Module 7: Recruitment Strategies | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| **Week (Date)** | **Topic** | **Assignment(s) Due** |
| Week of July 7th | Module 8: Developing an Evaluation Plan | * Evaluation Plan Assignment * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of July 14th | Module 9: Collecting Feedback and Tracking Participation | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of July 21st | Module 10: Instrument Development | * Weekly Assessment * Discussion Posts * Perusall Reading Assignment |
| Week of July 28th | Module 11: Data Analysis | * Weekly Assessment * Data Analysis & Program Plan Activity * Perusall Reading Assignment |

Please note that the course schedule and syllabus are subject to change. The instructor reserves the right to modify the syllabus, including assignment due dates and course content, as deemed necessary. Any changes will be communicated promptly to ensure you have adequate time to adjust.

# University-Wide Policies and Student Support Services

As part of the updated University of Florida Syllabus Policy, this course syllabus refers students to a central online resource that contains the most current university-wide academic policies and student support services. Using this shared link helps ensure that all students receive accurate, consistent, and up-to-date information.

Students are expected to visit and review the centralized UF Syllabus Policy page at: [UF Syllabus Policy Link](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). Throughout the term, students are strongly encouraged to return to this page regularly to stay updated on important university expectations and explore available resources. The page includes information on topics such as:

**Academic Policies**

* Attendance requirements and make-up work procedures
* Academic accommodations for students with disabilities
* Grading standards and grade point policies
* Course evaluation instructions and portals
* Student Honor Code and University Honesty Policy
* Guidelines governing the recording and use of class lectures

**Academic Resources**

* E-learning support and technology assistance
* Career and counseling services (Career Connections Center)
* Library access and help services
* Study skills support and tutoring (Teaching Center)
* Writing support (Writing Studio)
* Complaint procedures and academic grievance resources
* UF Student Success Initiative resources

**Campus Health & Wellness**

* Physical, mental, and emotional health services
* Safety and support programs
* UF Whole Gator wellness tools