Location: CSE E121

Instructor: David C. Diehl, Ph.D.  
TA: Kathy Septer

Office: 3038 McCarty Hall D, 273-3526  
Office: 3028 McCarty Hall D, 273-3549

Office Hours: R 8:00 – 9:15 am or by appt.  
Office Hours: W 3:00 – 5:00 or by appt.

Please use Sakai e-mail only. This will allow us to keep class e-mails separate and organized. We will be checking e-mail at least daily except for weekends.

Excused Absences: Please contact Ms. Sharon Blackmon svblack@ufl.edu, 273-3546, 3028 McCarty D. You will be required to complete all missing assignments within 1 week of the original due date.

Course Description: Students learn basic philosophy, theory, and application of planning and evaluating family, youth, and community programs.

Course Goal: Students will be knowledgeable about program planning and evaluation processes and will appreciate the ways in which they contribute to stronger social programs.

Course Objectives: After completing this course students will be able to:

**Program Planning**
- Understand the key elements of program planning
- Communicate ideas clearly in written form
- Create a research-based argument to justify attention to a social issue
- Identify participant outcomes to guide program planning
- Understand how to identify evidence-based programs
- Create and critique a logic model
- Participate effectively in a program planning process

**Evaluation**
- Understand the different uses of evaluation
- Be able to pose meaningful evaluation questions
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation
- Create an evaluation plan for a proposed program
- Appreciate evaluation as a creative, critical-thinking activity

Required Readings/Sakai: You will not need to purchase a textbook for this class. Required readings will be drawn from a variety of sources and will be made available on Sakai. Lecture slides, assignments, and announcements will also be posted to Sakai, so please check this site frequently: http://lss.at.ufl.edu.
KEY DATES

- Project Part 1 – Situation Statement: January 24*
- Project Part 2 – What Works: February 7*
- Exam #1: February 27
- Project Part 3 – Logic Model: March 14*
- Project Part 4 – Creative Presentation: March 25*
- Exam #2: April 22
- Project Part 5 – Program Plan and Evaluation Plan: April 28*

*Peer Assessments (for all team members) are due the same day as all project submissions

READING SCHEDULE

Week 1
R1. A Randomized Controlled Trial of the Middle and Junior High School DARE and DARE Plus Programs
Week 2
R2. Understanding Evidence: Best Available Research Evidence
Week 3
R3. Understanding Social Problems
R4. Harlem Children’s Zone on This American Life
Week 4
R5. A Promise Worth Keeping…
Week 5
R6. Creating Your Strategic Plan
Week 6
R7. Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence (pages 1-41)
Week 7
Week 8
- 
Week 9
- 
Week 10
R10. Afterschool Evaluation 101 (pages 1-6)
R11. Why Conduct a Program Evaluation?
Week 11
R12. Planning a Program Evaluation
R13. Afterschool Evaluation 101 (pages 7-16)
R14. Once Upon a School Video
Week 12
Week 13
- 
Week 14
R17. Afterschool Evaluation 101 (pages 17-27)
R18. Using Experimental Designs for Program Evaluation
R19. Quasi-experimental and Experimental Designs
Week 15
R21. A Step-by-Step Guide to Developing Effective Questionnaires …
Week 16
R22. Harlem Children’s Zone Audio

GRADES: Grades will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Project</td>
<td>400</td>
</tr>
<tr>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
</tr>
</tbody>
</table>
**Course Project (400 points):** Students will self-select into groups of 1-4 students. Each group will choose a social issue or program, which will serve as the topic area for the project. All references and citations should be formatted using APA (6th) Style. The project will consist of:

1. **Part 1 – Situation Statement (50 points):** Students will develop a situation statement that incorporates the recent research on their topic of interest, and includes the magnitude of the problem, the consequences of the problem, and an understanding of the issues underlying the problem.

2. **Part 2 – What Works (50 points):** Students will write a paper in which they select and analyze an evidence-based program or research article specifically relevant to their program. The analysis will include: the title of the program, the target population, the outcomes achieved, a commentary on the strength of the evidence, and program elements or approaches that will be incorporated into the students’ program model.

3. **Part 3 – Logic Model (50 points):** Students will develop a mission statement and program description, along with a program logic model that describes the program’s key activities, rationale for participant engagement, and short-term, intermediate, and long-term participant outcomes that will be achieved through the program. Research-based “keys to success” will also be included.

4. **Part 4 – Creative Presentation (100 points):** Students will develop a creative project or poster that highlights some important aspects of the program being developed for the class. Each group will identify a specific audience and purpose for this project. For example, the audience could be a possible funder and the purpose could be to gain financial support. Other possible purposes include: program publicity, staff development, staff recruitment, community outreach, etc. The project may take any form the group desires as long as it achieves the intended purpose – possible formats include: poster, video, board game, outreach materials, or any other creative endeavor.

5. **Part 5 – Program Plan Evaluation Plan (150 points):** Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation statement, “what works” section, logic model and program description, and evaluation plan (that includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection).

6. **Peer Assessments:** Students who are working in groups will complete peer assessments that will be factored into student grades. Each group will develop its own standards for group performance to be used over the course of the semester. **Five** peer assessments will be submitted for the semester—one for each project submission. Your grade on each relevant submission will be based on your peer assessment along with the group’s baseline grade.

   - For students who receive a peer assessment of at least 90%, the student’s assigned grade will be 100% of the group’s grade on that submission (No Worries)
   - For students who receive a peer assessment of less than 90%, the student’s assigned grade will be determined by multiplying the group’s grade by the peer assessment grade. For example, if the group receives 90/100 on the Creative Presentation and a group member receives a Peer Assessment of 80%, then this individual’s score is 90 x .80 = 72/100.

**Exams (300 points):** Two exams will be offered, each consisting of 40-50 multiple choice and short answer questions. Each exam will be worth 150 points.
Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>.930-.929</th>
<th>.870-.899</th>
<th>.830-.869</th>
<th>.800-.829</th>
<th>.770-.799</th>
<th>.730-.759</th>
<th>.700-.729</th>
<th>.670-.699</th>
<th>.630-.669</th>
<th>.600-.629</th>
<th>&lt;.600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
</tr>
</tbody>
</table>

*Please note that for majors, a C- is not a passing grade.

Your grade is based on raw points at the end of the semester. Your final grade will not be “rounded,” but will be assigned based on the total number of points in the course.

Late Assignments: All late assignments, including Peer Assessments, will be penalized **10% for each day late.** This penalty starts the minute after the assignment was due. It is the student’s responsibility to ensure that assignments are received by the instructor by the published deadline. Only University-approved excuses will be accepted.

Grades and Grade Points
For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Absences and Make-Up Work
Requirements for class attendance and 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.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.”

This policy will be in effect for FYC 4622 and attendance will be monitored on the first two days of class.

Grade Changes (or lack thereof): I will **not** be making grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester. At the end of the semester, your grade is the grade you have earned. The **only exception to this rule is if you are able to convince Ms. Sharon Blackmon that I should hear your case.**

Attendance: Attendance will be recorded throughout the semester. Class attendance and participation are encouraged, but not required. You are likely to do better in the course if you attend and actively participate. Your teams may choose to factor class attendance into their assessments of your performance on the activities and the project.
CLASSROOM POLICIES/PROCEDURES

Cell Phones/Laptops: Your phone should be silent or off during class and should be put away during class time. Laptops should be used for class purposes only (not FaceBook, surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor. Students who are in violation will be warned (first offense), and asked to leave the classroom (second offense).

Seating: Please sit as close to the front of the room as possible. This will create a much more dynamic and interactive classroom atmosphere. It may also turn you into a smarter person and better student.

Respect: Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and discussion, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

Excused Absences: Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit authorized excused absences to Sharon Blackmon (svblack@ufl.edu, 273-3546, 3038 McCarty D) prior to or immediately after your absence. Please supply documentation only in cases of major assignments.

ACADEMIC HONESTY POLICY

I am making a concerted effort to prevent plagiarism and cheating in this course.

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.

This policy will be vigorously upheld at all times in this course.

CERTIFIED FAMILY LIFE EDUCATION (CFLE CREDIT)

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida’s Certified Family Life Education Program in the Department of Family, Youth and Community Sciences. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator.
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

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

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/

Please do not hesitate to contact me if you have questions or concerns in this regard. Also, please make these arrangements early so we can make the proper accommodations.

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.