
Time: T2-3 (8:30 – 10:25) R3 (9:35 – 10:25)**Location:** LIT 0113**Instructor:** David C. Diehl, Ph.D.**TA:** Chelsea Carnes**Office:** 3028B McCarty Hall D, 273-3526**Office:** G091 McCarty Hall B, 273-3513**Office Hours:** R 8:00 – 9:15 am or by appt.**Office Hours:** R 10:30 – 12:30 or by appt.

Please use **Canvas 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: Contact Dr. Diehl with information regarding a university-approved absence. You will be required to complete all missing assignments within 1 week of your return to class.

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
- Identify evidence-based programs
- Create and critique a logic model
- Participate effectively in a program planning process

Evaluation

- Understand the different uses of evaluation
- Pose meaningful evaluation questions
- Understand the balance between scientific rigor and programmatic considerations in evaluation
- Create an evaluation plan for a proposed program
- Select appropriate evaluation instruments to measure key concepts
- Appreciate evaluation as a creative, critical-thinking activity

Required Readings/Canvas: You will not need to purchase a textbook for this class. Required readings will be drawn from a variety of sources. Lecture slides, assignments, and announcements will also be posted to Canvas, so please check this site frequently: <http://elearning.ufl.edu>.

READING SCHEDULE

Week 1	R1A. Plagiarism Resources R1B. Evaluating Internet Resources R2. A Randomized Controlled Trial of the Middle and Junior High School DARE and DARE Plus Programs
Week 2	R3. Understanding Social Problems R4. Ten Keys to Successful Strategic Planning for Nonprofit and Foundation Leaders R5. Planning or Conducting a Successful Program or Activity
Week 3	R6. Harlem Children’s Zone on <i>This American Life</i> R7. A Promise Worth Keeping... R8. The Strategic Plan is Dead. Long Live Strategy
Week 4	R9. Understanding Evidence: Best Available Research Evidence R10. Toolkit for Modifying Evidence-Based Practices to Increase Cultural Competence (pages 1-41)
Week 5	R11. Creating Your Strategic Plan R12. SWOT Analysis
Exam #1	
Week 6	R13. Methods for Conducting an Educational Needs Assessment R14. What is Asset-based Community-driven Development?
Week 7	R15. Kellogg Logic Model Development Guide (pages 1-25) R16. Logic Models and Spock
Week 8	R17. Mapping Change: Using a Theory of Change ... R18. Evaluation Use: Both Challenge and Mandate
Week 9	Spring Break
Week 10	R19. Afterschool Evaluation 101 (pages 1-6) R20. Why Conduct a Program Evaluation? R21. Planning a Program Evaluation
Week 11	R22. Evaluating Your Community-Based Program – Part 1
Exam #2	
Week 12	R23. Process Evaluations: A Guide R24. Outcome Evaluation: A Guide
Week 13	R25. Afterschool Evaluation 101 (pages 7-16) R26. Afterschool Evaluation 101 (pages 17-27)
Week 14	R27. Using Experimental Designs for Program Evaluation R28. Quasi-experimental and Experimental Designs
Week 15	R29. Evaluating Your Community-Based Program – Part 2
Week 16	R30. Afterschool Evaluation 101 (pages 28-35) R31. A Step-by-Step Guide to Developing Effective Questionnaires ...
Exam #3	

GRADES: There are 800 total possible points in the course and grades will be based on the following:

Course Project (400 points): Students will self-select into groups of **3-4 students (for those of you who want to add a 5th member, the answer is a clear “NO.”** Each group will choose a **social issue** and this will serve as the topic area for the project. The project will consist of:

Course Project Description	
1.	Part 1 – Situation Statement (50 points): Students will develop a situation statement that incorporates the current research on their topic of interest, and includes the <i>magnitude</i> of the problem, the <i>consequences</i> of the problem, and an understanding of the <i>underlying issues/causes</i> .
2.	Part 2 – What Works (50 points): Students will select and analyze an evidence-based program or research article specifically relevant to their program. The analysis will include: the program title, target population, outcomes achieved, a commentary on the strength of the evidence, and the 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 <i>audience</i> and <i>purpose</i> for this project. The project may take any form the group desires as long as it achieves the intended purpose – formats include: poster, Prezi, narrated PowerPoint, video, board game, outreach materials, website, or any other creative endeavor.
5.	Part 5 – Final Program and 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).

Peer Assessments: Every student must submit a separate peer assessment for each project submission and these assessments 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. Students will rate all team members (including themselves) from 0 to 100 based on each individual’s contribution to the group’s work. Student grades will then be determined based on the peer assessment along with the group’s overall grade:

Peer Assessment	Rule	Sample Score (based on group score of 90/100)
90% or more	For students who receive a peer assessment of 90% or more, the student receives the group’s full grade.	Suppose the student’s peer assessment is 95%, then the student’s score stays 90/100 .
Less than 90%	For students who receive a peer assessment of less than 90%, the student’s grade will	Suppose the student’s peer assessment is 80%, then the student’s score is the

	be determined by multiplying the group's grade by the peer assessment grade.	original score (90) times the peer assessment (.80) or 72/100 .
--	--	--

Peer assessments that are submitted late will be penalized 10% per day and students who do not submit a peer assessment will receive a 0 for their portion of the assessment.

Exams (300 points): Three exams worth 100 points each will be required. Exams will consist of approximately 20-25 multiple choice and short answer questions.

Knowledge Assessments/Quizzes (100 points): Approximately 12 opportunities will be provided to demonstrate your knowledge of the course content, especially the reading assignments for that week. Assessments may include quizzes, group activities, writing exercises, and any other assessments deemed to be supportive of student learning. Each assessment will be worth 10 points and students will retain their **top 10 scores**. Assessments are planned for almost **every Tuesday** of the semester, but the instructor reserves the right to modify this schedule.

KEY DATES

Every Tuesday	Knowledge Assessments/Quizzes	
January 24	Part 1 – Situation Statement	Peer Assessment #1*
February 4	Exam #1	
February 14	Part 2 – What Works	Peer Assessment #2*
March 23	Part 3 – Logic Model	Peer Assessment #3*
March 17	Exam #2	
April 5	Part 4 – Creative Presentation	Peer Assessment #4*
April 14	Exam #3	
April 25	Part 5 – Program Plan and Evaluation Plan	Peer Assessment #5*

*Peer Assessments are due the same day as all project submissions

Grading Scale:

Percentage	≥.930	.900-.929	.870-.899	.830-.869	.800-.829	.770-.799	.730-.769	.700-.729	.670-.699	.630-.669	.600-.629	<.600
Grade	A	A-	B+	B	B-	C+	C	C-*	D+	D	D-	E

*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.

CLASSROOM POLICIES/PROCEDURES

First Classes Attendance Policy: 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.

Attendance: Attendance will be recorded at various points in the semester. Class attendance and participation are encouraged and students are advised that they are more likely to succeed in the course if they attend regularly and actively participate. Students may choose to factor class attendance into their peer assessments.

Excused Absences: Contact your TA with information regarding a university-approved absence prior to or immediately after your absence. Excused absences will include: sick days (documented by a medical practitioner), religious holidays, death of an immediate family member, conferences, or authorized UF travel. You will be required to complete all missing assignments within 1 week of your return to class unless alternative arrangements are made with the instructor.

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.

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).

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.

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 and all written submissions will be processed through Turnitin.

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 FYCS. 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
- U Matter We Care, www.umatter.ufl.edu/
- *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.

Add reading ratings??