
Time: Tuesday 7 (1:55-2:45) and Thursday 7-8 (1:55-3:50) in Norman Hall 3035

Instructor: David C. Diehl, Ph.D.

Office Hours: Tues 3:00-4:30 or by appt.

Zoom: <https://ufl.zoom.us/my/officehours>

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Course Description

Program Planning and Evaluation for Human Service Delivery is a three-credit-hour course that teaches students the philosophy, theory, and process of planning and evaluating family, youth, and community programs. Emphasis will also be placed on program planning and evaluation models that are widely used in family, youth, and community science as well as other human service education and delivery programs. Course assignments and projects will be tailored to the specific interests of the students.

Course Goal

Students will be able to design a feasible program plan and evaluation plan that includes a theory of change and detailed plan for carrying out an evaluation.

Course Objectives

After completing this course students will:

Program Planning

- Understand the key elements of program planning
- Develop a theory of change and logic model to describe program outcomes and processes
- Know different methods of assessing community needs and assets.
- Be able to write measurable program objectives.
- Design a feasible program to meet the objectives.

Evaluation

- Understand the purposes and uses of evaluation.
- Be able to compare and critique evaluation models and designs.
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Analyze program evaluation approaches and findings to inform their work.
- Explore ethical issues in evaluation.
- Develop an evaluation plan to measure program implementation, outcomes, and impacts.
- Apply evaluation concepts to their research interests.

Readings

The required text is Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2018). *Evaluation: A systematic approach*. Sage Publications.

Required readings will also be drawn from a variety of sources and are available on the Resources tab on Canvas. Class slides, assignments, and announcements will also be posted to Canvas, so please check this site frequently: <http://elearning.ufl.edu>.

Grades

There are @1025 total possible points in the course and grades will be based on the following:

Reading Questions	195 points
Course Project	680 points
Attendance and Class Participation	200 points
TOTAL	1025 points

Reading Questions (195 points)

Based on the required readings and associated discussion questions, each week students will **submit** a Word document on Canvas, with:

1. Responses to each of the discussion questions for all relevant readings.
2. Any questions you have about the readings that you would like to explore during class.

The primary purpose of these submissions is to solidify the content knowledge and to extend students' thinking into analysis and application of key concepts, especially relative to your class project. Being able to translate ideas into your own written words is critical to your thought process. I will be encouraging you to use Artificial Intelligence to inform your literature searches, but you should not use any AI for writing in your assignments (please see Academic Honesty policy below).

For week #1, the questions will be due by 9 am on Thursday, while all other submissions will be due by 9 am on Tuesday. Your submissions will be used as the foundation for class discussion, and I may ask you to help facilitate the discussion on specific readings (be ready to discuss when you come to class). There may also be in-class assessments based on the discussion questions and key concepts. Each reading question submission and/or assessment is worth 15 points.

Course Project

Students will complete a comprehensive program planning and evaluation project in an area of interest to them. Students may work individually or in groups of two if they have common interests. Students will choose a **social issue** that will serve as the topic area for the project. The project will consist of:

Course Project Description	
1. Worksheets (80 points total):	For each project part, students will complete a worksheet that is designed to get them started on the key tasks for that portion of the project.
2. Part 1 – Situation Statement (100 points)	Students will create a factual argument for why their chosen issue needs to be addressed. Students will rely on data and statistics to persuade the reader that action is necessary by developing 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> .
3. Part 2 – Evidence-Based Programming (100 points):	Students will select and analyze an evidence-based program relevant to their topic. The analysis will include: the target population, outcomes achieved, a commentary on the strength of the evidence, and the program elements or approaches that will be incorporated into the program model.
4. Part 3 – Logic Model/Theory of Change (100 points):	Students will create a logic model/theory of change to describe a proposed program to address their social issue of interest. The theory of change will include the key outcomes to be achieved, the activities that will bring about these outcomes, and an explanation of why the program activities are likely to lead to the proposed outcomes.
5. Presentation (100 points):	Students will present their first three project parts to the class. Each presentation will be approximately 20 minutes.
6. Part 4 – Final Program and Evaluation Plan (200 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).

Attendance and Class Participation (200 points)

There are 27 days of class this semester. Students who are late to class or leave class early will receive ½ credit for their presence that day. Students who provide a UF-approved excuse for absences will not be penalized, but will need to make up any work from missed days. The structure for attendance points is:

Days Present	Points
27	110
25-26.5	100
23-24.5	90
21-22.5	80
20-21.5	70
18-19.5	50
0-17.5 days	0

Class participation (100) will be judged by peers and the instructor. This will include the quality of participation in the Reading Discussion submissions, some brief exercises, broader in-class participation, and attendance. Students will complete peer assessments of class participation that I will use in my assignment of points. As graduate students, you are expected to attend class and contribute on a regular basis. You are expected to behave professionally, and your participation will be reflected in the peer assessments and instructor assessment.

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 successfully submitted. Only University-approved excuses will be accepted.

Grading Scale

93.0 – 100%	90.0 – 92.9%	87.0 – 89.9%	83.0 – 86.9%	80.0 – 82.9%	77.0 – 79.9%	73.0 – 76.9%	70.0 – 72.9%	67.0 – 69.9%	63.0 – 66.9%	60.0 – 62.9%	<60%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Key Dates

Each Tuesday	Reading Discussions
Tuesday January 28 th	Part 1 Worksheet (+15)
Sunday February 9 th	Part 1 – Situation Statement
Tuesday February 18 th	Part 2 Worksheet
Sunday March 2 nd	Part 2 – Evidence-Based Programming
Tuesday March 14 th	Part 3 Worksheet
Sunday April 6 th ??	Part 3 – Logic Model
Thursday April 13 th	Part 4 Worksheet
Tuesday April 15 th Thursday April 17 th Tuesday April 22 nd	Project Presentation
Tuesday April 30 th	Part 4 – Program Plan and Evaluation Plan

CLASSROOM POLICIES/PROCEDURES

Class Delivery

This course is designed for in-person delivery, not online or hybrid. During class time, we will have many interactions and time for project work, so you are encouraged to attend regularly in person. In cases where students are unable to attend class because of medical reasons (see below), I will make appropriate accommodations for both class time and assignments. For students who are unable to attend class in person, I will also students in the class to connect with them directly through Zoom or other similar mechanism to students can continue to engage in class interactions.

Excused Absences / Medical Issues

I anticipate that we will have numerous medical challenges, primarily COVID, during this semester, and I will work with students to accommodate these situations. To receive an excused absence and/or request accommodations for class sessions, please provide a medical excuse in advance if possible (this would include a doctor's note, a positive test result, and so on). 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.

Cell Phone and 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. Texting, chatting, and surfing are distracting to your classmates and the instructor. Students who are unable to follow these rules will be publicly shamed and possibly exiled. As a guiding principle, I will treat you with respect and will expect the same of you.

Class Recordings

I will not be recording my class sessions, but students may choose to do so. 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 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.

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.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. 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.ua.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.ua.ufl.edu/public-results/>

ACADEMIC HONESTY POLICY

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 by abiding by the Student Honor Code. On all work submitted for credit by Students 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."

Cheating: A student shall not use or attempt to use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

- (1) Using any materials or resources prepared by another person or Entity without the other person or Entity's express Consent or without proper attribution to the other person on Entity.

Entity defined as: This includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

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/process/student-conduct-honor-code>.

This policy will be vigorously upheld at all times in this course and all written submissions will be processed through Turnitin and AI detectors as needed.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing 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
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.
- Student Complaints: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>.

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. **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.**

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

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.