

**FYC 4622 – Planning & Evaluating Family, Youth, and Community Science Programs**  
Section 3746, Fall 2017, 3 credits

**COURSE SYLLABUS**

DRAFT - August 2, 2017 - DRAFT

FINAL VERSION TO BE POSTED ON CANVAS BY AUG. 21, 2017

*Syllabus Subject to Change – Most Recent Version is Posted on Canvas*

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**Time:** T7 (1:55-2:45) R7-8 (1:55-3:50)

**Location:** Norman Hall (NRN) 250

**Instructor:** Dr. Keith G. Diem, Professor

**TA:** TBD

**Office:** G083 McCarty Hall B, 273-3515  
[keithdiem@ufl.edu](mailto:keithdiem@ufl.edu)

**Office:** G091 McCarty Hall B, 273-3513  
[TBD@ufl.edu](mailto:TBD@ufl.edu)

**Office Hours:** W 3:30–4:30 pm/by appt. or  
immediately after class on T or Th.

**Office Hours:** TBD/by appt.

(Please note: office hours are subject to change due to other university responsibilities)

In general, UF email is the best means to reach the instructor/TA. We will be checking e-mail daily except for weekends and holidays and will respond within 24 hours.

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**COURSE OVERVIEW**

**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:** Specifically, after completing this course, students will be able to:

***Program Planning***

- Understand key elements of program development and utilize an appropriate program development model for planning, developing, and evaluating an effective program.
- Write measurable program objectives.
- Develop and utilize a “logic model” for program planning purposes.
- Use effective strategies for needs assessment.
- Understand the logistics of program planning including the utilization and management of staff and volunteers for program planning and delivery.
- Apply marketing concepts to program planning.
- Identify underserved audiences and how to increase diversity and participation of underserved audiences.
- Understand how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
- Recognize opportunities for using collaboration and youth-adult partnerships to enhance community-based program development.
- Be creative in working in diverse groups, solving problems effectively, and achieving results.

***Evaluation***

- Understand the purpose and uses of program evaluation and its role in the program development process.
- Describe various types of evaluation approaches and methods.
- Identify meaningful evaluation questions.
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Recognize the need to manage certainty and ambiguity in program planning and evaluation.
- Identify appropriate methods for evaluating and reporting the impact of programs.
- Interpret evaluation findings and be a wise consumer of evaluation results.
- Develop appropriate questions useful for hiring an evaluator or evaluation consultant.
- Appreciate evaluation as a creative, critical-thinking activity.

**Teaching/Learning Methods**

This course uses a multi-disciplinary approach to program planning and evaluation. It incorporates content and methods from the fields of planning, logic, program development, management, marketing, education, diversity, volunteerism, youth development, research, evaluation, and more. Students actively engage in the practice of program development through group dynamics as they work on teams to learn and teach others. A variety of learning methods, including experiential learning, are integrated into all phases of the course, with a focus on critical thinking. Therefore, the instructor aims to serve more as a facilitator of the learning process than as a lecturer. To achieve maximum benefits of the course (and maximum grade), students are expected to actively participate in all aspects of the course and contribute meaningfully to both team efforts and individual assignments. This is the essence of senior-level university coursework and, certainly, the real-world practice of program development.

**Important Course Files Online via Canvas**

Instructor presentation, links to required readings, optional readings, other course files, and timely course announcements will be posted to Canvas, so please check this site frequently: <http://elearning.ufl.edu>. Be sure you set your preferences in Canvas to allow communications to be sent to your UF email. Please report any broken links to the TA and instructor so they can be corrected on Canvas. Thank you.

**Weekly Required Readings, Instructor Presentations, Quizzes**

- You will not need to purchase a textbook for this class. Required readings are drawn from a variety of electronic sources and are listed in the syllabus (under *Course Schedule: Weekly Topics & Readings*). **Convenient links to readings are available in *Weekly Modules on Canvas* and students are urged to use this means to access readings** because links can more easily be kept up-to-date. (Although the syllabus provides the complete citations for readings, the links on Canvas sometimes provide PDF versions of documents when original URLs are no longer active.)
- In general (but not always), an instructor presentation will be given each Tuesday and there will be a quiz and group activities pertaining to the week's topics each Thursday. Quizzes provide a means to gauge your understanding of course content so far. Quiz content is derived from required readings and instructor presentations (which may include information from optional readings and other sources). Unless otherwise indicated, required readings should be

completed by Tuesday of each week. All students are expected to read and have a basic understanding of the assigned readings.

- Instructor presentations will generally not cover all of the contents of the required readings and are likely to provide real-world examples and introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.
- Weekly instructor PowerPoint presentations will typically be posted as PDF files in the respective Weekly Module on Canvas by the day before class each week. They often contain and cite a variety of references of models, theories, and other information that may or may not be listed in the syllabus

### Optional Readings & Resources

In addition to required reading, most weeks have listings of optional readings and resources suggested by the instructor. (See the end of this syllabus.) Although not required reading, they are provided because they may be useful for greater understanding of that week's topics and as potential relevant content for references in course assignments. More may be added and posted in the respective Weekly Module on Canvas during the course.

### Working On A Team

Students will be randomly assigned to a team of approximately five to seven (5-7) students. To be successful in a group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including in-person, via chat rooms, email messages, and telephone calls.

- Be an active team player
- Contribute to the assignment and share the work load
- Share your thoughts about the process, problems, and concerns
- Provide constructive feedback to the other group members
- Remember that this is a learning process and should increase your knowledge

## ASSIGNMENTS/GRADING/DEADLINES

### Individual Assignments

Assignment	Weighting	Due Date
Quizzes based on that week's required readings, instructor presentation, group activities	20 percent of grade	Generally, weekly.
Comprehensive Exam based on required readings, instructor presentations, group activities throughout the course	20 percent of grade	Thursday, November 16
Peer Evaluation of Participation in Team Activities & Team Assignments	20 percent of grade	Tues. Oct. 3 and Mon. Dec. 11 (10% each)

Team Assignments

Assignment	Weighting	Due Date
Development of a Logic Model	10 percent of grade	Tuesday, September 19 by end of class.
Final Project (final paper and presentation)  Providing feedback to other teams' presentations is also expected.	30 percent of grade	Presentation to be scheduled on last 3 weeks of course. Draft of Final Project paper due Thursday, November 2 for in-class review. Paper due Tuesday, December 5 by end of class.

**Logic Model Assignment**

Each team will develop a complete logic model and related information. This may or may not be the basis for the program selected for the final project.

1. Develop a complete logic model for a program or curriculum related to family, youth, or community science. The logic model and extra pages should succinctly depict the program and what it will accomplish. It describes the program's key activities, and short-term, medium-, and long-term participant outcomes that will be achieved through the program (Inputs-Outputs-Outcomes). Although a situation statement, assumptions, external factors, and evaluation may or may not be included in the logic model graphic, they need to be addressed in the additional 1-2 pages allowed.
2. Explain in your situation statement the problem or issue being addressed, the priorities that arose (and how they were determined), and why this program/organization is uniquely positioned to address it (rationale for participant engagement). Use research-based sources to support the case and cite them using APA style.
3. Include a concise, well-written, mission statement and program description that supports the logic model.
4. Maximum three (3) pages. (Excludes title page and references.) Please be sure to put the team number and names of team members on your document.
5. Use APA formatting for citations and references, including the source(s) of the logic model format used. See APA Formatting and Style Guide at <http://owl.english.purdue.edu/owl/resource/560/01>.
6. Follow conventions of ethical writing (non-plagiarism) described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>.
7. Be well-written. Besides content and organization, formatting/appearance, conforming to assignment details; proper grammar and spelling will also influence grades! (Proof reading is highly recommended before submitting.)
8. Submit in print form by end of class on due date.

## Grading Rubric:

- A rubric used for grading that incorporates the assignment criteria above is posted on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

### Final Project – Paper & Presentation

Each team will identify and study an existing organization or agency related to family, youth, or community science – *OR* – create a fictitious one. (Be sure to specify which.) Prepare a plan for a new organization or a consulting report about an existing organization, along with a brief presentation that:

1. Uses a logic model to depict key elements. This may or may not be an improved version of the logic model previously submitted for the first group assignment. A “S.W.O.T.” or similar analysis is also encouraged.
2. Outlines a plan for, or the current status of an existing program, regarding key aspects of program (as covered in this course), such as:
  - Mission and program priorities and how they were determined
  - Program development/planning process, needs assessment
  - Staffing/Funding
  - Utilization and management of staff/volunteers in program planning and delivery
  - Marketing and promotion
  - Consideration of diversity of program participants in program planning and delivery
  - Impact evaluation and reporting
3. For existing organizations, provides recommendations with citations regarding a confirmation of what is being done right (i.e. “best practices”), along with any recommended changes regarding key aspects of program (as covered in this course) listed in item two above. If proposing a new organization, be sure to justify its formation based on similar research-based, best practices.

Your team’s resulting paper should:

1. Clearly and thoroughly demonstrate your achievement of the course objectives by providing evidence of your mastery of course topics and readings and how to apply the knowledge in a logical, concise way based on the assignment criteria. (That is why this assignment accounts for 30 percent of your grade.)
2. Apply models and theories addressed in this course as frameworks and validations for plans and/or recommendations. Use citations and appropriate references to show that connection. Use readings from this course as well as additional relevant, credible sources.
3. Not exceed ten (10) single-spaced pages total, 12 pt. type, 1 in. margins (Excludes title page, references, and any appendices.) Please be sure to put the team number and names of team members on your title page.
4. Provide suitable background information as needed to explain the organization/program you chose to address. **A simple piece of advice: Pretend the reader doesn't know you or what was taught in FYC4622 except from reading your paper.**
5. Be well-written. Besides content and organization, formatting/appearance, conforming to assignment details; proper grammar and spelling will also influence grades! (Proof reading is highly recommended before submitting.)
6. Use APA formatting for citations and references. See APA Formatting and Style Guide at <http://owl.english.purdue.edu/owl/resource/560/01>.
7. Follow conventions of ethical writing (non-plagiarism) described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>.
8. Submit in print form by end of class on due date.

## Final Project Team Presentation:

- Your group will give a presentation to the class (such as via PowerPoint) that provides highlights of the paper. Thirteen (13) minutes are allowed for each presentation, give or take 30 seconds. (One point is deducted for each 30 seconds over or under that time.) Refer to the final project grading rubric for details. Groups should plan to bring their PowerPoint presentations on USB thumb drives the day of the assigned presentation day or it needs to be a Web-based presentation. (Other options are possible but groups need to notify instructor/TA in advance to ensure alternative methods can be accommodated.) Refer to the final project grading rubric for details.
- The order of team presentations will be determined by random assignment.
- Note: When not presenting, each student is expected to provide feedback to other teams' presentations via official forms that will be the equivalent of quiz score points.

## Grading Rubric:

- A rubric used for grading that incorporates the assignment criteria above is posted on Canvas. By indicating specific point values for expected content, it provides guidance for focus and emphasis of the assignment.

**Peer Evaluation Of Participation In Team Activities & Final Project**

Group activities and assignments are truly intended to be *team* efforts, reflective of real-world professional practices. Because group assignments constitute a significant portion of the grade for this course, each person's contribution to the team will be considered so course grades can be as fair as possible. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person are particularly valued (more than suggested scores). Once all group assignments have been completed and submitted, each team member will be asked to score each of the other members of the team, including themselves, on a 100-point scale (keeping in mind the same grade ranges used for our course) based on each person's contribution to the research, preparation, and delivery of the group project/presentation and any class activities involving team participation. Please provide only one overall score for each person, using a 100-point grading scale.

Here are some criteria to keep in mind:

Grade range	A (90-100)	B (80-89)	C (70-79)	D/F (below 70)
Collaboration	Actively listened to and valued ideas of others	Actively listened but did not value ideas of others	Reluctantly listened to ideas of others	Did not listen to ideas of others
Contribution	Contributed to team projects and submitted high quality work	Contributed to team projects and submitted acceptable work	Contributed to team projects but work was inadequate or of poor quality	Did not contribute to team projects
Participation	Consistently participated in group activities	Participated in most of the group activities	Participated in some of the group activities	Participated in few or none of the group activities

Submit a document with the following information:

- Team # and Reviewer Name
- Team Member Name & Total Numerical Score for each team member (Don't forget to grade your own performance as well!)
- Evaluative comments for each team member (based on criteria listed above) – this is most important.

### GRADING, ATTENDANCE/PARTICIPATION

#### Grades and Grade Points

Grading Scale is as follows:

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

Note: C- or below is not a passing grade for FYCS majors.

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

#### Attendance/Participation

- Students are expected to participate fully in all aspects of the course and attendance may be recorded at various points in the semester. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class. Also, your team is very likely to factor class attendance into their assessments of your participation and contribution to group assignments and in-class activities.
- 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.

#### 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>.

- There will be no make-up quizzes given for any reason. Each student's lowest quiz score of the semester will be dropped and not used in calculation of the semester grade. Although quizzes will not be returned to students, quiz results are typically provided as class discussion immediately after the quiz and actual quizzes can be viewed by visiting the course TA. In the case of excused absences (based on current UF policy), a null score (instead of a “0” grade) will be given for any missed quiz.

- If a student must reschedule the exam for an excused absence, please discuss with the TA/instructor as soon as possible, preferably in advance. If a student chooses to miss the exam for an unexcused reason, a minimum of 20 percent exam grade penalty will result if the TA/instructor is notified in advance and the exam is promptly taken on a rescheduled date. Lack of advance notification or not taking the exam promptly on a rescheduled date may result in a “0” score on the exam.

### **Excused Absences**

- According to UF Attendance Policies:  
Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, and court-imposed legal obligations (e.g., jury duty or subpoena). Refer to:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Submit proper documentation of excused absences to the TA prior to or immediately after your absence. Please supply documentation only in cases of major assignments or graded quizzes/exams.

### **Deadlines and Late Assignments**

- It is the student’s responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University-approved excuses will be accepted.

### **Grade Changes (or lack thereof)**

Grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester will not be made. At the end of the semester, your grade is the grade you have earned.

## **OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES**

### **Cell Phones/Laptops/Other Technology**

Your phone should be silent or off during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not FaceBook, Web surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor ... and your own ability to learn. Students who are in violation will be warned (first offense), and may be asked to leave the classroom (second offense). Use of any devices is forbidden during in-class quizzes and exams.

### **Seating**

Unless instructed otherwise, sit with your assigned team. Each week, aim to sit in a different location that your team hadn’t previously. Display your name card in front of you. The goal is to create a friendly, dynamic, and interactive classroom atmosphere.

### **Respect**

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



**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>.

Concise guidelines for ethical writing (non-plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>.

**Student Complaints (Residential Course)**

If you have a complaint, please share with the instructor. If it cannot be resolved, refer to UF policy: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

**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.

**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/](http://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/](http://www.umatter.ufl.edu/)  
Your well-being is important to the University of Florida. The *U Matter, We Care* initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the *U Matter, We Care* Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The *U Matter, We Care* Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- *Career Resource Center*, First Floor JWRU, 392-1601, [www.crc.ufl.edu/](http://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/](http://www.dso.ufl.edu/drc/)

Please note: This course aims to be inclusive and accommodating of students of all levels of ability. Reasonable accommodations will be made based on letters of accommodation and other guidance from the DRC. For example, time allowed to complete quizzes and exams may be adjusted for students requiring accommodations for disabilities, and weekly instructor PowerPoint presentations will typically be posted as PDF files in the respective Weekly Module on Canvas by the day before class each week.

**COURSE SCHEDULE: WEEKLY TOPICS & READING MATERIALS****Fall 2017 Academic Dates**

Official dates are posted in the UF Undergraduate Catalog at  
<https://catalog.ufl.edu/ugrad/current/Pages/adfall1718.aspx>

**Week 1 – Beginning Tuesday, August 22, 2017****Course organization and expectations/questions about syllabus****Designing programs for Impact: Program Development Model & Developing “S.M.A.R.T.” Objectives****Required Reading**

FYC4622 (section 3746) current Course Syllabus posted on Canvas at <http://elearning.ufl.edu>.

Brown, J., & Kiernan N. (1998). A model for integrating program development and evaluation. *Journal of Extension*, 36(1). Retrieved from <http://www.joe.org/joe/1998june/rb5.php>.

Bush, C., Mulliss, R., & Mullis, A. (1995). Evaluation: An afterthought or a integral part of program development. *Journal of Extension*, 33(2). Retrieved from <http://www.joe.org/joe/1995april/a4.php>.

Diehl, D.C. & Galindo-Gonzalez, S. (June 2012). *Get SMART: Improve your Extension objectives* (FCS6018). University of Florida IFAS Extension. Retrieved from <http://edis.ifas.ufl.edu/fy1327>.

Diem, K.G. (2003). Program development in a political world—it’s all about impact! *Journal of Extension*, 41(1). Retrieved from <http://www.joe.org/joe/2003february/a6.php>.

Roig, Miguel (2013). *Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing*. St. Johns University/US Department of Health & Human Services Office of Research Integrity. Retrieved from <http://ori.hhs.gov/sites/default/files/plagiarism.pdf>.

**Required reading: “Complete list of guidelines” found on pp. 41-44** of the report and summarized at <http://ori.hhs.gov/plagiarism-0>.

**Week 2 - Beginning Tuesday, August 29, 2017****Using a logic model for program planning and evaluation****Required Reading**

W. K. Kellogg Foundation. (1998). *Logic model development guide*. Retrieved from <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>.

**Required reading: Chapters 1-2 (pp. 1-25)**. Note: Requires name and email address to download. (PDF also posted in Canvas.)

"Evaluation Logic Model" - University of Wisconsin Extension Program Development and Evaluation web site: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>.

**Required reading:** Information presented on home page; review the various resources available on the site for future use.

<b>Week 3 - Beginning Tuesday, September 5, 2017</b> <b>Needs Assessment, Strategic Planning, and Priority-Setting</b>
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**Required Reading**

McCawley, P. (2009). *Methods for conducting an education needs assessment: Guidelines for cooperative extension system professionals*. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf>

Bolton, E.B. & Guest-Jelley, A. (2009). *Working with nonprofit organizations in community settings: The strategic plan* (FCS 9250). University of Florida IFAS Extension. Retrieved from <http://edis.ifas.ufl.edu/fy837>.

<b>Week 4 - Beginning Tuesday, September 12, 2017</b> <b>Event/Activity Planning (logistics)</b> <b>Utilization and management of staff and volunteers in program planning and delivery</b>
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**Required Reading**

Diem, K.G. (2005). *Planning and conducting a successful program or activity*. Retrieved from [http://nj4h.rutgers.edu/volunteering/lts/3.6\\_Planning\\_a\\_Successful\\_Program.pdf](http://nj4h.rutgers.edu/volunteering/lts/3.6_Planning_a_Successful_Program.pdf)  
or  
[http://www.clemson.edu/extension/4h/volunteers/files/lts\\_activtiyplanning.pdf](http://www.clemson.edu/extension/4h/volunteers/files/lts_activtiyplanning.pdf)

Dodd, C., & Boleman, C. (2007). *Volunteer administration in the 21<sup>st</sup> century: ISOTURE: A model for volunteer management*. Retrieved from <http://agrifliefcdn.tamu.edu/od/files/2010/06/Isoture-model-for-volunteer-management-E-457.pdf>.

<b>Week 5 - Beginning Tuesday, September 19, 2017</b> <b>Putting Marketing Concepts into Practice</b>
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**Required Reading**

Diem, K. G. (Winter 2008). Applying marketing concepts to non-profit/educational organizations: The youth professional's responsibilities in program marketing & promotion. *Journal of Youth Development*, 3(3). Retrieved from [http://www.nae4ha.com/assets/documents/JYD\\_09080303\\_final.pdf](http://www.nae4ha.com/assets/documents/JYD_09080303_final.pdf)

**Logic Model Assignment Due**

Tuesday, September 19 by end of class.

**Week 6 - Beginning Tuesday, September 26, 2017**  
**Planning for Cultural Differences in Program Participants****Required Reading**

Van Hook, C.W. (November 2000). Preparing teachers for the diverse classroom: A developmental model of intercultural sensitivity. In D. Rothenberg (Chair) *Issues in early childhood education: Curriculum, teacher education, & dissemination of information*. Proceedings of the Lilian Katz Symposium, Champaign, IL. Retrieved from <http://ecap.crc.illinois.edu/pubs/katzsym/vanhook.pdf> and <http://eric.ed.gov/?id=ED470878>.

**Week 7 - Beginning Tuesday, October 3, 2017**  
**Planning for Differences in Learning Styles & Generational Differences in Program Participants****Required Reading**

UCLA (n.d.) The Dunn and Dunn Learning Style Model of Instruction. Retrieved from [http://www.ethica.dk/doc\\_uflash/The%20Dunn%20and%20Dunn%20Learning%20Style%20Model%20of%20Instruction.htm](http://www.ethica.dk/doc_uflash/The%20Dunn%20and%20Dunn%20Learning%20Style%20Model%20of%20Instruction.htm). (PDF posted on Canvas.)

Sherrod, M. (2014). Generational differences: Communication preferences [Prezi presentation]. Retrieved from <https://prezi.com/g8r1foyxpej/copy-of-generational-differences-communication-preferences/>

**Peer Evaluation of Participation in Team Activities & Team Assignments 1 of 2 due Tues. October 3**

**Week 8 - Beginning Tuesday, October 10, 2017**  
**Strengthening collaboration and youth-adult partnerships to enhance community-based program development.****Required Reading**

*Framework Model*. (1995). National Network for Collaboration. Retrieved from [www.uvm.edu/crs/ncco/collab/framework.html](http://www.uvm.edu/crs/ncco/collab/framework.html)

**Week 9 - Beginning Tuesday, October 17, 2017**  
**A Logic Model Approach to Program Evaluation & Research Methods for Program Evaluation****Required Reading**

Diem, K.G. (December 2002). Using research methods to evaluate your Extension program. *Journal of Extension*, 40(6). Retrieved from <https://joe.org/joe/2002december/a1.php>

Hubbard, W.H. & Sandmann, L.R. (October 2007). Using diffusion of innovation concepts for improved program evaluation. *Journal of Extension*. (45)5. Retrieved from <http://www.joe.org/joe/2007october/a1.php>.

Rockwell, S. K., & Kohn, H. (1989). Post-then-pre evaluation: Measuring behavior change more accurately. *Journal of Extension* 27(2). Retrieved from <https://joe.org/joe/1989summer/a5.php>

<b>Week 10 - Beginning Tuesday, October 24, 2017</b> <b>Surveys and Questionnaire Design</b>
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**Required Reading**

Diem, K.G. (2002). A step-by-step guide to developing effective questionnaires and survey procedures for program evaluation & research. Rutgers Cooperative Extension. New Brunswick, NJ. Retrieved from <https://njaes.rutgers.edu/pubs/publication.asp?pid=FS995>

Diem, K.G. (2002). Choosing a data collection method for survey research. Rutgers NJAES Cooperative Extension. Retrieved from <http://njaes.rutgers.edu/pubs/publication.asp?pid=FS996>

Diem, K.G. (2002). Maximizing response rate and controlling nonresponse error in survey research. Rutgers NJAES Cooperative Extension. Retrieved from <http://njaes.rutgers.edu/pubs/publication.asp?pid=FS997>

Radhakrishna, R. & Relado, R. (2009). A framework to link evaluation questions to program outcomes. *Journal of Extension*, 47(3). Retrieved from <http://www.joe.org/joe/2009june/tt2.php>

<b>Week 11 - Beginning Tuesday, October 31, 2017</b> <b>Communicating Impact (writing impact statements, etc.)</b>
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Radhakrishna, R.B. (2002). Writing success stories for program enhancement and accountability. *Journal of Extension*. 40(2). Retrieved from <http://www.joe.org/joe/2002april/tt2.php>.

Poling, R.L. (n.d.). Writing Extension impact statements. Agricultural and Extension Education, University of Tennessee. Retrieved from <http://web.utk.edu/~aee/impactstatements.htm>.

**Draft of Final Project Paper due Thursday, November 2 for in-class review.**

<b>Week 12 - Beginning Tuesday, November 7, 2017</b> <b>Interpreting &amp; Utilizing Evaluation Findings - Be a wise consumer</b>
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Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing.

**Required Reading:** Chapter 1, pp. 1-12. Background for evaluating research reports.  
(Posted on Canvas.)

Evaluation Research Team (2005). Selecting an evaluation consultant. Retrieved from  
<http://www.cdc.gov/healthyouth/evaluation/pdf/brief1.pdf>

Sample Evaluation Reports to critique, as assigned to each team. (To be posted on Canvas.)

**Week 13 - Beginning Tuesday, November 14, 2017**  
**Exam Prep/Course Review (Tuesday)**  
**Comprehensive Exam (Thursday)**

Note: Last Day to withdraw from the course with a "W" grade is November 20 by 5:00 pm in the office of Kathryn Ivey, Academic Coordinator, FYCS Department.

**Week 14 - Tuesday, November 21, 2017**  
(No class on Thursday, November 23 due to Thanksgiving holiday. Class **will** be held as usual on Tuesday, November 21.)  
**Team Presentations: Tuesday**

**Week 15 - Beginning Tuesday, November 28, 2017**  
**Team Presentations: Tuesday & Thursday**

#### Online Course Evaluation Process

- **Note: Because this course pertains to evaluation, a special activity will held in conjunction with the standard UF process. Therefore, do not complete the UF student assessment of instruction until notified by the instructor with specific instructions via Canvas.**
- 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. These evaluations are conducted online at <https://evaluations.ufl.edu>.
- Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**Week 16 - Tuesday, December 5, 2017**  
**Team Presentations, Course Wrap Up, Course/Instructor Evaluation**  
(No class on Thursday, December 7 due to Reading Days.)

NOTE: All students expected to participate in class and provide feedback to each presenting group about their presentation.

**Final Project Paper due Tuesday, December 5 by end of class.**

**Peer Evaluation of Participation in Team Activities & Team Assignment 2 of 2 due Monday, December 11**



**WANT TO KNOW MORE?****Optional/Supplemental Reading & Resources Suggested by the Instructor**

In addition to required reading, most weeks have listings of optional readings and resources suggested by the instructor. Although not required reading, they are provided because they may be useful for greater understanding of that week's topics and as potential relevant content for references in course assignments. More may be added and posted in the respective Weekly Module on Canvas during the course. Please report any broken links to the TA and instructor so they can be corrected on Canvas. Thank you.

**Week 1 - Optional/Supplemental Reading & Resources**

Osaki, C. (2008, June). Writing and evaluating performance objectives. *Proceedings of the NEHA Pre-Conference Workshop*, University of Washington. Retrieved from [http://www.cdc.gov/nceh/ehs/EnvPHPS/Docs/Writing\\_and\\_Evaluating\\_Performance\\_Objectives.pdf](http://www.cdc.gov/nceh/ehs/EnvPHPS/Docs/Writing_and_Evaluating_Performance_Objectives.pdf)

Powell, G. (2011). Strategies for ensuring high-impact outreach and scholarship. *Journal of Extension*, 49(1). Retrieved from <http://www.joe.org/joe/2011february/tt2.php>

Model described in article by Powell (posted in Canvas):

New Jersey Agricultural Experiment Station: Department of 4-H Youth Development (2009). *Extension programming model*. Retrieved from [http://nj4h.rutgers.edu/about/NJ\\_4-H\\_Extension\\_Programming\\_Model.pdf](http://nj4h.rutgers.edu/about/NJ_4-H_Extension_Programming_Model.pdf)

Ohio University College of Osteopathic Medicine Office of Faculty Development. (n.d.) *Writing learning objectives: Beginning with the end in mind*. Retrieved from <http://www.oucom.ohiou.edu/fd/Writing%20Learning%20Objectives.pdf>

Wayne State University. (2014). *S.M.A.R.T. objectives*. Retrieved from <http://hr.wayne.edu/leads/phase1/smart-objectives.php>

**Week 2 - Optional/Supplemental Reading & Resources**

Arnold, M. (2002). Be "logical" about program evaluation: Begin with learning assessment. *Journal of Extension*. 40(3). Retrieved from <http://www.joe.org/joe/2002june/a4.php>

Bureau of Justice Assistance. (n.d.). *Planning the evaluation: Developing and working with program logic models*. Retrieved from <https://www.bja.gov/evaluation/guide/pe4.htm>

Taylor-Powell, E., Jones L., & Henert, E. (2002) *Enhancing program performance with logic models*. Retrieved from University of Wisconsin-Extension website: <http://www.uwex.edu/ces/lmcourse/>

Examples of program plans and logic models for University of Florida IFAS Extension <http://pdec.ifas.ufl.edu/roadmap/>

(In particular, note logical models linked under Initiative 7 "Plan." Also posted in Canvas.)



**Week 3 - Optional/Supplemental Reading & Resources**

Etling, A. (February 1995). *Journal of Extension*, 33(1). Available at:  
<http://www.joe.org/joe/1995february/tt1.php>.

Full document can be found at:

Etling, A., & Maloney, T. (1995). *Needs assessment for Extension agents and other nonformal educators*. University Park, PA . (ERIC Document Reproduction Service No. ED 388 774). Retrieved from <http://files.eric.ed.gov/fulltext/ED388774.pdf>.

Ageless Learning. (2009). *Why do a needs assessment?* Retrieved from  
[http://plus50.aacc.nche.edu/documents/publications/1\\_IntroductionToTheToolkit.pdf](http://plus50.aacc.nche.edu/documents/publications/1_IntroductionToTheToolkit.pdf)

Conklin, N., Gunderson, G., Jones, J., Spiegel, M. (1992). *Getting Ahead by Letting Go*. Columbus: Ohio State University Extension.

Blase, K., Kiser, L. and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill. Retrieved from  
[http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-TheHexagonTool\\_0.pdf](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-TheHexagonTool_0.pdf).

S.W.O.T. Analysis:

Friesner, T. (2014). S.W.O.T. analysis. Retrieved from MarketingTeacher.com website:  
<http://www.marketingteacher.com/swot/swot-analysis.html>

Koch, A. (n.d.). *SWOT does not need to be recalled: It needs to be enhanced*. Retrieved from <http://www.westga.edu/~bquest/2000/swot1.html>

**Week 4 - Optional/Supplemental Reading & Resources**

Diem, K.G. (2005). *A 4-H volunteer support system using the ISOTURE Model*. Retrieved from  
[http://www.clemson.edu/extension/4h/volunteers/files/resources\\_isoturemodel.pdf](http://www.clemson.edu/extension/4h/volunteers/files/resources_isoturemodel.pdf)

Citizens Information Board. (n.d.). *Managing volunteers: A good practice guide*. Retrieved from  
[http://www.citizensinformationboard.ie/publications/providers/downloads/Managing\\_Volunteers\\_08.pdf](http://www.citizensinformationboard.ie/publications/providers/downloads/Managing_Volunteers_08.pdf)

**Week 5 - Optional/Supplemental Reading & Resources**

Diem, K. G. (1990). Examples of marketing plan and promotion methods used with Somerset County 4-H Youth Development Program, NJ. (Posted on Canvas.)

Network for Good. (n.d.). Non-profit marketing. Retrieved from  
<http://www.fundraising123.org/nonprofit-marketing>

**Week 6 - Optional/Supplemental Reading & Resources**

- Bennett, M. (1986). A developmental approach to training for intercultural sensitivity. *International Journal of Intercultural Relations*, 10, 179-195.
- Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (2nd ed., pp. 21-71). Yarmouth, ME: Intercultural Press.
- Bennett, M.J. (1998). Intercultural Communication: A Current Perspective. In *Basic Concepts of Intercultural Communication: Selected Readings*. Edited by Milton J. Bennett. Intercultural Press. Retrieved October 15, 2009 from <http://www.intercultural.org/mair/reading25.pdf>.
- Gardenswartz, L. & Rowe, A. (1998). *Managing diversity: a complete desk reference and planning guide*, p. 25. New York: McGraw-Hill. Retrieved from <http://www.gardenswartzrowe.com/images/FOUR%20LAYERS.pdf>.
- Hammer, M. & Bennett, M. (1998). *Manual: The Intercultural Development Inventory (IDI)*. Portland, OR: The Intercultural Communication Institute.
- Hammer, M. (1999). A measure of intercultural sensitivity: the Intercultural Development Inventory. In Fowler, S. (Ed.), *Intercultural sourcebook: Cross-cultural training methods*, Vol. 2. (pp. 61-70). Yarmouth, ME: Intercultural Press.
- Intercultural Development Company LLC. (2014). *The roadmap to intercultural competence using The Intercultural Development Inventory® (IDI®)*. Retrieved from <http://idiinventory.com>
- Sidberry, T. (2014). *Achieving diversity in the non-profit workplace: A step-by-step guide*. Retrieved from the Third Sector New England website: <http://www.tsne.org/achieving-diversity-nonprofit-workplace-step-step-guide>
- Ting-Toomey, S. (1999). *Communication Across Cultures*, p.49. Figure 2.2. A mindful intercultural communication model: Components, criteria, and outcomes. (PDF posted on Canvas.)
- Ting-Toomey, S. (1999). *Communication Across Cultures*, p.52. Figure 2.3. Four-stage intercultural communication competence: A staircase model.
- UF FYCS Department (n.d.). *Strengthening programs to reach diverse audiences - A Web-based curriculum* at: <http://fycs.ifas.ufl.edu/diversity/diversity%20website/home.htm>
- In particular:  
Planning programs to break down cultural barriers (Unit 2). Retrieved from <http://fycs.ifas.ufl.edu/diversity/diversity%20website/unit2.pdf>.

**Week 7 - Optional/Supplemental Reading & Resources**

- Edutopia (2014). *What is your learning style?* Retrieved from <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>

Gaylor, D. (2002). *Generational differences*. Retrieved from [http://www.agts.edu/faculty/faculty\\_publications/articles/creps\\_generations\\_chart.pdf](http://www.agts.edu/faculty/faculty_publications/articles/creps_generations_chart.pdf)

*Generational Differences Chart*. (n.d.). Retrieved from <http://www.wmfc.org/uploads/GenerationalDifferencesChart.pdf>

Schaffer, S. (n.d.). Learning styles. Retrieved from <http://www2.yk.psu.edu/sites/scs15/teaching-learning-resources2/teaching-learning-topics-resources/learning-styles/>

Schaffer, S. C. (n.d.). Learning styles: Understanding and accounting for differences among students [online tutorial]. Retrieved from <http://www.personal.psu.edu/scs15/breeze/lsls/>

### **Week 8 - Optional/Supplemental Reading & Resources**

Borden, L.M. & Perkins, D.F. (1999). Assessing your collaboration: A self evaluation tool. *Journal of Extension*, 37(2). Retrieved from <http://www.joe.org/joe/1999april/tt1.php>.

Diem, K.G. (July 2015). Best practices for engaging youth as partners in planning, conducting, and evaluating sustainable development efforts. *Indian Journal of Sustainable Development* [Online]. Retrieved from: <http://www.publishingindia.com/ijsd/88/best-practices-for-engaging-youth-as-partners-in-planning-conducting-and-evaluating-sustainable-development-efforts/403/2846>. PDF posted on Canvas.

Office of Personnel Management (1997). Performance management: Building a collaborative team environment. Retrieved from <http://www.opm.gov/policy-data-oversight/performance-management/teams/building-a-collaborative-team-environment/>

### **Week 9 - Optional/Supplemental Reading & Resources**

Centers for Disease Control and Prevention. (2011). Developing an effective evaluation plan. Retrieved from <http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf>

Diem, K.G. (2002). Making program choices when resources are limited using a self-assessment tool with program stakeholders. *Journal of Extension*, 40(4). Retrieved from <http://www.joe.org/joe/2002august/tt3.shtml>

Diem, K.G. (2005). How effective is your 4-H club? 4-H Leader Training Series. Retrieved from [http://nj4h.rutgers.edu/volunteering/lts/3.13\\_How\\_Effective\\_is\\_Your\\_4-H\\_Club.pdf](http://nj4h.rutgers.edu/volunteering/lts/3.13_How_Effective_is_Your_4-H_Club.pdf)  
- or -  
[http://www.clemson.edu/extension/4h/volunteers/lts\\_clubchecklist.pdf](http://www.clemson.edu/extension/4h/volunteers/lts_clubchecklist.pdf)

Israel, G.D. (1992). *Determining sample size*. Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-6. Retrieved from <http://edis.ifas.ufl.edu/pd006>.

The Pell Institute for the Study of Opportunity in Higher Education (2014). Evaluation toolkit. Retrieved from <http://toolkit.pellinstitute.org/evaluation-101/>

Rennekamp, R.A. (n.d.). Practical strategies for documenting practice change. Retrieved from <http://www2.ca.uky.edu/agpsd/toolbox2.pdf>

Extension Southern Region Evaluation web site: <http://www.ca.uky.edu/agpsd/soregion.htm>

Program Evaluation Resources web site (Rutgers Cooperative Research & Extension):  
<http://njaes.rutgers.edu/evaluation/resources/>

Sabatelli, R., Anderson, S., LaMotte, V. (September 2005). *Assessing Outcomes in Child and Youth Programs: A Practical Handbook, Revised Edition*. State of Connecticut Office of Policy and Management. Retrieved from <http://www.ct.gov/opm/LIB/opm/CJPPD/Cjjjyd/JjydPublications/ChildYouthOutcomeHandbook2005.pdf>

### **Week 10 - Optional/Supplemental Reading & Resources**

Mcnamara, C. (n.d.). Basic guide to outcomes-based evaluation for nonprofit organizations with very limited resources. Retrieved from <http://managementhelp.org/evaluation/outcomes-evaluation-guide.htm>

Yohalem, N., Wilson-Ahlstrom, A., Fischer, S. & Shinn, M. (2009). *Measuring youth program quality: A guide to assessment tools*, 2<sup>nd</sup> Edition. Retrieved from [http://forumfyi.org/files/MeasuringYouthProgramQuality\\_2ndEd.pdf](http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf). (Posted on Canvas.)

### **Week 11 - Optional/Supplemental Reading & Resources**

W.K. Kellogg Foundation. (2006). *Template for strategic communications plan*. Retrieved from <http://www.wkkf.org/resource-directory/resource/2006/01/template-for-strategic-communications-plan>. (Note: Requires name and email address to download.)

### **Week 12 - Optional/Supplemental Reading & Resources**

Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing.

Suggested Reading: Chapter 8, pp. 77-90. Evaluating instrumentation. (Posted on Canvas.)

Sample consultant selection criteria (n.d.). Retrieved from <http://www.transportation.nebraska.gov/gov-aff/lpa/chapter-forms/samp-consult-select-criteria.pdf>

### **Other Helpful Information and General References**

APA Formatting and Style Guide  
<http://owl.english.purdue.edu/owl/resource/560/01>

Children, Youth, and Families Education and Research Network (CYFERnet)  
Practical Research-based Information from the Nation's Leading Universities.  
<http://www.cyfernet.org/>

Program Evaluation Resources.

Information and links to other resources that will help you design and evaluate educational programs.

<http://njaes.rutgers.edu/evaluation/resources/>

Extension Southern Region Evaluation web site

<http://www.ca.uky.edu/agpsd/soregion.htm>

Kids Count Data Book and other data about children & families

<http://www.aecf.org/work/kids-count/>

USA QuickFacts from the US Census Bureau, including state and county data

<http://quickfacts.census.gov/qfd/states/00000.html>

Google Scholar (a more useful search engine for scholarly sources)

<http://scholar.google.com>