



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

BIG ORANGE. BIG IDEAS.

ALEC 512: Program Planning and Evaluation in Agricultural Leadership, Education, and Communications Organizations

The University of Tennessee
Herbert College of Agriculture
Fall 2019 – 3 hours

Meeting Time and Place

This course offered via distance and is organized into 12 modules. The course can be accessed 24 hours a day via Canvas and each student may complete the coursework at their own pace within the assignment due dates given. The general rule for coursework load is to expect approximately 3-4 hours for every hour of course credit. Therefore, you should anticipate spending between 9-12 hours per week on this course.

Faculty Contact Information

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Online Office Hours are available by appointment. Please email if you would like to schedule a Zoom session.

Course Description/Information

The course presents theories and models of program development and evaluation and their use in planning, organizing, implementing, and evaluating a program's content and learning activities; development and interaction of a program logic model; and principles, techniques and instruments used to identify, gather and analyze information to evaluate programs.

Learning Environment

This course will be delivered online in an asynchronous format. This means that we will not all meet online at specific class times, rather you will log onto Canvas and complete the course materials each week at your own pace. However, the course was designed to encourage active participation in the learning process. Your active engagement and willingness to engage in virtual conversations will make the course more useful and enjoyable for all of us.

Student's Responsibility

- Complete modules and assignments on time
- Be respectful of others
- Actively contribute to the learning activities
- Abide by the UT Honor Code

Instructor's Responsibility

- Evaluate all students fairly and equally
- Be respectful of all students
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

Course Communications

Communication for this course will primarily occur through Canvas, however, you are strongly encouraged to email us directly (jennifer.richards@utk.edu) or (cfritz@utk.edu) with *questions or concerns*. All assignments ***must*** be submitted through Canvas in either Microsoft Office document formats (Word, PPT, Excel, Publisher) or a PDF, other formats will not be accepted. Assignments submitted through email ***will not be accepted***.

If you have technical issues: [Contact OIT](http://help.utk.edu/footprints/contact) (<http://help.utk.edu/footprints/contact>)

Texts/Resources/Materials

Caffarella, R. S. & Daffron, S. R. (2013). *Planning programs for adult learners: A practical guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

University Policies

Academic Integrity: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

University Civility Statement: Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

Disability Services: “Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Student Disability Services (SDS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

Your Role in Improving Teaching and Learning Through Course Assessment:

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion

of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Student Learning Outcomes/Objectives

This course is organized around 4 major concepts. For each concept, there is a course goal, 1-2 unit objectives, and 3-7 performance indicators. Course projects and assessments will be designed to measure your performance on these indicators. The table below provides the details for each concept.

Course Objectives	Indicators
<p>1. Use theories and models of program planning in the development, organization, and implementation of a program’s content and learning activities.</p>	<p>1.1 Identify the foundational elements of program planning, including common models and theories</p> <p>1.2 For a given program:</p> <ul style="list-style-type: none"> • Conduct and/or interpret a Needs Assessment • Identify ideas for program development • Design strong learning objectives • Create a plan for transfer of learning • Develop instructional plans • Describe methods of scheduling, marketing, and budgeting
<p>2. Use theories and models of program evaluation in the design of an evaluation of program.</p>	<p>2.1 Identify the foundational elements of program evaluation, including common models and theories</p> <p>2.2 For a given program:</p> <ul style="list-style-type: none"> • Create an evaluation plan • Choose the appropriate evaluation model • Design a logic model • Frame strong evaluation questions • Select appropriate data sources and analysis techniques (both qualitative and quantitative) • Identify strong data collection instruments or protocols <p>2.3 Draw logical conclusions and make reasonable recommendations that are supported by data</p>
<p>3. Demonstrate the ability to read, digest, and synthesize peer-reviewed literature related to program planning and evaluation.</p>	<p>3.1 Identify located quality peer-reviewed journal articles within the fields of program planning and program evaluation</p> <p>3.2 Summarize the purpose, methods, and conclusions of peer-reviewed literature within the fields of program planning and program evaluation</p> <p>3.3 Critically analyze, from the perspective of your own professional practice, peer-reviewed literature within the fields of program planning and program evaluation</p>

Course Requirements, Assessments, and Evaluations

This course will be graded out of 100 total points. Detailed grading criteria will be provided for each individual assignment. Below is a table that lists each assignment, its point value and due date, as well as the course performance indicators the assignment is designed to measure.

Points	Assessments	Due	Indicators Measured
2	Reaction Paper #1	09/06/19	1.2 For a given program, conduct and/or interpret a Needs Assessment; 3.1 Identify located quality peer-reviewed journal articles within the fields of program planning and program evaluation; 3.2 Summarize the purpose, methods, and conclusions of peer-reviewed literature within the fields of program planning and program evaluation
5	Activity A	09/13/19	For a given program, one must be able to discern the context of a program and build a solid foundation of support.
10	Project: Phase 1	09/18/19	1.2 For a given program, conduct and/or interpret a Needs Assessment, identify ideas for program development, and design strong learning objectives
3	Reaction Paper #2	09/30/19	2.1 Identify the foundational elements of program evaluation, including common models and theories; 3.2 Summarize the purpose, methods, and conclusions of peer-reviewed literature within the fields of program planning and program evaluation
10	Project: Phase 2	10/21/19	1.2 For a given program, create a plan for transfer of learning and develop instructional plans
5	Reaction Paper #3	11/01/19	2.2 For a given program, select appropriate data sources and analysis techniques (both qualitative and quantitative) and identify strong data collection instruments or protocols; 3.3 Critically analyze, from the perspective of your own professional practice, peer-reviewed literature within the fields of program planning and program evaluation
10	Project: Phase 3	11/13/19	2.2 For a given program, create an evaluation plan, choose the appropriate evaluation model, design a logic model, frame strong evaluation questions, select appropriate data sources and analysis techniques (both qualitative and quantitative), and identify strong data collection instruments or protocols
5	Activity B	11/22/19	2.3 Draw logical conclusions and make reasonable recommendations that are supported by data
50	Final Project	12/06/19	1.2 For a given program, conduct and/or interpret a Needs Assessment, identify ideas for program development, design strong learning objectives, create a plan for transfer of learning, develop instructional plans, and describe methods of scheduling, marketing, and budgeting; 2.2 For a given program, create an evaluation plan, choose the appropriate evaluation model, design a logic model, frame strong evaluation questions, select appropriate data sources and analysis techniques (both qualitative and quantitative), and identify strong data collection instruments or protocols
100			

Major Assignments and Projects

- **Reaction Papers (2 points, 3 points, and 5 points, respectively – Total of 10 points):** Throughout the semester readings will be assigned to provide additional background knowledge or context to modules. With each reading, reflection questions or a discussion guide will be provided. Reaction papers will be scored using the rubric on page 7.
- **Semester-long Project (4 phases – Total of 80 points):** To demonstrate your mastery of course goals and objectives, you will complete a semester-long project that results in a detailed program and evaluation plan. This project will be divided into four phases: Phase 1: Identifying Needs and Objectives; Phase 2: Transfer of Learning and Instructional Plans; Phase 3: Evaluation Plan; and Phase 4: Final Product. Further details on each phase, expectations, deliverables, and scoring criteria will be available on Canvas.
- **Activities (5 points each – Total of 10 points):** Two activities will be assigned throughout the semester to give you opportunities to practice critical skills in Program Planning (Activity A) and Program Evaluation (Activity B). Further details for each of these activities will be available on Canvas.

Grading Scale

93-100	A
85-92	B
77-84	C
69-76	D
Below 69	F

Late Assignments

Unless stated elsewhere in the syllabus late assignments will be *penalized 5% per day up to a maximum of 25%*. If you have a legitimate problem completing an assignment, please contact us **before the assignment is due**.

Course Calendar and Assignments

Date	Chapter	Assignments Due
Week of August 21	Module 1: Course Introduction Chapter Reading: Chapter 1 - 2	
Week of August 26	Module 2: Overview of Program Planning Chapter Reading: 3, 4, & 5	
Week of September 2	Module 3: Needs Assessments and Identifying Ideas Chapter Reading: Chapter 6	Reaction Paper #1 – Due September 6
Week of September 9	Module 4: Developing Program Objectives Chapter Reading: Chapter 7 – 8	Activity A – Due September 13
Week of September 16	Module 5: Overview of Evaluation Models Reading: On Canvas	Project: Phase 1 – Due September 18
Week of September 23	No Class	

Week of September 30	Module 6: Developing Evaluation Questions and Logic Models	Reaction Paper #2 – Due September 30
Week of October 7	Module 7: Preparing for Transfer of Learning Chapter Reading: Chapter 9	
Week of October 14	No Class – Fall Break	
Week of October 21	Module 8: Quantitative Evaluation Data Sources and Analysis Chapter Reading: Chapter 10	Project: Phase 2 – Due October 21
Week of October 28	Module 9: Qualitative Evaluation Data Sources and Analysis	Reaction Paper #3 – Due November 1
Week of November 4	Module 10: Developing Evaluation Instruments	
Week of November 11	Module 11: Drawing Conclusions & Making Recommendations Chapter Reading: Chapter 11 – 12	Project: Phase 3 – Due November 13
Week of November 18	Module 12: Scheduling, Marketing, & Developing Budgets Chapter Reading: Chapter 13, 14, & 15	Activity B – Due November 22
Week of November 25	Thanksgiving Break	
Week of December 2	Course Summation	Final Project – Due December 6

Key Campus Resources For Students:

- [Undergraduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Graduate Catalog](#)
- [Hilltopics](#): (Campus and academic policies, procedures and standards of conduct)
- [Course Timetable](#): (Schedule of classes)
- [Academic Planning](#): (Advising resources, course requirements, and major guides)
- [Student Success Center](#): (Academic support resources)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; HIRE-A-VOL job search system)

		Benchmark	Milestone	Capstone
	No Credit	¼ Credit	½ Credit	Full Credit
<i>Explanation of Issues</i>	The work did not meet benchmark, milestone, or capstone level performance, and/or the work did not meet expectations of a graduate level course.	Topic is stated, but not clearly described; leaves some topics unexplored.	Topic is stated, described, and clarified.	Topic was clearly stated and described comprehensively. All relevant information necessary for full understanding was provided.
<i>Evidence (Selecting and using information to investigate a point or to draw a conclusion)</i>	The work did not meet benchmark, milestone, or capstone level performance, and/or the work did not meet expectations of a graduate level course.	Information is taken from source(s) with little to no interpretation and evaluation; lacked developing a coherent analysis. Viewpoints of authors are taken as fact with little to no questioning.	Information is taken from source(s) with enough interpretation and evaluation to develop a coherent analysis. Viewpoints of authors are subject to questioning.	Information is taken from source(s) with enough interpretation and evaluation to develop a comprehensive analysis or synthesis. Viewpoints of authors are questioned thoroughly.
<i>Influence of context and assumptions</i>	The work did not meet benchmark, milestone, or capstone level performance, and/or the work did not meet expectations of a graduate level course.	Identifies an emerging awareness of assumptions and relevant context but lacks an increased awareness to their own assumptions than others' (or vice versa).	Identifies own and others' assumptions and relevant context when presenting a position.	Thoroughly (systematically and methodically) analyzes own and authors' assumptions and carefully evaluates the relevance of context and/or practicality.
<i>Student's position (i.e., perspective, question, thesis, hypothesis, etc.)</i>	The work did not meet benchmark, milestone, or capstone level performance, and/or the work did not meet expectations of a graduate level course.	Specific response is stated but is simplistic and obvious.	Specific response takes into account the complexities of the topic, only acknowledges others' viewpoints within position.	Specific response is imaginative and takes into account the complexities of the skill. Limitations are acknowledged, and recommendations provided.
<i>Conclusions and Related Outcomes (i.e., any implications, consequences, hurdles, etc.)</i>	The work did not meet benchmark, milestone, or capstone level performance, and/or the work did not meet expectations of a graduate level course.	Conclusions are loosely tied to the information; lack of connections to course material; limited to no related outcomes identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly.	Conclusions and related outcomes are logical and reflect the student's informed evaluation, gained knowledge, and ability to pace evidence and perspectives discussed in a logical order.

Modified from the Association of American Colleges and Universities