

AGEE 650
Program Development and Evaluation
Fall Semester, 2007

Instructor:

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Course Description: Study the planning, implementation and evaluation of programs in non-formal rural and community educational settings.

Text: Boone, E. J., Safrit, R. D., & Jones, J. (2002). *Developing programs in adult education, 2nd Edition*. Prospect Heights, IL: Waveland Press, Inc. (ISBN 1-57766-229-6). Additional reading assignments are made available on line and through WV library E-Reserves. .

Course Web-link and Resources: Go to <https://ecampus.wvu.edu> Click on WVU Main Campus and Potomac State College it will take you to the login page. Login using your MIX username and password. eCampus is case sensitive – be sure your CAPSLOCK key is off. Here you will find the course syllabus, weekly quizzes, discussion board, assigned readings, assignments and any other materials posted by the instructor. **Note: You must allow pop ups for eCampus to work correctly.** If you are unable to access eCampus contact the help desk OITHelp@mail.wvu.edu or call 293-4444 for technical support. If throughout the course, you find content that will not open, please contact the instructor, not the help desk.

Course objectives:

The objective of the instructor is to expose the students to a variety of situations and experiences that will improve their ability to development and implement effective education programs in a community education setting. Concepts presented will include needs assessment in community education, major concepts of program development, writing educational objectives, effective teaching methods and recruitment and management of volunteers.

Expected Learner Outcomes:

Upon completion of this course, the student will be able to:

1. Describe the historical development of agricultural and extension education programs.
2. Demonstrate an understanding of the major concepts upon which the programming process in agricultural and extension education is based.
3. Describe basic models of program planning in agricultural and extension education.
4. Plan and develop programming plans for targeted audiences.
5. Utilize advisory volunteers in program planning, implementation and evaluation.
6. Write measurable educational objectives.
7. Identify and utilize appropriate teaching methods for effective teaching.

8. Demonstrate knowledge and skill in designing and implementing programs for targeted audiences.
9. Demonstrate knowledge and skill in evaluating and accounting for planned programs.

Course Requirements:

* **Note:** All assignments are due by 12:00 noon on the due date, generally the Tuesday following the week of the assignment. If an assignment is turned in after the "Assignment Deadline," **10% of the assignment's value will be deducted from the final grade for each week (or fraction thereof)** the assignment is late. (If you do not feel you can meet the assignment deadline due to work related issues, please contact me prior to the deadline to request an extension.)

1. **Class Participation:** Class participation is expected. Responses to the questions of the week and **completion** of the pre-tests will count toward the final grade. **The ACTUAL SCORE you receive on the pre-tests will not be a part of your grade.** Only the fact that you complete each pretest will count toward your "participation" grade in this course. Credit for pretests and participation on the class discussion board will be given only if the response to the question of the week is posted no later than a week following the class period. **Pretest and discussion assignments are worth 4 points each. You are required to respond to at least two fellow student postings for full credit.**
2. **Quiz:** You are expected to be familiar with the course syllabus, assignment due dates, course orientation materials and introductory postings to the discussion board by class members. The second week of class, the instructor will email you a quiz, you have one week to submit your responses to the instructor as an attachment. **Due September 11, 2007.**
3. **Weekly Worksheets and Reflection Papers.** Guidelines for the reflection papers are listed below.

Reflection Papers. Document your reactions to required readings. This is not to be a synopsis of what you read, but your personal interpretation of the readings based upon your own personal experiences. You should also reflect upon how you could apply the readings to your own work environment or how the readings have caused you to look at the topic differently. You may focus on one article in particular or the readings as a whole.

- i. Reflection papers should be typed (12 point, Times New Roman Font), double spaced, no longer than two pages in length (you will not be penalized if it is longer).
 - ii. Due dates:
 - a. September 11, 2007
 - b. October 23, 2007
 - c. November 13, 2007
4. **Mid-term Exam.** The exam will include all the material covered prior to test date. The midterm is closed book, you must designate a test proctor to whom the exam will be

sent. You must then make arrangements with your proctor to take the exam due the designated time period. The midterm **must be completed and postmarked by the end of the day, October 13, 2007**. The midterm is a closed book test. **You are to identify a test proctor** and send the proctor's name, address, phone number and email address to the course instructor **no later than September 7, 2007**. The exam will be sent to the proctor, you will need to schedule a time with the proctor to take the test. The proctor should receive the test by September 27th. (Note: If you are on campus or willing to come to campus to take the test, I will arrange a test date on campus closer to exam time that meets everyone's schedules. There will be further communication about this.)

5. **Educational Plan**. You are to **develop** an educational plan from an actual county concern for a specific program in one of four areas (Agriculture; Family and Consumer Science; 4-H; or CNRD). Your plan should be developed using the conceptual model of program planning as advanced by Boone, Safrit, and Jones (2002). This should NOT be a report of a plan currently being implemented. This plan does not have to be implemented for the purpose of this class. This plan should contain the following points:
 - a. Briefly identify topic area and what you plan to accomplish, identify current county situation, including demographics and pertinent information describing the actual county and program area and why this program would benefit the specific area.
 - b. What procedures you would use for selecting an advisory committee (people involvement), what types of persons would be on your advisory council and why, (based on readings) consideration of volunteer involvement should be addressed throughout the paper
 - c. What procedures would you use for conducting a needs assessment to provide data useful in the identification of concerns and problems
 - d. Identification of problem priorities and target audience to be reached
 - e. Include a job description for a volunteer you would recruit to help with your program.
 - f. Statement of educational objectives (long and short term)
 - g. List subject matter to be taught (focus on one objective; if a series, list topics and then zero in on one specific topic to discuss in depth). For the in-depth topic, what will you teach and why is it important, briefly outline single session..
 - h. Specify teaching methods to be used in presenting the information
 - i. Identify all resources to be used
 - j. Describe how you would go about marketing the program
 - k. Identify indicators of goal achievement (how will you evaluate), to whom will you report
 - l. A brief (one page) justification paper explaining theoretically how knowledge of the subjects to be taught should help the target audience.
 - m. References used should be listed on a separate page at end of document in American Physiological Association, 4th edition format.

This activity will count for 30% of your grade. Your final product will be a document with detailed information about each step in the process and will be about 10-15 pages in length. The educational plan must be typed (12 point, Times New Roman Font), double spaced, and all

references listed (at end of document). It is suggested that you establish your topic early in the semester and utilize assignments to build toward the final project. Do not wait till the end of the semester to start this project. Your assignments will help you get to your final project if you determine your topic early and focus your assignments around the topic.

Topic for this project is due no later than September 25, 2007. Submit short proposal on what type of program and on what topic you would like to focus, to instructor for approval. Include current county situation and how program could be beneficial. Once approved any changes must be approved by the instructor. **No projects will be accepted that have not had prior approval (prior does not mean waiting till week project is due).**

The completed project is due on or before noon December 5, 2007

Final Exam. The final exam will be comprehensive and open book. It will be sent to you via e-mail in late November, the **final is due by noon December 11, 2007**

Fall 2007 Topical Outline: Consider that this class meets on Tuesdays, assignments made one week are due at noon on Tuesday the next week.

- **Class 1:** (week of August 21)
Extension Program Development: A Historical Perspective
 - **Class 2:** (week of August 28)
Program Planning I: Overview and Key Concepts
 - **Class 3:** (week of September 4)
Program Planning II: Models
 - **Class 4:** (week of September 11)
Context for Planning: Internal and External Factors
 - **Class 5:** (week of September 18)
Needs Assessment
 - **Class 6:** (week of September 25)
Volunteer Development
 - **Class 7:** (week of October 2)
Midterm Exam (October 13)
Writing Educational Objectives
 - **Class 8:** (week of October 9)
Best Management Practices for Advisory Councils
 - **Class 9:** (week of October 16)
Learning Styles
 - **Class 10:** (week of October 23)
Effective Teaching Methods
 - **Class 11:** (week of October 30)
Program Implementation
 - **Class 12:** (week of November 6)
Marketing Programs
 - **Class 13:** (week of November 13)
Evaluation of Program Development
 - **Class 14:** (week of November 20-24)
Thanksgiving Break
 - **Class 15:** (week of November 27)
Accountability
- Final Project -Due December 5, 2007**

Final Exam: - Due December 11, 2007 by noon.

Grade Sheet Summary Fall 2007
(Use to keep track of your assignments submissions and grades)

Date Due	Assignments	Points Possible	Date Submitted	Points I Earned
8/28	Pretest 1-History	4		
8/28	Question of Week 1	4		
8/28	Week 1 Worksheet -History	25		
9/04	Week 2 Worksheet -Key Concepts	25		
9/04	Question of Week 2	4		
9/11	Quiz Classmate & Syllabus	25		
9/11	Reflection 1	25		
9/11	Question of Week 3	4		
9/18	Pretest 4-Context for Planning	4		
9/18	Question of Week 4	4		
9/25	Pretest 5 - Needs Assessment	4		
9/25	Proposal - Educational Plan	50		
9/25	Question of Week 5	4		
10/02	Pretest 6-Volunteers	4		
10/02	Question of Week 6	4		
10/02	Week 6 Worksheet -Volunteer Job Description	25		
10/9	Pretest 7-Educational Objectives	4		
10/13	Mid-Term - Postmarked	150		
10/16	Pretest 8-Advisory Councils	4		
10/16	Week 7 Worksheet -Educational objectives	25		
10/23	Reflection 2	25		
10/23	Pretest 9-Learning Styles	4		
10/23	Question of Week 9	4		
10/30	Pretest 10-Teaching Methods	4		
10/30	Week 9 Assignment-adult learner paper	25		
10/30	Question of Week 10	4		
11/06	Pretest 11-Implementation	4		
11/06	Question of Week 11	4		
11/13	Pretest 12 Marketing	4		
11/13	Reflection 3	25		
11/13	Question of Week 12	4		
11/27	Pretest 13-Evaluation	4		
11/27	Question of Week 13	4		
12/04	Pretest 14-Accountability	4		
12/05	Educational Plan	200		
12/11/06	Final due by noon	150		
	Total Points	867		

Note: All assignments are due by noon on the assignment due date. If an assignment is turned in after the deadline, 10% of the assignments value will be deducted from the final grade for each week (or fraction thereof) the assignment is late. (If you have a legitimate conflict or bind that would prevent you from submitting your assignment on time, contact the instructor in advance to discuss an extension.)

Grading Scale:

This course is graded using the + and - system. The breakdown of the grading system is as follows

A+	=	97-100%
A	=	94-96%
A-	=	90-93%
B+	=	87-89%
B	=	84-86%
B-	=	80-83%
C+	=	77-79%
C	=	74-76%
C-	=	70-73%
D+	=	67-69%
D	=	64-66%
D-	=	60-63%
F	=	0-59%

Graduate level work should be:

- **Neat** - There is no excuse for sloppy work at the graduate level. You can have fantastic ideas and thoughts but if your work is sloppy, colleagues will think your thoughts and ideas are sloppy also. Hundreds of resumes are thrown into the trash every year because they aren't crisp and sharp.
- **Use Proper Grammar** - words should be spelled correctly, sentences should be complete, paragraphs should be paragraphs, rules of correct English usage should be followed, etc. Points will be deducted for poor spelling or grammar.

Academic Integrity:

Both faculty and students at West Virginia University have a responsibility to maintain academic integrity. Information is contained in the WVU Code of Student Conduct. Academic Dishonesty- Scholarly activity is marked by honesty, fairness and rigor. A scholar does not take credit for the work of others, does not take unfair advantage of others, and does not perform acts which frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements.

Social Justice Statement

“West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class. Please advise me and make appropriate arrangement with Disability Services

Students with Disabilities:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 mandate that the faculty provide reasonable accommodations to students with disabilities. These accommodations are based on the premise that students with disabilities need an equal opportunity to acquire information and demonstrate what they have learned; not have an advantage over others in the class. This does not mean lowering class standards, but it may mean having students learn and express knowledge in a different mode.

All students registered with the WVU Office of Disability Services for Students (DSS) will provide the instructor with an accommodation letter. This letter verifies that appropriate medical documentation is on file and that the student has a substantiated disability requiring effective reasonable accommodations. Accommodations for which the student qualifies will also be included in the letter. If you have not registered with the DSS and have a learning disability, you should register with the Office of Student Life (293-6700).

If you have a documented disability, please schedule an appointment with the course instructor to discuss academic accommodations.