AFE 577— Coordinating Extension Programs　　　　**Dr. Doug LaVergne**
Course Syllabus　　　　　　　　　　　　　　　　　**903-886-5353**
Winter Mini — 2022　　　　　　　　　　**doug.lavergne@tamuc.edu**

Course Description:
The purpose of this course is to provide an introduction to the Cooperative Extension system though the understanding of theories and models of program development and evaluation. Planning and conducting needs assessments; organizing, implementing, and evaluating extension programs at the county and state level; development and interaction of the county, state and federal Extension plans of work; and principles, techniques and instruments used to identify, gather and analyze information to evaluate Extension programs will be developed.

Text (*Suggested but* **NOT** *required*):
Seevers, B., & Graham, D. (2012). *Education through Cooperative Extension* (3rd ed.). Fayetteville, AR: University of Arkansas.

Course Readings: Selected articles and manuscripts. Materials provided online.

Hardware/software requirements:
It is your responsibility to ensure that your computer has all the requirements necessary to for an online class. ***Computer problems are not excused reasons for incomplete work.*** Please check the status of your computer before the beginning of class.

Student Learning Outcomes:
-Synthesis of learning activities for coordinating Extension programs.
-Selection of appropriate methods and techniques for evaluation Extension programs.

Course Objectives:

Upon completion of the course the student will be able to:
1. Analyze different models of program development in Extension programs;
2. Evaluate content and learning processes that facilitates achievement of planned outcomes of Extension programs;
3. Diagnose present and projected data concerning the needs of learners;
4. Apply program planning procedures to specific situations;
5. Understand theoretical, conceptual, and practical knowledge of program evaluation;
6. Use logical and systematic evaluation strategies to evaluate programs for multiple levels of impact.

Grade Determination:　　　　　　　　　　　　　　*Possible Points*
Online interaction/discussion/participation　　　　　　　　40
Extension Website Evaluation　　　　　　　　　　　　　　40
Program Coordinating Proposal　　　　　　　　　　　　　50
Final Exam　　　　　　　　　　　　　　　　　　　　　　50
　　　　　　　Your Grade (%) = Points Earned
　　　　　　　　　　　　　　　　180
　　　(**A** = 90 or above, **B** = 80-89, **C** = 70-79, **D** = 60-69, **F** = below 60)
Final authority regarding students' grades is the responsibility of the professor.

Online Interaction, Discussion, and Participation
Students are **expected** to participate in the course to discuss experiences and observations, as well as reflect on assigned readings. Just being "*logged on*" is not the same as engaged in the learning process. By discussing issues and asking questions, you will reinforce learning through a multi-sensory approach. **You will have 4 Discussion Prompts.** There will be one discussion prompt in every module (4) @10 points each (4*0 possible points)*.

Note: **Discussion modules _may_ have multiple topics. Don't forget to respond to each one!**

Extension Website Evaluation
Students will be **_assigned_** a state level Cooperative Extension website to evaluate. The purpose of this assignment is to familiarize you with the different resources that states use (web-related) to promote their Cooperative Extension system(s). Using the provided form (check *Doc Sharing*), answer all of the questions based upon your selected state. For each response, insert the hyperlink to that specific page. Feel free to add lines. Save as a Microsoft Word document (.doc or .docx). A 5-6 sentence summary of your experience should be posted in Module 3.**Check Module for due dates!!**

Selected State Extension Websites

See Module 1 for information	

Program Proposal
The capstone project for this course requires you to develop an Extension "*Educational*" program that can be implemented within a county. After reading and understanding the purpose of Extension programs (through the selected assigned readings), you are required to: (**1**) identify a suitable program that tailors a specific need toward your selected county, (**2**) Explain (in Detail and based upon the selected readings) how you would conduct a Needs Assessment to actually determine that need (in practical sense, this step would come before step 1. However, for the purpose of this activity, we are going to assume that the results of your assessment lead you to believe that your identified program was top priority), (**3**) Determine what stakeholders you would need to help you accomplish the program (you can list them but you MUST explain why they were chosen), (**4**) Discuss how you are going to implement your program (DETAILED; has to MAKE SENSE), and (**5**) what method(s) will you use to evaluate the program's effectiveness.

Program proposals <u>MUST</u> include:
1. A Prepared Logic Model of you Program (See Model Examples)
2. A Mock Needs Assessment Survey/Questionnaire.
3. A list (with rationale) on your stakeholders
4. A written Plan on implementation (how's it going to be conducted)
5. A Mock Program evaluation

Comprehensive Final Exam
Your final exam will come from the assigned readings (***marked by "$")*** below:

Course Schedule

Modules	Topics	Assignments
1 *What is Extension?*	[$]What is Extension(ppt) [$]The History of Cooperative Extension (ppt)	-Website Evaluation -Discussion Prompt
2 *What is an Extension Program?*	[$]What is an Extension Program (pdf) Determining Program Priorities (pdf) Planning an Extension Program (pdf) Program Planning Facts (pdf)	Discussion Prompt
3 *Planning, Developing, and Modeling Extension Programs*	[$]The Logic Model for Program Planning (pdf) Logic Model Basics (pdf) Using Logic Models for Program Development (pdf) UTn Program Planning Guide (pdf)	
4 *Program Evaluation and Improvement*	Planning A Program Evaluation (pdf) [$]Four Levels of Program Evaluation Explained (pdf)	-Discussion Prompt -Program Proposal
Final Exam	Exam opens @ 8am and closes at 11:30pm	

The professor reserves the right to modify or adapt the syllabus and/or schedule for this course to accommodate the instructional needs of the students or the administrative needs of the university.

<u>**Class Syllabus Addendum**</u>

Professionalism

Students are expected to engage in class as scheduled. Their participation in class discussion should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

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Office Hours

A meeting can be scheduled for consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service. If you need to schedule a meeting, just send me an email.

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. **The discipline of Agricultural Education uses the APA format (6th edition) as its primary style guide for publications, including research papers and reports.** Assistance with this format and general guidelines for written assignments are available at the following source:

The Online Writing Lab at Purdue University
http://owl.english.purdue.edu/owl/resource/560/01/

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators http://www.wpacouncil.org/node/9) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34Safety OfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.