

SPEA V550: Program Planning, Design, and Implementation

#13798

May 8-18, 2018

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Office Hours: By appointment (or just stop in)
(Additional communication via **IU email address**)

Course Description: This class will be taught from a nonprofit and public management perspective. Its purpose is to help students understand the importance of agency capacity, program design, theory of change, and evaluation to the implementation of effective programs. Students will learn concepts and practices related to context analysis, program design, and evaluation planning.

Course Objectives: Students successfully completing the course will be able to do the following:

1. Understand how contextual factors such as organization size and capacity, stakeholder diversity, service recipient characteristics, and service field (health, international development, youth development, etc.) shape decisions about program design and delivery
2. Identify and present relevant assessment data to justify program need
3. Evaluate and select a model for program design considering the contexts
4. Understand concepts such as logframes, logic models, theories of change, etc.
5. Identify and justify evaluation and performance measurement approaches, data collection methods, and metrics

Course Format: The course consists of pre-residence, residence, and post-residence components. All three components must be completed in full to pass the course.

Course Start-Up – All students will watch a brief overview video that will provide students with an overview of the course and expectations.

Pre-Residence – Students complete the equivalent of 1 credit-hour of instruction in a three day, asynchronous, online component via [Canvas](#). The purpose of this component is to provide foundational content so that students can apply the concepts to a real-world problem. This will involve reading provided material, watching video content, and listening to recorded lectures. Students will take a short quiz to assess whether the basic concepts were understood, then

engage in classroom discussion via discussion boards and apply the concepts through an exercise.

Residence – This is followed by an on-campus session (Fri. May 11, 9am-4pm, Sat. May 12, 9am-4 pm in the O’Neill Center) where students will be presented with problems faced by a non-profit/public agency. This will consist of guest speakers, lecture, and demonstration for 2-credit hours’ worth of content. Students will engage in a mix of small and large group work and presentations to begin the final project. Students must attend the FULL residential session to pass the course. Do not schedule travel to conflict with the residential session.

Post-Residence – Finally, the remaining 5 days post-residence are for completion of a final project assigned in the in-residence component. There will be opportunities for interaction via Canvas with the instructor and peers during this post-residence period to receive feedback, coaching, and ideas/suggestions; a minimum of three opportunities will be provided and will be determined with student input during the residence component.

Required Text:

Program Planning and Evaluation for the Public Manager (4th Edition)

by Ronald D. Sylvia and Kathleen M. Sylvia

ISBN-13: 978-1577667780, ISBN-10: 1577667786

Note: An e-text is available through VitalSource, Kindle, and Google Play. A physical copy is on reserve at the Business SPEA Library

Recommended Websites:

Betterevaluation.org

Vitalsource.com

Technical Requirements:

Computer

Reliable internet connection

Browser to open Canvas, YouTube, VitalSource, BetterEvaluation, and other relevant websites

Technical Support:

- [UITS](#)
- [IU Knowledge Base](#)
- [IUware](#)
- [IUanyWare](#)

Readings/Activities: Documents, lectures, online trainings, and/or podcasts will be made available via Canvas.

Class Policies

Canvas: The instructor will use Canvas to post all announcements, assignments, and grades. It is the student's responsibility to regularly check Canvas for announcements, handouts, reading materials, and assignment instructions.

Academic Integrity: Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the *Code of Student Rights, Responsibilities, and Conduct*.

Please note that this policy includes both personal and academic integrity. Not all infractions which occur in a classroom are necessarily academic, but rather can be considered as personal misconduct (e.g., signing in another student for class when the person is not there).

Course Evaluation: It is the policy of the University to evaluate all courses taught through the School. Final student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of evaluators.

Students Accommodations: Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. There are a variety of [campus resources](#) for students and visitors that need assistance.

Title IX Sexual Misconduct: As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Stop Sexual Violence](#) website to learn more. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a [Mental Health Counselor](#) on campus.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

Course Expectations and Assignments

Assignments	Points
Knowledge Checks (10 points each)	30
Discussion Board (10 points each)	30
Online Application Exercises (10 points each)	30
In-Residence Assignments (10 points each)	60
Final Paper	100
Total	250

You must submit assignments via Canvas unless otherwise indicated. Points may be deducted for late assignments. If you have a concern about a grade, you can submit a brief written request for a re-evaluation. You will receive a response within 2 work days.

Grading: Grades will be assigned on a proficiency basis, not on a curve. Every effort is made to provide clear expectations and criteria for successful completion of assignments, so you are expected to do well and be successful. The grading system is posted on Canvas.

Attendance and Participation: This is a professional preparation course that requires active participation in class activities designed to build knowledge and skills. You are expected to attend all class sessions. You are expected to participate fully in large-group and small-group activities during class. From time-to-time, you will be asked to complete brief written assignments in class. This class will host guest speakers. I expect your full attention and utmost respect during these talks.

Final Project: The final project consists of a paper demonstrating each student's ability to apply the concepts discussed in the class. The paper will be graded on organization, grammar and spelling, and content. The paper consists of the following parts:

- Problem Statement – A succinct and clear description of the problem presented by the selected community agency should be provided.
- Needs Assessment – A description of the relevant supporting data that justifies the program should be presented. This will include data presented by the agency and also may include other data sought out by the student via online resources, key stakeholder interviews, document reviews, and the like.
- Context Analysis – A critical analysis of the context within which the program will take place. This may include the organization size and capacity, stakeholder diversity, service recipient characteristics, and service field (health, international development, youth development, etc.). This section should include a discussion of a SWOT analysis.

- Theoretical Rationale/Goals and Objectives – A description of the theory of change underlying the program should be presented. This description should detail each construct and include a logic model.
- Implementation and Evaluation – This portion of the paper describes the program including resources and content needed to carry out the program with fidelity. In addition, the evaluation plan should be presented and must include relevant indicators. This section should include an evaluation plan matrix.

Tentative Course Outline

NOTE: This is a tentative schedule, and I reserve the right to change the schedule at any time. I will give you as much notice as possible if assignments/due dates change.

Module	Topic	SLO	Readings	Activities	Homework Due
Intro	Course Expectations		Course syllabus	Introductions	TBD
1	Context and Capacity	1, 2	<p>Read: Sylvia & Sylvia Chs 1-2 Harrison Ch 5</p> <p>Watch: https://youtu.be/qJyU5RqS_rk</p> <p>Listen: Recorded lecture based on Section 1. Needs Assessment: Frequently Asked Questions Section 2. Needs Assessment: Steps to Success</p>	<p>Discuss: Discussion board</p> <p>Practice: Knowledge Check Personal SWOT Analysis</p> <ul style="list-style-type: none"> Including a problem statement and assessment data 	5-9
2	Program Design & Logic Models	1, 3, 4	<p>Read: Basic Guide to Nonprofit Program Design and Marketing (through Planning Your Programs and Services)</p> <p>Watch: Intro to Logic Models Building a Logic Model</p>	<p>Discuss: Discussion board</p> <p>Practice: Knowledge Check Logic Model Activity (choose one)</p>	5-10

			<p>Listen: Recorded lecture based on http://wesharescience.com/na/guidebook/SWOT+.pdf</p>		
3	Evaluation	4	<p>Read: Sylvia & Sylvia Chs 4-5</p> <p>Watch: Better Evaluation Coffee Break Series</p> <ol style="list-style-type: none"> 1. Overview of Rainbow Framework for Evaluation – Irene Guijt 2. Define What Is To Be Evaluated – Simon Hearn 3. Frame the Boundaries of the Evaluation – Patricia Rogers <p>Listen: Recorded lecture based on Sylvia & Sylvia Ch 6</p>	<p>Discuss: Discussion board</p> <p>Practice: Knowledge Check Indicators Activity</p>	5-11
In-Residence Day 1	Context and Capacity	1, 2, 3	<p>Introductions</p> <p>Guest Speakers -Problem Statements -SWOT Analysis</p> <p>Lecture and Small Group Work: Needs Assessment Data Program Selection/Design Peer Feedback</p>	<p>In-Class: Agency Worksheets</p> <p>Homework: Program Description Worksheet Reading Watch Better Evaluation Coffee Break Series</p>	5-12

				4. Describe Activities, Results and Context – Irene Guijt Understand Causes of Outcomes and Impacts – Jane Davidson	
In-Residence Day 2	Program Design and Logic Model	3, 4, 5	Discussion of Homework Logic Model Construction Evaluation Indicators Lecture Small Group Work Report out and Discussion	Logic Model Draft Evaluation Plan Draft	
Post-Residence	Final Project	1-5	M-F allows time for individual work to complete final paper	Final Paper	5-18