

PADM 4260 Volunteer Program Planning and Evaluation 2024 Spring

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Office hours: Wednesdays 10:00 AM-12:00 PM and Thursdays 10:00 AM-12:00 PM

Zoom meeting: <https://unt.zoom.us/j/4857410232> (Meeting ID: 485 741 0232)

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Course Description

This is a 100 % Internet course. The focus of the course is on volunteer program planning and evaluation using an effectiveness-based approach. Students will develop a program and its evaluation for a nonprofit organization that uses volunteers. This will be a fictitious organization but may be a reality based.

Course Objectives

A student who has successfully completed the course should be able to:

- Develop a volunteer program plan and evaluation using the Effectiveness-Based Approach
- Use normative, perceived, and expressed needs to develop a needs assessment
- Understand and discuss the importance of cultural competency in nonprofit program design and diversity
- Understand establishing information systems for nonprofit organizations
- Be able to develop measures for program components
- Apply the logic model to program components
- Develop budgeting systems for programs

Textbook

Peter M. Kettner, Robert M. Moroney, and Lawrence L. Martin. 2022. ***Designing and Managing Programs: An Effectiveness-Based Approach***, 6th Edition. Los Angeles, CA. Sage. Students who purchase other editions of the books may find themselves at a distinct disadvantage in the course.

Computer, Wifi, and Internet access

Assessment and Grade

Final grades for the course will be assigned according to the points earned throughout the semester (see below) and will NOT be rounded. Final grades for the course will be determined by the following:

Grade items		
Quizzes	12*10 points	120 points
Discussion posting and responses to peers	9*20 points	180 points
Project sections	8*50 points	400 points
Final project	1*100 points	100 points
TOTAL		800 points

Grade Scale

- A: 800-720
- B: 719-640
- C: 639-560
- D: 559-480
- F: 479- and below

Quizzes (120 points)

The course includes 12 quizzes testing comprehension of course reading assessments. The questions are multiple choice, true and false, and multiple answers. The quiz questions are based on the chapter reading assigned for the respective module. Each assessment includes approximately 5 questions each worth 2 points.

Discussion posting and responses to peers (180 points)

Participation is a requirement for this course, and this assignment will be used for online discussion about class topics. Discussion posting is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

We have 9 scheduled discussion postings. Each posting is related with readings for scheduled class sessions. Your contributions to the discussion forums will be graded for *quality*, and *timeliness* of your contributions.

Project sections (400 points) and Final project (100 points)

Students will develop a program and evaluation that uses volunteers for a fictitious nonprofit organization. This nonprofit may be reality based. Components of the program (8 assignments) and its evaluation will be developed as the course progresses and submitted in its entirety at the end. The development will occur in assignments within the modules. The final project compiled project is worth 100 points and serves in place of the final exam.

- All writing must utilize the American Psychological Association (APA) Style
- Guidelines. A good resource on APA guidelines is found here at [Purdue Owl](#).
- Use these guidelines for writing in the course such as on the discussion boards, and the course project assignments.

Make-up policy

Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor. Students are typically given seven full days to complete the quizzes and exercises. Regardless of the circumstances, students who miss quizzes or exercises will not be allowed to make them up.

Late assignments accommodation:

- Late work is not accepted for the midterm or final exam
- If you turn in the assignment **AFTER** the due date, I will automatically deduct **20% off** your grade for that assignment.

- All late work for the first half of the semester (Modules 1-7) is due on or before midnight on March 15. Late work from the first half of the semester submitted after this date will be a zero.
- All late work for the second half (Modules 8-14) of the semester is due on or before midnight on May 3. Late work from the second half of the semester submitted after this date will be a zero.

Extra credit: There are no opportunities for extra credit in this course unless otherwise determined by instructor.

Schedules and assignments

Module and dates	Topic	Online Assignments – Due dates are all listed in Canvas
Module 1 (1.16-1.26)	Welcome, Introduction & Contemporary Issues in Human Services planning	<ul style="list-style-type: none"> • Module 1 – Reading (Chapter 1) and review of syllabus • Discussion posting 1- Self Introductions • Quiz 1 • Project section 1
Module 2 (1.27-2.2)	Theory of Program Planning	<ul style="list-style-type: none"> • Module 2 – Reading (Chapter 2) • Discussion posting 2 • Quiz 2
Module 3 (2.3-2.9)	Understanding Social Problems	<ul style="list-style-type: none"> • Module 3 – Reading (Chapter 3) • Discussion posting 3 • Quiz 3
Module 4 (2.10-2.16)	Needs Assessment	<ul style="list-style-type: none"> • Module 4 – Reading (Chapter 4) • Project section 2- Develop needs assessment (due 2.23) • Quiz 4
Module 5 (2.10-2.23)	Needs Assessments Approaches to Measurement	<ul style="list-style-type: none"> • Module 5 – Reading (Chapter 5) • Discussion posting 4 • Quiz 5
Module 6 (2.24-3.1)	Selecting the Program Intervention Strategy	<ul style="list-style-type: none"> • Module 6 – Reading (Chapter 6) • Quiz 6 • Project section 3- Develop intervention strategy
Module 7 (3.2-3.8)	Setting Goals and Objectives	<ul style="list-style-type: none"> • Module 7 – Reading (Chapter 7) • Discussion posting 5 • Quiz 7
Spring Break (3.11-3.17)		
Module 8 (3.18-3.22)	Designing an Effective Program	<ul style="list-style-type: none"> • Module 8 – Reading (Chapter 8) • Discussion posting 6 • Quiz 8 • Project section 4- Develop a logic model
Module 9 (3.23-3.29)	Designing Effective Based Information Systems	<ul style="list-style-type: none"> • Module 9 – Reading (Chapter 9) • Discussion posting 7 • Quiz 9 • Project section 5- Develop an information collection plan
Module 10 (3.30-4.5)	Performance Measurement,	<ul style="list-style-type: none"> • Module 10 – Reading (Chapter 10)

	Monitoring and Program Evaluation	<ul style="list-style-type: none"> • Discussion posting 8 • Quiz 10 • Project section 6- Develop performance measures
Module 11 (4.6-4.12)	Impact Program Evaluation and Hypothesis Testing	<ul style="list-style-type: none"> • Module 11 – Reading (Chapter 11) • Quiz 11 • Project section 7- Develop research design for evaluation
Module 12 (4.13-4.19)	Budgeting and Financial Control, management and planning	<ul style="list-style-type: none"> • Module 12 – Reading (Chapter 12) • Quiz 12 • Project section 8- Develop a budget
Module 13 (4.20-4.26)	Developing Line Item, functional and program budget systems	<ul style="list-style-type: none"> • Module 13 – Reading (Chapter 13) • Discussion posting 9
Module 14 & Module 15 (4.27-5.8)	Critical Theory and Program Evaluation	<ul style="list-style-type: none"> • Module 14 and 15 – Read modules 14 and 15 • Prepare final project and submit your Final Program Evaluation Project by 5.8 Wednesday

Course Diversity and Inclusion Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Course Technology & Skills

Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](#) for more information.

COURSE POLICIES AND PROCEDURES

Policies and Procedures

General expectations: I expect students to attend all course sessions: complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments, mid-term and final examinations.

This is a 100% online course. Students are expected to participate in the scheduled and assigned module each week and submit assignments by their scheduled due date.

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information visit the [Office of Disability Accommodation](#).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](#).

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](#).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will

receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](#) or email spot@unt.edu.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](#). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](#).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the

nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
- Counseling and Testing Services
- UNT Care Team
- UNT Psychiatric Services
- Individual Counseling