Instructor: David C. Diehl, Ph.D.

Time: Tuesday Period 4 (10:40 – 11:30), Thursday Periods 4 and 5 (10:40 – 12:35)

Location: Fine Arts C 0127

Email: Please use Canvas e-mail only. This allows me to keep class emails separate and organized. I will be checking email daily except for weekends and holidays.

Office Hours: Tuesdays 11:30 – 1:00 or by appointment (in person or with Zoom link below)
https://ufl.zoom.us/j/97565042789?pwd=MHF3VnNHSmNTVmgrYmRQQ29rMUowdz09

Required Readings/Canvas: You will not need to purchase a textbook for this class. Required readings, podcasts, and videos will be drawn from a variety of sources and are posted in the Modules on Canvas, so please check this site frequently: http://elearning.ufl.edu.

Course Description

Students learn basic philosophy, theory, and application of planning and evaluating family, youth, and community programs.

Course Goal

Students will be knowledgeable about program planning and evaluation processes and will appreciate the ways in which they contribute to stronger social programs.

Course Objectives

After completing this course students will be able to:

Program Planning
- Understand the key elements of program planning
- Communicate ideas clearly in written form
- Create a research-based argument to justify attention to a social issue
- Identify participant outcomes to guide program planning
- Identify evidence-based programs
- Create and critique a logic model
- Participate effectively in a program planning process

Evaluation
- Understand the different uses of evaluation
- Pose meaningful evaluation questions
- Understand the balance between scientific rigor and programmatic considerations in evaluation
- Create an evaluation plan for a proposed program
- Select appropriate evaluation instruments to measure key concepts
- Appreciate evaluation as a creative, critical-thinking activity
Course Format and Expectations

In this course, students actively engage in the practice of program development and evaluation through group work to learn from and teach others. A variety of learning methods, including experiential learning, are integrated into all phases of the course, with a focus on critical thinking. Therefore, the instructor aims to serve more as a facilitator of the learning process than as a lecturer. To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts and in individual assignments.

You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend four hours on this course outside of class time.

Grades

There are 950 total possible points in the course and grades will be based on the following:

Course Project (450 points)

Students will self-select into groups of 3-4 students. Each group will choose a social issue and this will serve as the topic area for the project. The project will consist of:

<table>
<thead>
<tr>
<th>Course Project Description</th>
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<tbody>
<tr>
<td>1. <strong>Worksheets (50 points):</strong> For each project part, students will complete a worksheet that is designed to get them started on the key tasks for that portion of the project. For the group presentation, instead of a worksheet, teams will submit 2 peer reviews for the other groups’ presentations.</td>
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<tr>
<td>2. <strong>Part 1 – Situation Statement (50 points):</strong> Students will develop a situation statement that incorporates the current research on their topic of interest, and includes the magnitude of the problem, the consequences of the problem, and an understanding of the underlying issues/causes.</td>
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<td>3. <strong>Part 2 – Evidence-Based Programming (50 points):</strong> Students will select and analyze an evidence-based program specifically relevant to their program. The analysis will include: the target population, outcomes achieved, a commentary on the strength of the evidence, and the program elements or approaches that will be incorporated into the students’ program model.</td>
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<td>4. <strong>Part 3 – Logic Model (50 points):</strong> Students will develop a mission statement and program description, along with a program logic model that describes the program’s key activities, rationale for participant engagement, and short-term, intermediate, and long-term participant outcomes that will be achieved through the program. Research-based “keys to success” will also be included.</td>
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<tr>
<td>5. <strong>Part 4 – Group Presentation (100 points):</strong> Students will present their first three project parts to the class through video, narrated PowerPoint, Prezi, or any other media you desire.</td>
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<tr>
<td>6. <strong>Part 5 – Final Program and Evaluation Plan (150 points):</strong> Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation statement, “what works” section, logic model and program description, and evaluation plan (that includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection).</td>
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</tbody>
</table>
Peer Assessments

Every student must submit a separate peer assessment for each project submission and these assessments will be factored into student grades. Students will rate all team members (including themselves) from 0 to 100 based on each individual’s contribution to the group’s work. Peer assessments that are submitted late will be penalized 10% per day and students who do not submit a peer assessment will receive a 0 for their portion of the assessment.

<table>
<thead>
<tr>
<th>Peer Assessment</th>
<th>Rule</th>
<th>Sample Score (based on group score of 90/100)</th>
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</thead>
<tbody>
<tr>
<td>90% or more</td>
<td>For a peer assessment of 90% or more, the student receives the group’s full grade.</td>
<td>Suppose the student’s peer assessment is 95%, then the student’s score stays 90/100.</td>
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<tr>
<td>Less than 90%</td>
<td>For a peer assessment of less than 90%, the student’s grade will be determined by multiplying the group’s grade by the peer assessment grade.</td>
<td>Suppose the student’s peer assessment is 80%, then the student’s score is the original score (90) times the peer assessment (.80) or 72/100.</td>
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</table>

Assessments/Quizzes (200 points)

Quizzes and other knowledge assessments will be administered on a weekly basis and will cover (1) the class sessions from the previous week; and (2) the readings for the coming week. Quizzes will include multiple choice, short answer, and essay questions. Quizzes will take place every Monday 8:00 am – 11:59 pm using the Canvas Quiz function. Each quiz will be worth 20 points, 12 quizzes will be administered. and students will keep their top 10 scores for the final grade. Other knowledge assessments may be administered during class time.

Exams (300 points)

Two exams worth 150 points each will be required. Exams will consist of multiple choice and short answer questions and will cover class sessions and readings in detail.

Late Assignments

All late assignments, including Peer Assessments, will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. It is the student’s responsibility to ensure that assignments are successfully submitted. Only University-approved excuses will be accepted.

Key Dates

<table>
<thead>
<tr>
<th>Mondays/Canvas</th>
<th>Quizzes/Assessments</th>
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</thead>
<tbody>
<tr>
<td>January 30</td>
<td>Part 1 – Situation Statement*</td>
</tr>
<tr>
<td>February 20</td>
<td>Part 2 – Evidence-Based Programming*</td>
</tr>
<tr>
<td>March 3</td>
<td>Exam #1</td>
</tr>
<tr>
<td>March 20</td>
<td>Part 3 – Logic Model*</td>
</tr>
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<td>April 3</td>
<td>Part 4 – Group Presentation*</td>
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<tr>
<td>April 24</td>
<td>Part 5 – Program Plan and Evaluation Plan*</td>
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<tr>
<td>April 14</td>
<td>Exam #2</td>
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*Peer Assessments are due the same day as all project submissions
Grading Scale

Your grade is based on raw points at the end of the semester. Your final grade will not be “rounded,” but will be assigned based on the total number of points in the course.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>.930-.929</th>
<th>.900-.899</th>
<th>.870-.869</th>
<th>.830-.829</th>
<th>.800-.799</th>
<th>.770-.769</th>
<th>.700-.729</th>
<th>.670-.699</th>
<th>.630-.629</th>
<th>.600-.629</th>
<th>&lt;.600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
</tr>
</tbody>
</table>

*Please note that for majors, a C- is not a passing grade.

CLASSROOM POLICIES/PROCEDURES

First Classes Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.”

This policy will be in effect for FYC 4622 and attendance will be monitored on the first two days of class.

Class Recordings

Our class sessions may be audio visually recorded for students in the class to review course content. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Excused Absences

Contact Dr. Diehl via email with information regarding a university-approved absence prior to or immediately after your absence. Excused absences will include: sick days (documented by a medical practitioner), religious holidays, death of an immediate family member, conferences, or authorized UF travel. You will be required to complete all missing assignments within 1 week of your return to class unless alterative arrangements are made with the instructor.
Grade Changes (or lack thereof)

I will not be making grade changes or providing additional opportunities for points for any students who did not earn their grade in the normal course of the semester. At the end of the semester, your grade is the grade you have earned.

Cell Phones/Laptops

I encourage you to use a computer for class sessions, not a phone, which presents many challenges including some of the functions of Zoom. Your phone should be silent or off during class and I encourage you to put the phone in another room if possible. During class, I encourage you to use your laptop only for class purposes. This is especially important in an online course. As a guiding principle, I will treat you with respect and will expect the same of you.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/

DIVERSITY, EQUITY, AND INCLUSION

The UF/IFAS Department of Family, Youth and Community Sciences is committed to engaging positively in a global and diverse society through its teaching, extension, and research efforts. That commitment is demonstrated by creating an inclusive educational environment that fosters belonging as we mentor students, perform relevant scholarship, and conduct outreach for families, youth, and communities that is sensitive and responsive to the needs of diverse audiences. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

ACADEMIC HONESTY POLICY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations
of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code. This policy will be vigorously upheld at all times in this course and all written submissions will be processed through Turnitin.

CERTIFIED FAMILY LIFE EDUCATION (CFLE CREDIT)

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida’s Certified Family Life Education Program in FYCS. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
- Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/
- Student Success Initiative, http://studentsuccess.ufl.edu/
- Student Complaints: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/.

SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Please do not hesitate to contact me if you have questions or concerns in this regard. Also, please make these arrangements early so we can make the proper accommodations.
0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.