Time/Location: Tuesday Period 7 (1:55-2:45) Thursday Periods 7-8 (1:55 – 3:50) Anderson Hall 101

Instructor: David C. Diehl, Ph.D.
dcdiehl@ufl.edu

Office Hours: Tues 3:00 – 4:30 or by appt.
Zoom: https://ufl.zoom.us/my/officehours

Teaching Assistant: Kimber Sarver
ksarver@ufl.edu

Office Hours: Weds 2:00 – 4:00
Zoom: https://ufl.zoom.us/my/officehours

Email: Please use our regular emails (NOT the Canvas system). We will be checking email daily except for weekends and holidays.

Class Delivery / Medical Exceptions: All class sessions will be delivered in person. In the case of *documented medical exceptions* submitted in advance, I will offer a synchronous Zoom link.

Required Readings/Canvas: Required readings and resources 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 completed at the beginning of the week to get maximum benefit from the lectures.

Quizzes will cover all readings assigned after the previous quiz. Some class time will be devoted to working on the course project, but you will also need to invest substantial time outside of class to do well on your project submissions.

Grades

There are **1000 total** possible points in the course as described below (*please note that the total points may vary slightly based on the number of course activities we complete*)

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, worth 20 points each, will generally take place **every Tuesday** using the Canvas Quiz function and will be 25 minutes in length, lasting from 8:00 am until 11:59 pm. When alternative quiz formats are used, I will announce those on Canvas.

Exams (300 points)

Two exams worth 150 points each will be required. Exams will consist of multiple choice and essay questions and will cover class sessions and readings in detail. The exams are scheduled for the double-block class sessions.

Course Project (500 points)

Students will self-select into groups of **3-4 students.** Each group will choose a **social issue** that will serve as the topic area for the project. It is very important that you choose a topic that you are interested in and choose team members who will carry their weight.

The project will consist of:

Worksheets and Activities (100 points): For each project part, students will complete a worksheet (10 points each) that is designed to get them started on the key tasks for that portion of the project. In addition, we will engage in a variety of reflection exercises that will be worth 10-20 points each and will include a team-building exercise, an exercise on implicit bias, a reflection on culture, a draft logic model for your evidence-based program, and peer reviews of student presentations.

Part 1 – Situation Statement (50 points): 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.*

Part 2 – Evidence-Based Programming (50 points): 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.

Part 3 – Logic Model (50 points): 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.

Creative Presentation (100 points): Students will present their *first three* project parts (Situation Statement, Evidence-Based Programming, and Logic Model) to the class through a poster, video, Prezi, or other media. The presentation must be self-presenting such that students can circulate and review the presentations in class time or online.

Part 4 – Final Program Model and Evaluation Plan (150 points): 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).

Peer Assessments

Each project team will complete the "Team-Building Exercise" and will develop standards and criteria for evaluating student contributions for the project submissions. Using these criteria, every student must submit a separate peer assessment for each major project submission (Parts 1-4 and the Presentation) and these assessments will be factored into student grades.

Students will rate the other team members from 0 to 100 based on each individual's contribution to the group's work. Late peer assessments 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.

Students who receive peer assessment mean scores of **less than 90%** will not receive the full team points for that submission. For example:

1. Suppose the team's score on a submission is **90/100**.
2. Student A receives an average peer assessment of 95%, and therefore receives the full score of **90/100**.
3. Student B receives an average peer assessment of 80%, and therefore receives 80% of the team's full score (90 * 80% = **72/100**)

In situations where groups are not functioning well, Dr. Diehl will help to facilitate solutions to improve future performance or to split groups if necessary.

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.

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.

Percentage	≥.930	.900-.929	.870-.899	.830-.869	.800-.829	.770-.799	.730-.769	.700-.729	.670-.699	.630-.669	.600-.629	<.600
Grade	A	A-	B+	B	B-	C+	C	C-*	D+	D	D-	E

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

CLASSROOM POLICIES/PROCEDURES

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

When I am speaking to the class, your phone should be silent and should be put away, so it does not distract you. During class, I encourage you to use your laptop only for class purposes. Texting, chatting, and surfing are distracting to your classmates and the instructor. Students who are in violation will be warned or asked to leave the room. As a guiding principle, I will treat you with respect and will expect the same of you.

Class Delivery

This course is designed for in-person delivery, not online or hybrid. During class time, we will have many interactions and time for group work, so you are encouraged to attend regularly in person. In cases where students are unable to attend class because of medical reasons (see below), I will make appropriate accommodations for both class time and assignments. For students who are unable to attend class in person, I will also ask their project team members to connect with them directly through Zoom or cell phone so students can continue to engage in group activities, which are critical to success in this course.

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.**

Excused Absences / Medical Issues

I anticipate that we will have some medical challenges, primarily COVID, during this semester, and I will work with students to accommodate these situations. To receive an excused absence and/or request accommodations for class sessions, please provide a medical excuse in advance if possible (this would include a doctor's note, a positive test result, and so on). 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.

Class Recordings

I will not be recording my class sessions, but students may choose to do so. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a

recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.