

Hello and Welcome to FYCS. I am Kate H. Fletcher, M.S., Associate Instructional Professor and my Co-Instructor is Kimber Sarver, Doctoral Student in the Department of Family, Youth and Community Sciences. We are your instructors for the semester, and we are super excited that you've chosen to take this course with us.

If you are wondering, "what is FYCS?" don't worry, you are Not alone!
Simply Stated: *We are the Helping-People Major.*

**We look forward to spending this semester with you;
learning, growing & transforming together.**

Let's make this semester meaningful & worthy of our time.

FYC3001: Principles of FYCS

Class #: 28660, 3-credits, Prereq: PSY 2012 or SYG 2000

Days & Period: T 2nd-3rd (8:30am – 10:25am) & R 3rd (9:35am – 10:25am)

Location: MCCA G186

Are you ready to dive into the syllabus?

Let's Do This!

Details regarding your Instructors and Undergraduate Teaching Assistants (UGTA)

Kate H. Fletcher, M.S., (she/hers)
Top 5 CliftonStrengths: Empathy, Activator, Developer, Connectedness, Positivity
Associate Instructional Professor | FYCS
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352-273-3517
Zoom Advising: TBD
<https://ufl.zoom.us/j/4256323188>
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Please note that we typically respond to emails M-F between 8:00am & 4:00pm.

UGTA's

Lauren Still (she/her) l.still@ufl.edu
Lily Schaufus (she/her) lilyschaufus@ufl.edu
Emma Sorensen (she/her) e.sorensen@ufl.edu
Emma Tran (she/her) emmatran@ufl.edu
Marika Vassell (she/her) vassellm@ufl.edu

THE BASICS: COURSE INFO

COURSE DESCRIPTION

Introduces the study and practice of family, youth and community sciences. Presents analytic concepts used in the study of family, youth and community sciences. Emphasizes the vulnerabilities and needs of U.S. children, youth, families and communities, and describes human services that maximize human potential and minimize personal and societal costs. Introduces the roles and skills of the human service professional. (S) Prereq: PSY 2012 or SYG 2000.

COURSE FORMAT

This course includes lectures, discussions, videos, teamwork, guest speakers, in-class exercises, homework, written assignments, web-based assignments, service-learning, and quizzes/exams.

COURSE OBJECTIVES

The Principles of Family, Youth and Community Sciences course is designed to:

- 1) Introduce the basic premises of research and theory in the study of families, youth & communities.
- 2) Present human ecological theory as related to FYCS.
- 3) Describe the status of families, youth, and communities in the 21st century.
- 4) Identify programs designed to support families, youth, and communities.
- 5) Introduce theory, research, and policy associated with families, youth, and communities.
- 6) Familiarize students with library research, resource evaluation, and APA style for references.
- 7) Reinforce the intrinsic and extrinsic value of service-learning.
- 8) Acquaint students with professions related to working with families, youth, and communities.

LEARNING OBJECTIVES

Upon successful completion of the requirements of FYC3001 students will be able to:

- 1) Describe the components of and purpose of theory.
- 2) Provide a rationale for understanding and using research in FYCS.
- 3) Apply Human Ecological Theory to everyday situations.
- 4) Discriminate between sources of information.
- 5) Correctly cite references using APA.
- 6) Restate the demographics, concerns, & issues of families, youth & communities in the 21st century.
- 7) Recognize key components of common theories of human development, family life, & community.

- 8) Use and analyze service-learning experience to guide career planning.
- 9) Work successfully in a team environment.

SOME THINGS TO KNOW ABOUT KATE H. FLETCHER

MY TEACHING PHILOSOPHY

Hello and Welcome Gators. I'm Kate H. Fletcher and my motto for my Principles class is Where Passion and Purpose Meet. I believe this motto is key to understanding who I am as an educator and what you can expect our classroom learning environment to be like. I want you to know that my passion meets my purpose through teaching. I love being an "EduGator", in particular teaching undergraduate students. I am a Senior Lecturer with a 100% teaching appointment in the Department of Family, Youth and Community Sciences (FYCS). FYCS – a long title with a relatively short description: we are an interdisciplinary applied social science major. What does that entail, well, I lovingly refer to FYCS as the "Helping People through Prevention Science" major.

Figuring out my passion and purpose took overcoming several major changes as an undergrad, graduating with my bachelors, taking a gap year, completing a master's degree, and finally being asked to teach a class at UF in FYCS. It wasn't until the second semester of teaching that I realized my true passion and purpose in life – to educate the next generation of world changers. You are a world changer who is in pursuit of your passion and purpose. I hope to help facilitate this process through our classroom experiences utilizing experience learning.

In order to become a world-changer you need to know how to meet people right where they are at, which is my main goal for each class that I teach. To teach you how to "meet people right where they are at" I believe it is my responsibility to effectively model and implement this goal. Therefore, my teaching objectives are centered on the following: create a student-centered trust-based classroom, create a learning environment where you feel safe, supported, and encouraged to experiment with your passions and purpose. I believe our class content is enriched through service-learning, which will include reflection as a key component.

I also believe that by creating a welcoming learning environment and office hours experience for you, you will have a desire to learn and grow in your own knowledge and understanding. I believe that you will want to lean-in. I want our learning environment to be engaging and to provide you with ample opportunities to share your knowledge, be an active learner, and a critical thinker. I believe that you enter the classroom with your own knowledge base and learning style; together we will build on that base by exploring historical, current, and relevant theories, along with concepts and topics in the realm of FYCS. I want you to come alive in your learning, your growth, and your knowledge. I believe that your passions will come alive through course content and service-learning. In following these approaches, I will effectively facilitate a learning environment where collectively we learn, we grow, we understand, we communicate, and we create a new lens by which to see the world, so that you are properly equipped to be a world changer. In doing so, I believe you will discover what you are most passionate about and then pursue that purpose as a world changer.

WHAT DO I NEED TO BUY?

COURSE TEXTBOOKS

American Psychological Association. (2019). *Publication manual of the American psychological association* (7th ed.). Washington DC: American Psychological Association.

WHAT DO I HAVE TO DO TO PASS THIS CLASS?

Come prepared each day to dive in, learn, grow, break-down barriers, become a champion, serve our community, and hopefully discover your passion.

CONCEPTUAL EDUCATION MODEL (90 Points Total) – your educational “Why?”

The due dates

1. **Stage 1: due Week 2** (20 points)
2. **Stage 2: due Week 8** (20 points)
3. **Stage 3: due Week 12/13** (20 points)
4. **Stage 4: due Week 15 (included in your Wix page)** (30 points)

The Conceptual Educational Model criteria

- Student will explain how they ended up in FYCS/FYC3001
- Student will briefly describe their career path, goals & aspirations
- Student will include images & a brief description of what they want to get out of their UF Life
- Student will include all extracurricular activities as related to their UF Life:
 - volunteering, service-learning, student orgs/clubs, leadership positions, community engagement, jobs, honors research, study abroad, teaching &/or research assistance, etc.
- Student will detail how their current major(s) & minor(s) will help them achieve their career path, goals & aspirations
- This Conceptual Education Model will be included in your Wix page

LINKEDIN LEARNING (50 Points Total)

Learning Word (2021) by Nick Brazzi (25 points)

Learning Wix (2021) by Jen Kramer (25 points)

FOR ALL QUIZZES AND EXAMS

A good night's sleep and eating a meal before class are far more important than cramming for any exam or quiz; please prepare for each quiz and exam wisely.

QUIZZES**Syllabus Quiz** (10 points – online only)

This quiz will only be available online during the first 2 weeks of class (including drop/add).

There are no make-ups for this quiz. This quiz consists of 10 questions and you may take it more than one time. Please see Canvas for the due date.

Quiz 1 (25 points – online only)

Quiz 1 will cover the first quarter of the semester (Intro to FYCS through What is Theory?) and will be administered online. This quiz may include multiple choice, matching, and short answer/fill in the blank questions. This quiz consists of 25 questions and one bonus question. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC3001, nor has already taken FYC3001.

Quiz 2 (25 points – online only)

Quiz 2 will cover the third quarter of the semester (Community through Youth) and will be administered online. This quiz may include multiple choice, matching, and short answer/fill in the blank questions. This quiz consists of 25 questions and one bonus question. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC3001, nor has already taken FYC3001.

APA Quiz (50 Points – online only)

This quiz will test your knowledge of APA 7th edition material. It is an open APA 7th edition book. It will consist of 25 multiple choice questions and will be administered online. Remember, this is open book, not open friend. You may not take this quiz with anyone else, nor receive help from anyone who is registered for FYC3001, nor has already taken FYC3001.

SERVICE-LEARNING**Service-Learning Info Form (SLIF)** (50 Points)

1. You will find the SLIF in the Assignments Tab under Service-Learning in Canvas.
2. Please find an agency by which to complete your 20 – 25 hours of Service-Learning this semester.
 - a. This can be at ANY community-based agency/organization.
3. Please have access to the SLIF to share with this site supervisor so that they can sign your document. Please coordinate with your site supervisor times/days to complete your hours, discuss your volunteer duties and responsibilities with your site supervisor(s).
4. Please be sure to sign the SLIF as well.

5. The completed SLIF will be electronically uploaded back into Canvas.
 - a. Be mindful that some agencies require trainings, fingerprinting, and/or background checks – Plan accordingly
6. If you need an extension on the due date, please check the built-in grace-period already included in this assignment.
 - a. If you fail to submit your SLIF by the due date OR the grace-period extension date **you will then receive Zero's for all Service-Learning related assignments, which include: SLIF, SLJ1 & SLJ2, and SLTL (total points lost = 250 points out of a 900-point class = 72% overall for the course).**
7. **If you do not submit a SLIF by the mid-point check-in you will receive a Zero for all service-learning related assignments. This will severely impact your overall grade.**

Service-Learning Journals (SLJs) (2 Journals at 50 points = 100 points total)

You will find the SLJs in the Assignments tab under Service-Learning in Canvas.

- These journals will describe your experiences at your service-learning site at 2 different points in the semester.
- **Please provide significant thought & detail when answering each question. When possible, please provide specific examples.**
- This Assignment will be graded based on being specific and detailed with your responses, explaining your understanding of what you've observed and directly relating it back to concepts and theories covered in class.
- APA 7th edition will be applied to all aspects of these Journals, this includes your cover page, your headers, in-text citations, paragraph styling, and references. In addition, spelling, grammar, and punctuation will also be factored into this grade. Please see the course calendar for the due dates.

You will answer this question for your Service-Learning Journal (SLJ) 1 Preflection:

What are your current thoughts and feelings regarding your service-learning this semester?

You will answer the following 7 questions in your SLJ2 Reflection:

1. What happened and what did I do?
2. What were the effects of what I did?
3. How did my service-learning make me feel?
4. What relationships am I building?
5. How does what I am observing at my placement relate to the concepts and ideas we are learning in class?
6. Did I experience any barriers?
7. If I could change anything about my service-learning experience, what would it be and why?

Service-Learning Time Log (SLTL) (100 Points)

You will find the SLTL in the Assignments Tab under Service-Learning in Canvas.

- Please have your site supervisor at your agency electronically sign this document once all of our hours are completed.
 - Please total your hours in the designated box on the SLTL
 - Please electronically sign your SLTL
- If you are using more than one agency to complete your hours, please submit 2 separate SLTL's.
- If for some reason you are not able to complete all 20 – 25 hours in the allotted time in the semester, points will be deducted at a rate of 3.5 points per hour not completed.
- Please see the course calendar for the due date.

ATTENDANCE

- Each student is allowed to miss up to 5 days of class throughout the entire semester without penalty. Once you have reached 5 absences, **if you choose to miss any additional days, you will be docked one full letter grade for each absence.**
- These 5 days may not take place when being present in class is required (see course calendar for details), nor is it allowed on any Team-Project Friday unless otherwise discussed proactively with your instructors and you have received permission from your instructors.

THE TEAM PROJECT – KEEPR

The Team Project (200 points total* –class time and online submissions)

- You will find more information about this presentation in Assignments under KEEPR in Canvas.
- **We will also have a “de-brief” day in class – please decide to be present in class on that day.**
- Each Team will have time during class to work on KEEPR every Friday, however, you will also need to spend time collaborating outside of class too.
- This project is disseminated into 12 Steps.
- Each of these 12 Steps have individual due dates and requirements. Please see Canvas for further details.

***Peer Evaluations** (online only)

- You will find each of the 5 Peer Evaluations (PE) in Assignments under KEEPR in Canvas (PE1 = Steps 1-4, PE2 = Steps 5-7, PE3 = Steps 8-9, PE4 = Steps 10-11, & PE5 = Step 12).
- These Peer Evaluations are a required portion of the KEEPR Team Project as they impact your grades for the various steps of the Project.
- If you choose not to submit a Peer Evaluation for any of the steps, then you will automatically receive a zero on that specific Peer Evaluation as it pertains to specific steps.
- Peer Evaluations have individual due dates and individual google form links, please see Canvas for each due date and corresponding link.

The Project Presentation (up to 9 Bonus Points)

- You will find more information about this presentation in Assignments under KEEPR in Canvas.
- As a team, you may choose to present your KEEPR Project to the class on the last couple of days of class.

- Each Team will have up to 5 minutes to present.
- Sign-ups will be conducted by using a Googledoc on a first come, first-serve basis.
- This will be shared via Canvas through a link in the second-to-last week of the semester.
- You may be as creative and “edutaining” as you wish when presenting.
- The bonus points apply only to Step 12 of the KEERPA Project.

KEEPRA Reflection (online only)

- To help me continue to make improvements to the KEEPRAs Team Project, I welcome your honest feedback on the entire Team-Based Project.
- These reflections should include the logistics of the project, your feelings, the components (steps & peer evaluations), and the timeline.
- This is a judgment free zone; your opinions are valuable to the success of this project – Thank you in advance.

EXAMS

Exam 1 (100 points – online only)

Exam 1 will cover the first half of the semester (Intro to FYCS through Bronfenbrenner) and will be administered in class. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question.

Exam 2 (100 points – online only)

Exam 2 will cover the second half of the semester (Community through Public Policy) and will be administered in class. This exam may include multiple choice, matching, and short answer/fill in the blank questions. This exam consists of 50 questions and a bonus question. We will play Kahoot-Jeopardy to get you prepared for Exam 2 all the while earning extra credit points. You will be sorted into your KEEPRAs Teams to win points together.

LATE POLICY

If you miss submitting any assignment you will automatically receive **5 points off per business day up to 7 business days. After 7 business days you will automatically receive a zero for that assignment.** To see the UF Policy on absences see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

MAKE-UP POLICY

- Requirements for class attendance – We do not necessarily collect attendance; however, we will know when you are missing and even when you come late to class.
- Please make your best effort to attend every class session, and if you are not able to attend, please be proactive by emailing us via canvas mail to let us know that you will be absent that day.
- If you miss any online exam or quiz, there are no make-ups.
 - Each quiz and exam are open for several days; therefore, you will have ample time and opportunity to take each quiz and exam at your convenience.

- If you miss submitting any assignment you will automatically receive 5 points off per business day up to 7 business days. After 7 business days you will automatically receive a zero for that assignment. To see the UF Policy on absences see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

OPPORTUNITIES FOR SUCCESS

There will be multiple opportunities for success available during the course of our semester.

1. In order for Us to Get To Know You (GTKY) better – please complete this and you will receive 5 extra credit points for submitting a completed GTKY with an attached (recent) picture of yourself AND an uploaded (recent) picture of yourself to “My Profile” on Canvas.
2. To encourage attendance, as I do not require anyone to be in class, however there will be random extra credit points assigned during class not to exceed 15 extra credit points in total for ALL extra credit opportunities. We have multiple opportunities to play Kahoot as they relate to course content for extra credit points.
3. It will be at the discretion of the instructor when these points will be given and for what level of participation. These points could be awarded for being in attendance, when called upon, when role is taken, by completing reflection papers, or by completing in class assignment or small teamwork. Please be mindful that these points are given at the discretion of the instructor, and they may also be removed by the instructor for failure to adhere to UF/IFAS/CALS/FYCS policies.
4. For you to keep your extra credit that you have accumulated the entire semester:
 - a. **we require all students to attend class,**
 - b. **arrive before our class period begins,**
 - c. **be in your seat, and**
 - d. **stay the entire class (or until dismissed) on the last two days of the semester.**
5. **If you fail to show up & be in your seat when class begins, then all your extra credit points, which do not include your KEEPRA presentation extra credit points, will be forfeited.**

WHAT ELSE DO I NEED TO BE MINDFUL OF?

COURSE GRADING

Remember, your grade is a direct result of the effort that you put into this course. Each assignment has a point value attached to it. You will earn points as you successfully complete each assignment.

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%

C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
E = 59%

Assessment/Assignment	Possible Points
Syllabus Quiz	Out of 10 points
Conceptual Education Model (90 points total)	Out of 90 points
SLIF	Out of 50 points
Quiz 1	Out of 25 points
APA Quiz	Out of 50 points
Exam 1	Out of 100 points
LinkedIn Learning Word	Out of 25 points
LinkedIn Learning Wix	Out of 25 points
SLJs (2x50 points each)	Out of 100 points
Quiz 2	Out of 25 points
KEEPRA Paper (12 Steps) & 5 Peer Evaluations	Out of 200 points
SLTL	Out of 50 points
Exam 2	Out of 100 points
TOTAL POINTS	Out of 850 points
EXTRA CREDIT	Up to 15 points

COURSE GUIDELINES

All of the following must be true for you to be eligible to receive a grade of Incomplete or "I:"

1. You completed a major portion of the course work with a passing grade (C or better),
2. You are unable to complete course requirements because of documented circumstances beyond your control, and
3. You and the instructor have discussed the situation prior to the final week of class (except under emergency conditions).

GRADES AND GRADE POINTS

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

ATTENDANCE AND MAKE-UP WORK

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/>

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/>

ACADEMIC HONESTY

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>

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.

SERVICES FOR STUDENTS WITH DISABILITIES/VARYING ABILITIES

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 0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

****If you are working with Disability Resources, please have the DRC email us your accommodation letter during the first two weeks of the semester. Once received, we will be able to coordinate a plan for your success in our class.**

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>
 - UF Field & Fork Food Pantry.
 - Many students operate on a very tight budget. For those struggling with access to food, UF offers free non-perishable food, toiletries, and fresh vegetables through the Field and Fork Pantry <https://fieldandfork.ufl.edu/>

STUDENT COMPLAINTS

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>

FYCS DIVERSITY, EQUITY, AND INCLUSION STATEMENT

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.

COURSE CALENDAR

- Our Course Calendar is subject to change based on circumstance that are beyond our control
- If there are any changes, please expect to receive an Announcement via Canvas with any changes/updates/information, etc.
 - Please be sure to have your Canvas settings updated to receive Announcements via your ufl email

WEEK	DATE	CLASS TOPICS	VARIOUS POINTS OF INTEREST TO BE MINDFUL OF	KEEPRA DUE DATES
1	8/24	Introductions, Syllabus & FYCS Bingo	Introduction, Syllabus & Expectations	
	8/26	Intro to FYCS		
2	8/29	Intro to FYCS	Syllabus Quiz → opens 8/29 @10:30am closes 9/2 @11:55pm Drop/Add ends 8/29 @11:59pm	
	8/31	Success is Good. <i>Significance</i> is <i>GREATER</i> → Jose Alvarez & Asley Polas	GTKY Due	
	9/2	KEEPRA Debrief Day		KEEPRA Debrief Day
3	9/5	LABOR DAY		
	9/7	Service-Learning	Post Card Due	
	9/9	KEEPRA	Lollipop Moment & SLIF Due	Step 1 KEEPRA IDEA/GOAL Due
4	9/12	What is Theory?	S-L JOURNAL 1: Preflection Due	
	9/14	What is Theory? cont.	Quiz 1 → opens 9/14 @10:30am closes 9/16 @11:55pm	
	9/16	KEEPRA		Step 2 KEEPRA MEET & BRAINSTORM (in class/zoom) & Step 3 KEEPRA TEAM MEMBERS (finalized) Due
5	9/19	APA (7 th ed.)		
	9/21	APA (7 th ed.)		
	9/23	KEEPRA		Step 4 KEEPRA LINK & GROUP-SELFIE Due KEEPRA Peer Eval Due → Steps 1-4

6	9/26	APA cont.		
	9/28	Kahoot APA	APA Quiz → opens 9/28 @10:30am closes 9/30 @11:55pm	
	9/30	KEEPRA		Step 5 KEEPRA OUTLINE (Asset Map) IDENTIFYING CHAMPIONS Due
7	10/3	Bronfenbrenner – Ecological Systems Theory		
	10/5	Bronfenbrenner – Ecological Systems Theory	Exam 1 → Intro to FYCS - Bronfenbrenner opens 10/5 @10:30am closes 10/10 @11:55pm	
	10/7	UF HOMECOMING		
8	10/10	What Brings you Joy?	Mid-Semester Check-In	
	10/12	Community Development		
	10/14	KEEPRA		Step 6 KEEPRA OBJECTIVES Due
9	10/17	Family Development		
	10/19	Youth Development		
	10/21	KEEPRA		Step 7 KEEPRA INTRO & GOAL Due KEEPRA Peer Eval Due by 11:55pm → Steps 5 – 7
10	10/24	Human Services		
	10/26	Human Services cont.	Quiz 2 → opens 10/26 @10:30am closes 10/28 @11:55pm	
	10/28	KEEPRA		Step 8 KEEPRA METHOD Due

11	10/31	Advocacy		
	11/2	Non-Profit Organizations		
	11/4	KEEPRA		Step 9 KEEPRA DISCUSSION Due KEEPRA Peer Eval Due by 11:55pm → Steps 8 – 9
12	11/7	Personal Finance		
	11/9	Public Policy		
	11/11	VETERANS DAY		
13	11/14	FYCS Advisory Board → Guest Panel		
	11/16	KEEPRA		Step 10 KEEPRA CONCLUSION & ABSTRACT Due
	11/18	KEEPRA		Step 11 KEEPRA REFERENCES Due KEEPRA Peer Eval Due by 11:55pm → Steps 10 – 11
14	11/21	THANKSGIVING HOLIDAY (enjoy the week off)		
	11/23			
	11/25			
15	11/28	Exam 2 Kahoot	Exam 2 → Community – Public Policy opens 11/28 @10:30am closes 12/2 @11:55pm	KEEPRA Extra Credit Presentations Signups
	11/30	KEEPRA – Review Step 12		
	12/2	KEEPRA – Review Step 12	SLTL & SLJ2: Reflection Due	Step 12 KEEPRA Final Due & KEEPRA Peer Eval Due → Step 12
16	12/5	KEEPRA Presentations	You MUST BE PRESENT & ON TIME to Class (staying the entire class period) to receive ALL the Extra Credit points you've accumulated all semester long 😊 TY	
	12/7	KEEPRA Presentations	You MUST BE PRESENT & ON TIME to Class (staying the entire class period) to receive ALL the Extra Credit points you've accumulated all semester long 😊 TY	
	12/9	UF READING DAYS		