



FYC4622 Planning & Evaluating Family, Youth, and Community Sciences Programs

Sections (class#): 2292 (13197)





Spring 2024 - Course Syllabus

DRAFT version: January 4, 2024 DRAFT.

(Subject to change - Current/official version posted on Canvas)

Feel free to print this syllabus or save it as a PDF. However, the current/official version remains on Canvas.

Course Overview

This **in-person course** meets on Tuesdays (period T7) in [McCarty Hall B](https://campusmap.ufl.edu/#/index/0496)  (<https://campusmap.ufl.edu/#/index/0496>), [room 2102](https://www.at.ufl.edu/service-teams/classrooms/pictures-and-information/items/mccarty-hall-b-2102.html)  (<https://www.at.ufl.edu/service-teams/classrooms/pictures-and-information/items/mccarty-hall-b-2102.html>) and Thursdays (periods R7 & R8) in [Rolfs Hall](https://campusmap.ufl.edu/#/index/0012)  (<https://campusmap.ufl.edu/#/index/0012>), [room 205](https://www.at.ufl.edu/service-teams/classrooms/pictures-and-information/items/rolfs-hall-0205.html)  (<https://www.at.ufl.edu/service-teams/classrooms/pictures-and-information/items/rolfs-hall-0205.html>). Although this is a campus-based class and **regular in-person attendance is expected**, many group activities will be conducted in the classroom with HyFlex technology via Canvas and Zoom so all students will need an Internet-connected laptop during every class period.

Contact Information

Instructor

Dr. Keith G. Diem, Professor

(Pronouns: He/His)

Contact Info

Email (Preferred communication method): keithdiem@ufl.edu (<mailto:keithdiem@ufl.edu>)

Office phone: 352-273-3515

G083 McCarty Hall B

Office Hours

Tuesday, 2:45-3:45 pm (in-person/office)

Wednesday, 2:00-3:00 pm (by Zoom/by appointment/)

In general, the Teaching Assistant should be the first person to contact for help with the course.

Teaching Assistant

Kimber Sarver, Doctoral student in Youth Development and Family Sciences (YDFS)

(Pronouns: She/Her)

Contact Info

Email (Preferred communication method): ksarver@ufl.edu (<mailto:ksarver@ufl.edu>)

G097 McCarty Hall B

Office phone: N/A

Office Hours

Tuesday, 12:50 - 1:40 p.m. (T6)

Thursday, 12:50 - 1:40 p.m. (R6)

(Or by appointment)

For questions about course content, your grade or other personal issues, use the Canvas mail tool.

Expect a response within 24 hours except for holidays and weekends.

Course Description & Credit Hours

In this in-person course, 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.

Credit Hours

This course is 3 credit hours.

Course Objectives

Specifically, after completing this course, students will be able to:

Program Planning

- Understand key elements of program development and utilize an appropriate program development model for planning, developing, and evaluating an effective program.
- Write measurable program objectives.
- Develop and utilize a “logic model” for program planning purposes.
- Use effective strategies for needs assessment.
- Understand the logistics of program planning including the utilization and management of staff and volunteers for program planning and delivery.
- Apply marketing concepts to program planning.
- Identify underserved audiences and how to increase diversity and participation of underserved audiences.
- Understand how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
- Recognize opportunities for using collaboration and youth-adult partnerships to enhance community-based program development.
- Be creative in working in diverse groups, solving problems effectively, and achieving results.

Program Evaluation

- Understand the purpose and uses of program evaluation and its role in the program development process.
- Describe various types of evaluation approaches and methods.
- Identify meaningful evaluation questions.
- Understand the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Recognize the need to manage uncertainty and ambiguity in program planning and evaluation.
- Identify appropriate methods for evaluating and reporting the impact of programs.
- Interpret evaluation findings and be a wise consumer of evaluation results.
- Develop appropriate questions useful for hiring an evaluator or evaluation consultant.
- Appreciate evaluation as a creative, critical-thinking activity.




Teaching and Learning Methods

This course uses a multi-disciplinary approach to program planning and evaluation. It incorporates content and methods from the fields of planning, logic, program development, management, marketing, education, diversity, volunteerism, youth development, research, evaluation, and more. Students actively engage in the practice of program development through group dynamics as they work on teams to learn 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 actively participate in all aspects of the course and contribute meaningfully to both team efforts and individual assignments. This is the essence of upper-level university coursework and, certainly, the real-world practice of program development.

Important Course Files via Canvas

Instructor presentations, links to required readings, optional readings, other course files, and timely course announcements will be posted to Canvas, so please check this site frequently:

<http://elearning.ufl.edu>  [_.\(http://elearning.ufl.edu\)](http://elearning.ufl.edu). Be sure you set your preferences in Canvas to allow communications to be sent to your UF email. Please report any broken links to the TA and instructor so they can be corrected on Canvas. Thank you.

Course Requirements

Minimum technology requirements

The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program in order to access course content and interact with other students. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem/WiFi)
- Microsoft Office Suite installed (provided by the university)

Because many in-person class activities in this course will be conducted via Canvas and Zoom, all students will need a Internet-connected laptop during every class period. All students not participating in-class (such as for illness) are expected to participate fully, with video turned on, so a functional webcam and microphone are essential. A smartphone will not suffice due to limited screen size.


The recommended browser for using Canvas is the current version of Mozilla Firefox. For any technical assistance questions about using Canvas, please contact the **UF Computing Help Desk** (<http://helpdesk.ufl.edu/>) - (352) 392-HELP (4357) | helpdesk@ufl.edu. (<mailto:helpdesk@ufl.edu>).

Minimum technical skills

To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use Canvas, Zoom, Microsoft Office software (or equivalent), a web browser.

Zoom

Zoom is an easy to use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at <https://ufl.zoom.us>  [_.\(https://ufl.zoom.us\)_](https://ufl.zoom.us).

Weekly Required Readings, Instructor Presentations, Quizzes

- You will not need to purchase a textbook for this class. Required readings are drawn from a variety of electronic sources and are listed in the syllabus (under Course Schedule: Weekly Topics & Readings). Convenient links to readings are available in Weekly Modules on Canvas and students are urged to use this means to access readings because links can more easily be kept up-to-date. (Although the syllabus provides the complete citations for readings, each module in Canvas contains links to the readings or sometimes PDF versions of documents when original URLs are no longer active.) Please report any broken links on Canvas to the TA and instructor so they can be corrected on Canvas.
- In general *but not always*: an instructor presentation will be given each Tuesday, an online quiz on Canvas is due by Wednesday, and group activities pertaining to the week's topics take place during Thursday's class.
- Quizzes provide a means to gauge your understanding of course content so far. Quiz content is derived from required readings and instructor presentations (which may include information from optional readings and other sources). Unless otherwise indicated, required readings should be completed by Tuesday of each week. All students are expected to read and have a basic understanding of the assigned readings. Weekly reviews of the quiz answers are intended to prompt Q&A/discussion about, and provide real-life examples of, the concepts covered by the quizzes; not merely provide "answers."
- Instructor presentations will generally not cover all of the contents of the required readings and are likely to provide real-world examples and introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate.
- Drafts of weekly instructor PowerPoint presentations will typically be posted as PDF files in the respective weekly module on Canvas by the day before class each week. They often contain and cite a variety of references of models, theories, and other information that may or may not be listed in the syllabus.
- Using classroom HyFlex technology, as available, an attempt will be made to simultaneously

present class sessions "live" (synchronously) via Zoom so they can be recorded for future viewing. Links to Zoom meetings, if successfully recorded, will be found in the Zoom Conferences tab in Canvas some time after each class concludes. This is intended as a supplement and reference, not as a replacement for in-person class participation.

Optional Readings & Resources

In addition to required reading, most weeks have listings of optional readings and resources suggested by the instructor. Although not required reading, they are provided because they may be useful for greater understanding of that week's topics and as potential relevant content for references in course assignments. More may be added and posted in the respective weekly module on Canvas during the course.

Working on a Team

Students will be randomly assigned to a team of approximately 3-5 students to work together on group projects and weekly activities throughout the semester.


Being Productive in a Group

To be successful in a group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including in-person, via chat rooms, email messages, and telephone calls. (Refer to the document [Collaborations & Document Sharing Within Canvas](https://ufl.instructure.com/courses/497695/pages/collaborations-and-document-sharing-within-canvas) (<https://ufl.instructure.com/courses/497695/pages/collaborations-and-document-sharing-within-canvas>)). It's important to:

- Be an active team player
- Contribute to the assignment and share the work load
- Share your thoughts about the process, problems, and concerns
- Provide constructive feedback to the other group members
- Remember that this is a learning process and should increase your knowledge

Peer Evaluations of Engagement in Group Activities

Group activities and assignments are truly intended to be team efforts, reflective of real-world professional practices. Because group assignments constitute a significant portion of the grade for this course, each person's contribution to the team will be considered so course grades can be as fair as possible. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group.

Twice during the semester, Peer Evaluations are conducted in this course via a Canvas external tool [Feedback Fruits](https://help.feedbackfruits.com/en/articles/2939279-group-member-evaluation-student-perspective)  (<https://help.feedbackfruits.com/en/articles/2939279-group-member-evaluation-student-perspective>) to evaluate the engagement in group activities of yourself and others in your

group based on three criteria: Collaboration, Contribution, and Participation. You will also have the opportunity to provide a rating of the feedback given by others, as well as reflection on the group experience and of the peer evaluation process. Each aspect is a portion of your grade for Peer Evaluations 1 & 2 (together representing a total of 20 percent of your overall grade for the course). This process is particularly relevant in a course dedicated to learning how to evaluate in a fair and objective manner.

Assignments/grading/deadlines

Descriptions of all assignments, as well as a detailed course schedule, are included in the Course Summary at the bottom of this Syllabus. Click on the names of respective assignments to view instructions, deadlines, and detailed grading rubrics.

We will make every effort to have each assignment graded and posted within one week of the due date.

For your convenience, here is an overview of key assignments and deadlines:

Overview of Key Assignment Grading & Deadlines

Individual Assignments	Weighting	Due Date
Quizzes based on that week's required readings, instructor presentation, group activities (administered online and/or in-person).	20%	Weekly
Comprehensive Exam based on required readings, instructor presentations, group activities throughout the course (administered in-person; an Internet-connected laptop required).	15%	April 11
Peer Evaluations (and Self-Evaluations) of Engagement in Group Activities <ul style="list-style-type: none"> • Peer Evaluation 1 self-evaluation (https://ufl.instructure.com/courses/497695/assignments/5913349) due Feb. 15 • Peer Evaluation 1 (https://ufl.instructure.com/courses/497695/assignments/5913343) evaluation of your group peers due Feb. 20 • Peer Evaluation 2 self-evaluation (https://ufl.instructure.com/courses/497695/assignments/5913350) due April 23 • Peer Evaluation 2 (https://ufl.instructure.com/courses/497695/assignments/5913345) evaluation of your group peers due April 28 	20% (10% each for two peer evaluations)	Feb. 15 Feb. 20 April 23 April 28
Peer Review of First Drafts of Final Project Papers of Other Groups (https://ufl.instructure.com/courses/497695/assignments/5913345)	10%	

Individual Assignments	Weighting	Due Date
/5913347) <ul style="list-style-type: none"> Draft of Final Project Papers posted by all groups due March 28 Peer Reviews of Drafts of Final Project Papers of other groups due April 4 		March 28 April 4
<u>Discussion Feedback for Other Groups' Presentations</u> https://ufl.instructure.com/courses/497695/assignments/5913337 _due April 21	5%	April 21
Group Assignments	Weighting	Due Date
Development of a <u>Logic Model</u> (https://ufl.instructure.com/courses/497695/assignments/5913342)	10%	February 6
Final Project (<u>final paper</u> (https://ufl.instructure.com/courses/497695/assignments/5913338) and <u>presentation</u> (https://ufl.instructure.com/courses/497695/assignments/5913339)) <ul style="list-style-type: none"> Post draft version of Final Paper by March 28 Final Project Presentation, as scheduled during class April 16 & 18 Final Project Paper due April 23 	20%	March 28 April 16 & 18 April 23

Grades& Grade Points

Percent	Grade	Grade Points
93.0 or greater	A	4.00
90.0-92.9	A-	3.67
87.0-89.9	B+	3.33
83.0-86.9	B	3.00
80.0-82.9	B-	2.67
77.0-79.9	C+	2.33

Percent	Grade	Grade Points
73.0-76.9	C	2.00
70.0-72.9	C-	1.67
67.0-69.9	D+	1.33
63.0-66.9	D	1.00
60.0-62.9	D-	0.67
<60.0	E	0.00

Note: C- or below is not a passing grade for FYCS majors.

See the [current UF grading policies](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)  (<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>) for more information.

Deadlines and Late Assignments

- It is the student's responsibility to meet deadlines, follow instructions, and submit assignments as required.
- All late assignments will be penalized 10% for each day late. This penalty starts the minute after the assignment was due. Only University-approved excuses will be accepted.

Grade Changes (or lack thereof)

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


Attendance & Participation

- Students are expected to participate fully in all aspects of the course (in-person) and attendance may be recorded at various points in the semester. Therefore, class attendance and participation are strongly encouraged, although technically not required. You are likely to do better in the course if you attend and actively participate. Quizzes and exam(s) will be based on required readings as well as presentations by the instructor and others during class, and may be


administered online and/or in-person. Also, your team is very likely to factor class attendance into their assessments of your participation and contribution to group assignments and in-class activities.

- 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 FYC4622 and attendance will be monitored on the first two days of class.

Absences & Make-up Work

- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/  [\(http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/\)](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)
- You are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.
- Especially because most quizzes will be available to complete online over a period of time, there will be no make-up quizzes given for any reason. In the case of excused absences (based on current UF policy), a null score (instead of a “0” grade) will be given for any missed quiz. Each student’s lowest quiz score of the semester will be dropped and not used in calculation of the semester grade. Although quizzes will not be returned to students, quiz results are typically provided as class discussion immediately after the quiz and actual quizzes can be viewed by meeting with the course TA.
- If a student must reschedule the exam for an excused absence, please discuss with the TA/instructor as soon as possible, preferably in advance. If a student chooses to miss the exam for an unexcused reason, a minimum of 20 percent exam grade penalty will result if the TA/instructor is notified in advance and the exam is promptly taken on a rescheduled date. Lack of advance notification or not taking the exam promptly on a rescheduled date may result in a “0” score on the exam.

Excused Absences

- According to UF Attendance Policies: Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition or debate, and court-imposed legal obligations (e.g., jury duty or subpoena). Refer to: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>  (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).
- Submit proper documentation of excused absences to the TA prior to or immediately after your absence. Please supply documentation only in cases of major assignments or graded quizzes/exams.

Weekly Schedule & Course Modules

Here is the schedule of topics covered in the course (indicating the dates each week begins), as contained in [weekly modules](https://ufl.instructure.com/courses/497695/modules) (<https://ufl.instructure.com/courses/497695/modules>) in Canvas:

- [Welcome to FYC4622 Spring 2024](https://ufl.instructure.com/courses/497695/modules/1660061) (<https://ufl.instructure.com/courses/497695/modules/1660061>)
- [Week 01 \(Jan 9\) - Designing programs for Impact: Program Development Model & Developing "S.M.A.R.T." Objectives](https://ufl.instructure.com/courses/497695/modules/1660062) (<https://ufl.instructure.com/courses/497695/modules/1660062>)
- [Week 02 \(Jan 16\) - Using a logic model for program planning and evaluation](https://ufl.instructure.com/courses/497695/modules/1660063) (<https://ufl.instructure.com/courses/497695/modules/1660063>)
- [Week 03 \(Jan 23\) - Needs Assessment, Strategic Planning, and Priority-Setting](https://ufl.instructure.com/courses/497695/modules/1660064) (<https://ufl.instructure.com/courses/497695/modules/1660064>)
- [Week 04 \(Jan. 30\) - Event/Activity Planning \(logistics\), Utilization and management of staff and volunteers in program planning and delivery](https://ufl.instructure.com/courses/497695/modules/1660065) (<https://ufl.instructure.com/courses/497695/modules/1660065>)
- [Week 05 \(Feb 6\) - Using a Marketing Approach to Program Development](https://ufl.instructure.com/courses/497695/modules/1660066) (<https://ufl.instructure.com/courses/497695/modules/1660066>)
- [Week 06 \(Feb 13\) - Planning for Cultural Differences in Program Participants](https://ufl.instructure.com/courses/497695/modules/1660067) (<https://ufl.instructure.com/courses/497695/modules/1660067>)
- [Week 07 \(Feb 20\) - Planning for Differences in Learning Styles & Generational Differences in Program Participants](https://ufl.instructure.com/courses/497695/modules/1660068) (<https://ufl.instructure.com/courses/497695/modules/1660068>)
- [Week 08 \(Feb. 27\) - Strengthening Collaboration and Youth-Adult Partnerships to Enhance Community-based Program Development](https://ufl.instructure.com/courses/497695/modules/1660069) (<https://ufl.instructure.com/courses/497695/modules/1660069>)
- [Week 09 \(March 5\) - Research Methods for Program Evaluation](https://ufl.instructure.com/courses/497695/modules/1660070) (<https://ufl.instructure.com/courses/497695/modules/1660070>)

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- [Week 10 \(March 9-16\) - Spring Break \(No class\) \(https://ufl.instructure.com/courses/497695/modules/1660071\)](https://ufl.instructure.com/courses/497695/modules/1660071)
- [Week 11 \(March 19\) - Surveys and Questionnaire Design \(https://ufl.instructure.com/courses/497695/modules/1660072\)](https://ufl.instructure.com/courses/497695/modules/1660072)
- [Week 12 \(March 26\) - Communicating Impact \(writing impact statements, etc.\) \(https://ufl.instructure.com/courses/497695/modules/1660073\)](https://ufl.instructure.com/courses/497695/modules/1660073)
- [Week 13 \(April 2\) - Interpreting & Utilizing Evaluation Findings – Be a wise consumer \(https://ufl.instructure.com/courses/497695/modules/1660074\)](https://ufl.instructure.com/courses/497695/modules/1660074)
- [Week 14 \(April 9\) Exam Prep/Course Review & \(April 13\) Comprehensive Exam \(https://ufl.instructure.com/courses/497695/modules/1660075\)](https://ufl.instructure.com/courses/497695/modules/1660075)
- [Week 14 \(April 16 & 18\) - Group Presentations of Final Projects \(https://ufl.instructure.com/courses/497695/modules/1660076\)](https://ufl.instructure.com/courses/497695/modules/1660076)
- [Week 15 \(April 25\)- Course Wrap Up, Course/Instructor Evaluation \(https://ufl.instructure.com/courses/497695/modules/1660077\)](https://ufl.instructure.com/courses/497695/modules/1660077)
- [Other Course Documents \(Helpful Info, etc.\) \(https://ufl.instructure.com/courses/497695/modules/1660078\)](https://ufl.instructure.com/courses/497695/modules/1660078)

➡ Other Classroom Policies, Procedures, and Resources

Cell Phones/Laptops/Other Technology

Although this is primarily an in-person class, technology use will be required as it relates to learning in the course and interacting with classmates pertaining to class activities and assignments.

Your phone should be silent or off during class and should be put away during class time. Laptops, tablets, etc. should be used for class purposes only (not FaceBook, Web surfing, etc.). Texting, chatting, and surfing are distracting to your classmates and the instructor ... and your own ability to learn. Students who are in violation will be warned (first offense), and may be asked to leave the classroom (second offense). Use of devices may be forbidden during printed in-class quizzes and exams.

Seating

On Tuesdays, feel free to sit anywhere but, unless instructed otherwise, sit with your assigned team on Thursdays. (Each week, aim to sit in a different location that your team hadn't previously.) Display your name card in front of you. The goal is to create a friendly, dynamic, and interactive classroom atmosphere conducive to learning and collaboration.

Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect.


During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated. Appropriate dress is expected.

FYCS Values Opportunity for All


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.


UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>  [\(https://disability.ufl.edu/\)](https://disability.ufl.edu/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Conduct:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The [Student Honor Code and Student Conduct Code](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)  [\(https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/\)](https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Concise guidelines for ethical writing (non-plagiarism) are described in "Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing" by Miguel Roig. They are outlined at <http://ori.hhs.gov/plagiarism-0>  [.\(http://ori.hhs.gov/plagiarism-0\).](http://ori.hhs.gov/plagiarism-0)

Student Complaints (Residential Course)

If you have a complaint, please share with the instructor. If it cannot be resolved, refer to UF policy:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

Netiquette and Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

Universal Design for Learning (UDL)

This course uses a "Universal Design for Learning (UDL)" approach: By integrating methods that help accommodate students with disabilities, it therefore helps other students as well. For example:

- Drafts of the instructor's weekly presentation is posted on Canvas by the day before class, to assist with note-taking.
- A variety of teaching methods and class activities are used as an attempt to accommodate a variety of preferred learning styles of students.
- Class sessions using HyFlex technology (when available/functional) are typically offered on Zoom so they are recorded and can be viewed with captioning after being posted in the course Canvas.
- Since 2014, the average time it takes students to complete quizzes and exams in this course section has been calculated. Twice that time is now allotted for completion of quizzes and the exam.

Getting Help


Technical Difficulties:




For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>  (<http://helpdesk.ufl.edu>)
- (352) 392-HELP (4357)
- Walk-in: HUB 132





Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Health and Wellness




- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu (<mailto:umatter@ufl.edu>), 352-392-1575, or visit umatter.ufl.edu  (<http://umatter.ufl.edu>) to refer or report a concern and a team member will reach out to the student in distress.

- **Counseling and Wellness Center:** Visit counseling.ufl.edu  (<http://counseling.ufl.edu>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu  (<http://shcc.ufl.edu>).
- **University Police Department:** Visit police.ufl.edu  (<http://police.ufl.edu>) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center  (<http://ufhealth.org/emergency-room-trauma-center>).

Academic and Student Support

- **Career Connections Center:** 352-392-1601. Career assistance and counseling services career.ufl.edu/  (<http://career.ufl.edu/>).
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources. cms.uflib.ufl.edu/ask  (<http://cms.uflib.ufl.edu/ask>)
- **Teaching Center:** 352-392-2010 General study skills and tutoring: teachingcenter.ufl.edu/  (<http://teachingcenter.ufl.edu/>)
- **Writing Studio:** 352-846-1138. Help brainstorming, formatting, and writing papers: writing.ufl.edu/writing-studio/  (<http://writing.ufl.edu/writing-studio/>)

Course Evaluations

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/>  (<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/>  (https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluera.com_ufl_&d=DwMFAg&c=sJ6xIWYx-zLMB3EPkvcnVg&r=y2HjEMjRMHJhfdvLrqJZIYczRsfp5e4TfQjHuc5rVHg&m=WXko6OK_Ha6T00ZVAsEaSh99qRXHOgMNFrywCoehRho&s=itVU46DDJjnlg4CW6efJOOLgPjdzsPvCghyFzJoFONs&e=). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>  (<https://gatorevals.aa.ufl.edu/public-results/>).

Tips for Success





Here are some tips that will help you get the most of this course while taking full advantage of the

online aspects of the course:

- Schedule "class times" for yourself. It is important to do the coursework on time each week. You will receive a reduction in points for work that is turned in late!
- Read ALL of the material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Print out the Course Schedule located in the Course Syllabus and check things off as you go.
- Take full advantage of the online discussion boards. Ask for help or clarification of the material if you need it.
- Do not wait to ask questions! Waiting to ask a question might cause you to miss a due date.
- Do your work well before the due dates. Sometimes things happen. If your computer goes down when you are trying to submit an assignment, you'll need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive or through a cloud service.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](https://www.instructure.com/policies/privacy) (<https://www.instructure.com/policies/privacy>)
 - [Accessibility](https://www.instructure.com/canvas/accessibility) (<https://www.instructure.com/canvas/accessibility>)
- Zoom
 - [Privacy Policy](https://zoom.us/privacy)  (<https://zoom.us/privacy>)
 - [Accessibility](https://zoom.us/accessibility)  (<https://zoom.us/accessibility>)
- Voice Thread
 - [Privacy Policy](https://voicethread.com/privacy/)  (<https://voicethread.com/privacy/>)
 - [Accessibility](https://voicethread.com/about/features/accessibility)  (<https://voicethread.com/about/features/accessibility>)

UF COVID-19 Policy

Students and faculty/staff are expected to follow current UF policy regarding COVID to support and advance student success while prioritizing the health, safety, and welfare of all members of the campus community, including faculty, staff, and students. You are welcome to wear a mask when inside any UF facility, even if you are vaccinated.

Recorded Course Statement

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. 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 are prohibited.

Please note that photos may be taken by the instructor/TA of group presentations and other class activities for use in the course and/or marketing of the course. If you do not wish to be included in such photographs, please notify the instructor and make a deliberate effort to avoid the camera.