FYC4622: Planning and Evaluation - Family, Youth and Community Science

Spring 2026

In-Person, 3 Credits

Instructor: Beatrice Fenelon Pierre, Ph.D., "Dr. Bea"

Office location: McCarty D 4014 (MCCD 3014)

Telephone number: 352-273-3557

Email: bfenelon.pierre@ufl.edu | UF mail preferred |

Student Hours zoom - : DrBeatricePierre/OfficeHours Wednesdays 2:00 PM – 4:00 PM or by appointment

Course Description

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

Course Learning Objectives

Upon successful completion of the requirements of FYC4622, students will be able to:

Program Planning

1. Describe the key components of program Development
2. Utilize an appropriate program development model for planning, developing, and evaluating an effective program
3. Create a research-based argument to justify attention to a social issue
4. Write measurable program objectives
5. Develop and utilize a "logic model" for program planning purposes
6. Explain effective strategies for implementing a program needs assessment
7. Identify the logistics of program planning, including the utilization of staff volunteers
8. Communicate how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
9. Recognize opportunities for using collaboration and youth-adult partnerships to enhance community-based program development.
10. Be creative in working in diverse groups, solving problems effectively, and achieving results.

Evaluation

11. Describe and explain the purpose and uses of program evaluation and its role in the program development process.
12. List various types of evaluation approaches and methods.
13. Pose relevant and purposeful evaluation questions.
14. Effectively communicate the balance between scientific rigor and programmatic considerations in real-world evaluation.
15. Identify appropriate methods for evaluating and reporting the outcomes and impacts of programs.

16. Interpret evaluation findings and be a wise consumer of evaluation results.
17. Recognize ethical and cultural implications in program evaluations
18. Select appropriate evaluation instruments to measure key concepts
19. Enhance their writing skills

Course Overview and Purpose

This course provides an in-depth, applied examination of the steps involved in developing interventions for social issues, their implementation, and evaluation for effectiveness. Students actively engage in program development and evaluation through teamwork: they learn from and teach one another while practicing methods in realistic scenarios. A variety of learning approaches — including experiential learning, case work, and team-based activities — are integrated throughout the course, with a strong emphasis on critical thinking. The instructor's role is primarily that of a facilitator, guiding discussion and hands-on activities rather than delivering traditional lectures.

It emphasizes the Bronfenbrenner ecological approach, highlighting the importance of considering multiple layers that influence identified social problems. Students will not only acquire new knowledge but also apply it by designing and evaluating a project of their own—an opportunity to gain hands-on experience and strengthen project-writing skills. Project development will align with the topics covered throughout the course.

All class sessions will be delivered in person and will not be recorded. If you are unable to attend a class, you should catch up by (1) speaking with the instructor, (2) consulting your peers, (3) reviewing the class slides posted on Canvas, and (4) coordinating with your project team to ensure you complete your share of the work.

Students should expect 30–40 pages of reading per week, completed at the start of the week to maximize engagement in lectures and discussions. The estimated time commitment is 8–9 hours per week, including class time and substantial work outside of class for the team project. Some class sessions will include dedicated time for project work.

The purpose of this course is to actively engage students in the practice of program development and evaluation through collaborative group dynamics. Students will learn from and teach one another while working in teams. A variety of learning methods—including experiential learning—are integrated throughout the course to foster critical thinking and practical application. The instructor serves primarily as a facilitator of learning, guiding students through the process rather than delivering traditional lectures.

Course Prerequisites

Prerequisite: junior standing or higher.

Textbooks, Learning Materials, and Supply Fees

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

Because many class activities in this course will be conducted via Canvas, all students will need an Internet-connected laptop during every class period.

Instructor Interaction Plan

I am committed to supporting your learning and engagement throughout this course. Each week, I will hold two hours of office hours on Zoom, and you are welcome to join during those times or schedule an appointment that works best for you. In class, I encourage hands-on learning and student interaction through group activities that reinforce course concepts. You will also complete a project that demonstrates the knowledge and skills you gain from the course. To keep communication open, I have created a discussion board where you can post questions at any time so the entire class can benefit from shared answers. Students are welcome to respond to their peers' questions, and I will provide final input to ensure accuracy and value student contributions. You can expect responses to emails within 24 hours on weekdays, and I prefer that all course-related emails be sent to my UF email address. Assignment feedback and quiz grades will be returned within one week of submission to support your learning and progress. Additionally, I will send reminders about upcoming deadlines to help you stay on track.

Technical Support

UF Computing Help Desk & Ticket Number: All technical issues require a UF Helpdesk Ticket Number. The UF Helpdesk is available 24 hours a day, 7 days a week. https://helpdesk.ufl.edu/ | 352-392-4357

Weekly Course Schedule

FYC4622: Course Calendar			
WEEK	**DATE**	**WEEKLY TOPICS & ASSIGNMENTS**	**DUE DATES**
Module 1: Program Development and Planning			
1	1/12 - 1/16	• *Introduction [Course Objective # - CO# 1,2,3,4,10,11]* • *Course overview [CO# 1,2,]* • *Overview of program Development and planning [CO# 1,2]* • *Group project creation [CO# 1,9]* • *AI discussion [CO# 17]* • *Group activity [CO# 10]*	• Group Activity 1: identifying the 8 steps of a program plan **(in class)** • Let's kick off the semester discussion ***Opens 1/12 @12:00am;*** ***Due date 1/15 @11:59pm;*** • Project ideas selection ***open on 1/12 @ 12:00 am and due on 1/15 @ 11.59 pm***

FYC4622: Course Calendar			
WEEK	**DATE**	**WEEKLY TOPICS & ASSIGNMENTS**	**DUE DATES**
2	1/19 - 1/23	MLK holiday • Finalization of project teams - team self-assessment and MOU signature *[CO# 10]* • Keys for successful teamwork *[CO# 10]* • General requirements for preparing a situation statement *[CO# 1,3]* • Group activity *[CO# 10]*	• Complete the 7 habits self-assessment before coming to class on the **01-21** • Activity 2: Team building assessment and signature of MOU and Peer Assessment criteria ***Due on 1/21 (in class***) • Activity 3 Team building preparation for Part1 worksheet **Due 1/23 (in class)**
Module 2: Engaging Stakeholder and conducting Need assessment			
3	1/26 - 1/30	• Engaging stakeholders *[CO# 1,9,10]* • Conducting needs assessment *[CO# 1, 3, 6,9,10]* • Familiarization /Revision APA styles*[CO# 19]*	• Activity 4: Assessing community needs in Sangamon County **(in class)** • Activity 5 : Mastering the APA reference list (**in class)** • ***Draft situation statement due 01/30 11:59 pm***
Module 3: Evidence-Based Programming			
4	2/2 - 2/6	• Evidence-based Programming (What works, what has been done. *[CO# 1,2,3,10,]* • Theory of Change *[CO# 1,2,3]* • Cultural and linguistic competence *[CO# 18,]* • Social Ecological model *[CO# 1,2,3]* • Group activity *[CO# 10]*	• Activity 6: Reflection about Part 1 group experience • Activity 7: Theory of change • Part 1: situation statement final version ***Due date Friday 2/6 @11:59pm; Grace period Sunday 2/8 @11:59pm*** • ***Peer Assessment 1 is due the same time***
5	2/9 - 2/13		• Exam 1 ***Due date Monday 2/9 to be completed by 11:59pm (Content week 1-3)*** • *Activity 8: Identify level of social issue* ***(in class)*** ***Activity 9: Part2 Worksheet outline due (in class)***

FYC4622: Course Calendar			
WEEK	**DATE**	**WEEKLY TOPICS & ASSIGNMENTS**	**DUE DATES**
Module 4: Developing Program Goals and Objectives			
6	2/16 - 2/20	• Developing Program Goal and objectives *[CO# 1,4]*	• Activity 10: Smart Objectives (***due in class)*** • Part 2: What works ***Due date Friday 2/18 @11:59pm*** ***Grace period Sunday 2/20 @11:59pm*** • ***Peer Assessment 2 is due the same time***
7	2/23 2/27	• Utilization of resources/ Logic model [*CO# 1,2,3,4,5,7,9,10]* • How to write a mission statement *[CO# 1,5]* • What is an indicator? and how to develop performance indicators? *[CO# 1,3,15,18]* • Measurements *[CO# 1,18]* • Group activity *CO# 10]*	• ***Exam 2 due Monday 2/23 @ 11:59pm content from (Content from weeks 4-5-6)*** • Activity 11: Building logic *model* ***(due in class)*** • Activity 12: Part 3: Logic Model worksheet (***due in class***) • Stop/Start/Continue feedback survey ***due Friday 2/27 @ 11:59 pm***
8	3/2 - 3/6		
Module 5: Planning an Evaluation			

9	3/9 - 3/13	• Program Monitoring overview
		• Program evaluation overview
		• Developing an evaluation Plan *[CO# 1,11,12,13,14,15,16,17,18]*
		  • How to write an Evaluation purpose statement
		  • Development of questions -
		  • Project-Part 4 guidance
		  • Final project guidance
			• Activity: 13 Choosing a research questions)
			• Activity 14: Prepare an evaluation purpose statement
			• Part 3 logic model due -
			Opens 3/13 @12:00am;
			due Friday 3/13 @ 11:59 pm
			Grace period Sunday 3/15 @11:59pm
			• ***Exam 3 due Friday 3/13 @ 11:59 pm content from (content from week 7-8-9)***

10	3-/16-3/20	Spring Break	Extra Credit Semester Break Quiz: ***Opens 3/19 @12:00am;*** ***Due date Sunday 3/20 @11:59pm;***
11	3/23-3/27	• Program evaluation design • Type of evaluation	• Activity 15: Evaluation design practice ***(due in class)***

FYC4622: Course Calendar			
WEEK	**DATE**	**WEEKLY TOPICS & ASSIGNMENTS**	**DUE DATES**
		• Evaluation method (sampling- data collection instruments) • Method of Data analysis (Quant and qual) • How to communicate evaluation results/results dissemination	
12	3/30 - 4/3		• Activity 17: communicating evaluation results (in class) • Part 4: Evaluation ***Due date Friday 4/3@11:59pm;*** ***Grace period Sunday 4/5 @11:59pm*** • Peer Assessment 4 due the same time
13	4/6 - 4/10	Pragmatic considerations: • Role of indicator performance tracking table (IPTT) • Selection of evaluators -Challenges to conducting good evaluation) • Students' project presentations Working session • Guidance on the consolidation of all the project' parts	
Final project step			
14	4/13- 4/17	• Teams will finalize their project presentation - record it via zoom and upload their recorded project presentations to the designated discussion thread. • Activity: Students will watch all presentations and provide feedback on all of them except their own, using the designated discussion thread.	***Team projects zoom recording due 4/15/2026 @ 11:59 pm*** Peer assessment due at the same time ***Activity 18: Students' discussion posts due 4/17 @ 11:59 pm***
15	4/20	In class discussion and feedback on Project presentations	Reflection ***Opens 4/20 @12:00am;*** ***Due date Wednesday 4/22 @11:59pm;***
	4/22	**Final session that will include a comprehensive review for Exam 4 and dedicated group work time to complete the final steps of your project. This class is designed to help you clarify any remaining questions, strengthen your understanding, and ensure your team is fully prepared for submission so that you can finish strong.**	

FYC4622: Course Calendar			
WEEK	**DATE**	**WEEKLY TOPICS & ASSIGNMENTS**	**DUE DATES**
		END OF SPRING 2026! CONGRATULATIONS, YOU MADE IT!	
	4/23-24	**Study days**	
	4/24	**Final project due**	
	4/27	**Exam 4 (content from weeks 11-12-13)**	

Grading Policy

Course grading is consistent with UF grading policies.

Course Grading Structure

Assignment Type	Point Value	Percent of Final Grade
Practice Activities	200	20%
Exams	300	30%
Course Project with all the steps	500	50%
total	1000	100%

Grading Scale

Grade	Points	Percentage
A	279-300	93-100%
A-	270-278	90-92.99%
B+	261-269	87-89.99%
B	249-260	83-86.99%
B-	240-248	80-82.99%
C+	231-239	77-79.99%
C	219-230	73-76.99%
C-	210-218	70-72.99%
D+	201-209	67-69.00%
D	189-200	63-66.99%
D-	180-188	60 – 62.99%
S	0-179	<60%

A minimum grade of “C” is required for General Education credit.

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

MAKE-UP WORK & 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 assignments are submitted successfully. Only University-approved excuses will be accepted.

Campus Health and Wellness Resources

Visit https://one.uf.edu/whole-gator/topics for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact UMatterWeCare for additional and immediate support.

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.

Privacy and Accessibility Policies

[required for online courses, list all technology used]

- Instructure (Canvas)
  - Instructure Privacy Policy
  - Instructure Accessibility
- Zoom
  - Zoom Privacy Policy
  - Zoom Accessibility

Additional information Course assignment

The course has a total of 1100 possible points, although this number may be subject to slight variations due to any course modifications.

Practice Activities (200):

Students will complete 1-2 activities per module to practice what they are learning about planning and evaluation. Assignments will take place in person and be submitted via Canvas unless otherwise instructed. The two lowest scores will be dropped.

Exams (300 points)

Four exams, each worth 100 points, will be required. Each exam will cover material from class sessions and assigned readings in detail for the period. They will consist of approximately 30–40 questions,

including multiple-choice, matching, true/false, and short-answer or fill-in-the-blank questions. The lowest score will be dropped. To help you prepare for the exams, a study guide will be posted on Canvas before each exam. You will have 2 hours to complete each exam online and independently.

Course Project (500 points)

Students will self-select into project teams (3-4 people) based on common interest in a social issue, which will serve as the project's topic area. It is very important, from the start of the project, that everyone confirms the selected social issue meets their common interests, agrees, and is ready to carry their weight. We will spend some class time on project activities, but you will also need to spend substantial time on the project outside of class. The project will consist of six components:

	Course Project Description
1.	**Part 1 – Situation Statement (50):** 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.*
2.	**Part 2 – What Works (75):** Students will select and analyze an evidence-based program or research article specifically relevant to their program. The analysis will include: the program title, 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
3.	**Part 3 – Logic Model (100):** 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.
4.	**Part 4 - Evaluation Plan (75):** Students will develop an evaluation plan, which includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection.
5.	**Part 5 –Presentation (100):** Students will develop a poster or PowerPoint presentation, which highlights their first four project parts (Situation Statement, Evidence-Based Programming, Logic Model, and Evaluation Plan) for the class. Each group will identify a specific *audience* and *purpose* for this project. Project teams will record their presentation via zoom and upload it to the designated discussion thread for peers from other teams except their own to react. Any change in this presentation delivery method will be communicated beforehand.
6.	**Part 6 – Final Program (100):** 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

Peer Assessments:

Each project team will complete the "Team-Building Exercise" and develop standards and criteria for evaluating student contributions to project submissions. Using these criteria, every student must submit a separate peer assessment for each major project submission (Parts 1-6), and these assessments will be factored into student grades.

Students will rate their team members (including themselves) from 0 to 100 based on each person's contribution to the group's work. Student grades will then be determined based on the peer assessment, along with the group's overall grade. The table below provides further details regarding peer assessment influence on students' grades.

Peer Assessment	Rule	Sample Score (based on group score of 90/100)
90% or more	Students who receive a peer assessment of 90% or more receive the group's full grade.	Suppose the student's peer assessment is 96%, then the student's score stays **90/100.**
Less than 90%	Students who receive a peer assessment of less than 90%, their grade will be determined by multiplying the group's grade by the peer assessment grade.	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.**

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.

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

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. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

Using Generative AI tools in this course

It is okay for you to explore Generative AI assistance while creating your project materials. Our goal is to follow principles of responsible and ethical AI use, which means maintaining a central role for human critique, analysis, and refinement of any AI-generated content. Generative writing tools like ChatGPT can help improve our writing and stimulate our thinking, but they should never substitute for our own writing and thinking. Think of generative AI applications as a lower-quality substitute for a writing tutor. A tutor would never write for you, but would ask you different questions conducive to the brainstorming and idea development processes

Along the same line, you may use generative AI tools to help brainstorm ideas and explore topics. However, be mindful of the limitations of AI-generated content. They may be inaccurate, incomplete, and biased as AI cannot engage in critical thought or make judgments based on lived experience, cultural contexts, or ethical considerations. Overreliance on these tools may also suppress your own independent thinking and creativity. Remember that AI cannot think for itself, so don't let it think for you.

Generative AI creates responses based on patterns learned from previously generated texts during model training, but it does not cite those sources. When asked to include sources, it may produce citations or references that look legitimate but are entirely fictitious. Always cross-check any references

provided by AI against credible databases or original sources. Never rely on AI-generated citations without verification.

Course Rules Regarding AI Use:

- You may not submit any work generated by an AI program as your own.
- If you include material generated by an AI program, it should be cited like any other reference material (consider that, as a reference, it is likely low quality or unreliable).
- **For project submissions**, we will be using AI to generate initial drafts. You will use several prompts to optimize the quality of this draft, then copy/paste this content into a document. You will then modify the document to refine and improve this content, and will track all of your improvements using comments and track changes, so we can discern your thinking process.
- You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would for any other source.
- Citations should take this form:
  OpenAI. (2023). ChatGPT. Response to prompt: "Explain what is meant by the term 'Situational Assessment" (February 15, 2024, https://chat.openai.com/).

- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly and MS Word)
- You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself

Evidence of inappropriate or plagiarized AI use will be grounds for submission of an academic integrity report. Sanctions will range from a zero for the assignment to an E for the course. Be aware that other classes may have different policies, and some may completely forbid AI use.

In summary, I don't anticipate any issues, but I want to make sure my expectations are clear so we can focus on meaningful learning rather than concerns about academic integrity. If anything is unclear or you have questions, please feel free to reach out. I am here to help and happy to clarify.

Disclaimer

Please note that this syllabus outlines my current plans and objectives for the course. However, as the semester progresses, modifications may be necessary to optimize the learning experience. Any changes will be communicated promptly, and I will work with you to ensure a smooth adjustment.