

Syllabus for FYC6620 - Program Planning & Evaluation for Human Service Delivery, Summer C 2025

Instructor/Contact Information

Instructor

Dr. Keith G. Diem, Professor

Department of Family, Youth and Community Sciences

Email (preferred contact method)

Virtual Office Hours (via Zoom)

W 2:00–4:00 pm ET/by appt. - Best to arrange in advance via email

(Please note: office hours are subject to change due to other university responsibilities)

Office Location/Phone

Go83 McCarty Hall B, University of Florida, (352) 273-3515

In general, UF email is the best means to reach the instructor. I will be checking e-mail daily and will respond within 24 hours, except for weekends and holidays.

The course syllabus is the first and definitive source for course details. You can also use the [“Course Questions & Suggestions” discussion forum](#) in Canvas, where the instructor and/or classmates may be able to answer your general questions.

Course Description & Credit Hours

In this online 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 effective human service delivery.

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 development and evaluation.

Use effective strategies for needs assessment.

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 how engaging in collaborations; providing leadership development, volunteer opportunities, and other active learning experiences for a wide variety of youth and adults can benefit the program while increasing their employability, contribute to the economy, and benefit a democratic society.

Effectively engage and manage staff and volunteers in program planning and delivery.

Utilize best practices for planning events and activities for human services programs.

Be creative in working in diverse groups, solving problems effectively, and achieving results.

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 results and be a wise consumer of evaluation findings.

Develop appropriate questions useful for hiring an evaluator or evaluation consultant.

Appreciate evaluation as a creative, critical-thinking activity.

Teaching and Learning Methods

This graduate course uses a multi-disciplinary approach to program planning and evaluation in the context of human service delivery. It incorporates content and methods from the fields of planning, logic, program

development, management, marketing, education, diversity & inclusion, volunteerism, youth development, research, evaluation, and more, to provide fundamental concepts. Students actively engage in the practice of program development as they learn and teach others (and work on teams if enrollment is large enough), with a focus on critical thinking. Therefore, the instructor aims to serve more as a facilitator of the learning process than as a lecturer, and students are expected to build on fundamental concepts of program planning and evaluation provided by the instructor/course by contributing current scholarship and other perspectives via assignments, scholarly discussion forums, etc.

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 graduate-level university coursework and, certainly, the real-world practice of program planning and evaluation.

Working on a Team

Depending on the enrollment in the class, students are likely to be randomly assigned to groups of 2-3 students, as listed in the [Collaborations](#) section of Canvas, which includes helpful tools for working together. (If not, all of the assignments listed below would be considered individual assignments, i.e. one student per "group.") Working in a group provides real-life program development experience, and provides an opportunity to learn from each other and to share the workload. All members of the group receive the same grade on group assignments but how you share the workload is up to you to mutually decide.

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](#).)

- 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

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> [Links to an external site.](#) 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 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 their

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)

All students will need a Internet-connected device. A smartphone will not suffice due to limited screen size. Although the course is mostly asynchronous, some activities and required class meetings will require participation with video turned on, so a functional webcam and microphone are essential.

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 \(Links to an external site.\)](#) - (352) 392-HELP (4357) | 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> ➞ [Links to an external site.](#)

Weekly Readings, Instructor Presentations, Learning Activities

Required Readings & Presentations

You will not need to purchase a textbook for this class. Instead, **required readings are drawn from a variety of electronic sources, and are listed in respective weekly [Modules](#) in Canvas.** For electronic readings, convenient links to them are available in weekly *Modules* on Canvas so links can more easily be kept up-to-date. (Although original citations are often provided for readings, the links on Canvas sometimes provide PDF versions of documents when original URLs are no longer active.)

Links to weekly instructor presentations (approx. one hour each) will be posted on Canvas. Generally, they will 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 rely on knowledge gained from the required readings to understand and fully appreciate. In addition, they commonly contain and cite a variety of references of models,

theories, and other information that may or may not be listed in the syllabus.

Practice Quizzes & Activity Resources to Reinforce Learning

Generally, each week's instructor presentation is followed by a [practice quiz](#) that can help you gauge how well you understand key concepts presented. (It is not a graded assignment.) If you are not confident in your answers, this is an indication you should review readings, the instructor presentation, etc.

Many course Modules contain an activity to help you apply what you've learned and prepare for a related course assignment. They are intended for your group to work on together. Typically, there is a corresponding *Activity Resources* page in each Module in Canvas to help with your learning process.

Sharing Your Progress & Feedback on Course Tasks throughout the Semester (Graded Discussion Forum)

The [Sharing Your Progress & Feedback on Course Tasks \(Graded Discussion Forum\)](#) is a required/graded discussion forum available to post your progress on elements of course assignments. This is an informal means to apply what you've learned, learn from your classmates and help each other improve. (Course grades are not competitive.)

It is an attempt to simulate an in-person class, in which students/groups would typically share in class and others would comment. (Seeking input of others is a valuable program development experience.)

You are encouraged to regularly share your work by posting your drafts resulting from completing the exercises contained in *Activity Resources* (often corresponding to weekly course Modules). They are intended for your group to work on together as applicable. When the activity corresponds to a task toward the final project, usually each group posts its attempt at completing it and other students provide feedback about it. This will help your group build its project along the way and have a Draft available for [Peer Review](#) later in the semester. With that said, it is not required to post progress as a group but it is a good opportunity to get feedback on your project's progress incrementally.

The more you contribute to the discussion, the more likely you'll receive feedback in return. Also, at the end of the course, you are graded on your active participation in this forum throughout the semester. Therefore, make sure that different group members share your group's work because grades for this forum are provided to individuals, not groups. ... and everyone can provide feedback on other groups' work.

Each student's grade for this discussion at the end of the semester will be based on:

Sharing Your Work Regularly throughout the semester (50%) - typically as a group when it relates directly to progress on the group's final project.

Providing Feedback to Others throughout the semester (50%) - as an individual

Here is some advice to guide your efforts:

Quality of contributions is more important than the number of postings or the length of postings.

Although you aren't expected to indiscriminately respond to every post by all the other students/groups, you should aim to demonstrate that you are actively engaged with your classmates, and fluent in the subject matter ... as you would during in-person class discussion.

Although following and offering best practices of guidance from instructor presentations, required and optional readings is certainly encouraged, the scholarly rigor expected of the course *Scholarly Exchanges Discussion Forums* is not expected here.

Optional Readings & Resources

In addition to required reading, some weeks have listings of optional readings and resources suggested by the instructor. (See each [Module](#) in Canvas.) 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 Module on Canvas during the course.

Scholarly Exchanges (Graded Discussion Forums) on Canvas

Scholarly Exchanges are specific types of [Discussion Forums](#) designed to facilitate asynchronous interactions about a particular thread or topic scheduled three (3) times throughout the course. Unlike the "Sharing Your Progress on Course Tasks" discussion forum where groups are encouraged to use the opportunity to post their progress on their final group project when it is relevant to the weekly module's activity (to which individual students comment), each "Scholarly Exchange" discussion forum is exclusively an *individual* assignment, not a group assignment. You enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process. The goal is respectful, *scholarly* discourse.

Be explicit in demonstrating that course content (readings, instructor presentation(s), etc.) was understood by incorporating them well into responses by using in-text citations and listing references for those sources in APA format.

Contribute new information and identify credible source(s) beyond the required readings, in APA format. Offer information from agencies and/or specific programs, and expert commentary or research on the topic.

Although it's certainly acceptable to provide personal anecdotes and info from popular sources, your grade is maximized by not relying solely on them and instead also introducing info from scholarly sources. Here's a helpful link from the [More Resources](#) page on Canvas:

What counts as a scholarly source? <https://onsearch.library.utoronto.ca/faq/what-counts-scholarly-source>

[Links to an external site.](#) Ask questions that extend the discussion and make insightful, critical comments.

Refer to other student posts and respond to questions they offer.

Practice professional netiquette when communicating with others

Visit and contribute to the discussion frequently

Stay on the subject

Share relevant experiences and external resources

Strive for quality more than quantity of postings

Include open ended questions in your postings to encourage dialogue

Post initial discussion by no later than Thursday at 5:00 pm ET and reply to initial discussion posts of other class members between then and Sunday at 11:59 pm ET.

Grading Rubric: All discussions are graded by the instructor using a rubric that incorporates these recommendations and guidelines and can be viewed in the Assignments tab on Canvas. **(Click on the “three dots” icon to the right of the forum title, and choose "Show Rubric.")**

Grade Range:	A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (0)
Description of Contribution Quality of contributions is more important than the number of postings or the length of postings. Although you aren't expected to indiscriminately respond to every post by all the other students, you should aim to demonstrate that you are actively engaged with your classmates, and fluent in the subject matter ... as you would during in-person class discussion.	Use of Analysis, Synthesis and Evaluation Critical and/or creative contribution Very clear that course content (readings, presentation(s), and/or film) was understood and incorporated well into responses Asks questions that extend the discussion and makes insightful, critical comments Contributes new information and identifies the source(s)	Use of Comprehension and Application Course content (readings, presentation(s), and/or film) was understood and incorporated into responses Exhibits good insights and understanding of discussion question Relates the issue to prior material covered in the course Goes beyond personal opinions and anecdotes	Use of Knowledge Postings not well aligned with course content (readings, presentation(s), and/or film) Repeats basic correct information related to discussion Relies on anecdotes, personal experience and opinions	Seemingly, no evidence that readings were understood or incorporated into the discussion Didn't do the readings or view the presentation(s)/film Relies on anecdotes, personal experience and opinions that may have superficial relevance to readings or class discussions	No participation

Timeliness matters: Interactive class discussion that comes close to simulating an in-person classroom experience requires all students to make initial posts early enough in the week to give classmates time to read, ponder, interact, and contribute. Refer to details about timelines within each assignment description.

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.

These are not listed by chronological due dates. For the week-by-week schedule, refer to “Course Schedule & Weekly Topics” and in the [Modules](#) on Canvas.

Refer to an overview of each assignment below, and details and grading rubrics found in [Assignments](#) on Canvas

Depending on the enrollment in the class, you are likely to be randomly assigned by Canvas to groups of 2-3 students. If not, all of the assignments listed below would be individual assignments (one student per "group").

Please note that Canvas shows points for each assignment. However, assignment grades are each based on a 100 percent scale of those points in the Canvas [Grades](#) tab, which allows viewing grades based on percentages. If you are not seeing a grade as a percentage, you can change how Canvas displays grades. All scores are weighted in the final course grade calculation according to the Weightings shown in the table below. (Also, Canvas often shows points for ungraded assignments but only those listed below are actually calculated into your course grade by Canvas.)

Overview of Key Assignment Grading & Deadlines

Individual Assignments	Weighting	Due Date
Contributions to three (3) Scholarly Exchanges (Discussion Forums) Post in the appropriate discussion forum on Canvas by no later than 5:00 PM ET on the Thursday of each of the three weeks with Discussion Forums and reply to other students' initial posts by 11:59 pm ET on Sunday of each Discussion week.	30% (10% each)	• Scholarly Exchange 1 (initial post due by May 29, followup posts by June 1) • Scholarly Exchange 2 (initial post due by July 3, followup posts by July 6. • Scholarly Exchange 3 (initial post due by July 24, followup posts by July 27)

Individual Assignments	Weighting	Due Date
- Peer Review of Drafts of Final Project Papers of Other Groups - Draft of Final Project Papers posted by all groups due July 17 - Peer Reviews randomly assigned to individuals by July 18 Peer Reviews of Drafts of Final Project Papers of other students/groups due July 24	5%	Thurs. July 17 Fri. July 18 Thurs. July 24
Comprehensive Exam based on required readings, instructor presentations, other activities throughout the course	10%	Requires 2 hours between Fri. July 25 & Mon. July 28
Discussion Feedback for Other Student/Groups' Voicethread Presentations of Final Projects	10%	Sun. August 3
Required Live Zoom Meeting / Course Wrap-Up Discussion (A synchronous class evaluation activity) (See assignment details in Canvas. which will be available by the week prior to the required Zoom meeting.) To get credit for this assignment, you will complete a brief quiz after attending the meeting. Refer to "Required Follow-up Quiz (to get credit for Live Class / Course wrap-up Discussion via Zoom)" in Assignments," which will become available shortly after the required meeting ends. Details for preparing for the meeting, as well as requirements for make-up if you do not attend, will be available the week prior to the meeting. There are also two optional live Zoom meetings: - Wed. May 21, 12:00-1:00 pm ET - Tues. July 22, 12:00-1:00 pm ET For the optional Zoom meetings, come prepared with questions about course topics and assignments. (There is no formal agenda.) For all course Zoom meetings, log in via the Zoom Conferences tab from within Canvas. (You should also be able to add these meetings to your Outlook calendar.)	3%	Mon. August 4 12:00-1:30 pm ET
End-of-course Evaluation via Qualtrics	2%	Fri. August 8
Sharing Progress on Course Tasks (Graded Discussion Forum) (Exercises in Activity Resources in most weekly Modules are intended for your group to work on together but make sure that different group members share your group's work because grades for this forum are earned by individuals, not groups.)	10%	Regularly throughout the semester

Group Assignments	Weighting	Due Date
Development of a Logic Model	10%	Thurs. June 12

Group Assignments	Weighting	Due Date
Final Project, including: • Voicethread presentation of Final Project (10% of grade) • Final Project Paper (10% of grade) • Post draft version of Final Paper for peer review • Post Final Project VoiceThread Presentation • Submit Final Project Paper	20%	Thurs. July 17 Sun. July 27 Tues. August 5

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
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](#)  [Links to an external site.](#) for more information.
[Links to an external site.](#)

Attendance/Participation

Students are expected to engage fully in all aspects of the course. You are likely to do better in the course and

its assignments if you actively participate.

According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.” This policy will be in effect for FYC 6620 and participation will be monitored on the first week of class.

Absences 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/ugrad/current/regulations/info/attendance.aspx>

Students are responsible for observing all posted due dates, and are encouraged to be self-directed and take responsibility for your learning.

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 “O” score on the exam. [Links to an external site.](#)

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>

Because this is primarily an asynchronous online course, most work can be done by students at their own pace and deadlines are posted well in advance in the course Canvas and integrated syllabus. Documentation for absence is required only in cases of major assignments or graded quizzes/exams. (Submit proper documentation of excused absences to the instructor prior to or immediately after your absence.)

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.

The instructor aims to post grades for each assignment within one week of the assignment deadline.

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.

Other Classroom Policies, Procedures, and Resources

Netiquette: Communication Courtesy

Treat the other students and the instructor with respect and expect to be treated with respect. All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines read the following:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx> Links to an external site.

Confidentiality

Respect for confidentiality of personal information shared by your classmates is an absolute must. Do not talk to others about personal information your classmates share in discussions. Likewise, if you choose to share personal information or use a friend or family member as a case example, please refrain from using their names and/or identifying information.

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: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code>
⇒ [Links to an external site.](#)

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-o>

Generative A.I.

Generative artificial intelligence (generative A.I.) refers to techniques and technology that create new outputs based on a particular input dataset. Examples of generative AI tools include, but are not limited to, ChatGPT, GPT-4, Bard, Claude, and AlphaCode.

Since independent critical thinking and scholarly writing are important components of this course, it is assumed that all writing assignments are prepared by the student using proper citations. Developing such competencies will help prepare you for a competitive workforce and become a competent practitioner as well as an ethical leader and scholar. With that said, generative A.I. is an emerging technology and potential skillset that may be important to be versed in. Therefore, if any generative A.I. tool is used for any writing assignment in this course, it should be acknowledged by including a statement at the end of the assignment explaining what you used generative A.I. for and what prompts you used to get the results. Also, any text generated using ChatGPT (or similar tool) should include a citation such as "ChatGPT (YYY, Month DD of query). "Text of your query." Generated using OpenAI <https://chat.openai.com/>" (Material generated by other tools should follow a similar citation convention."

[How to cite ChatGPT in APA Style, 7th Edition](#)⇒ [Links to an external site.](#)

Caution: Current generative AI technology available to the public can create impressive sounding text results but often contains blatant inaccuracies and false, fabricated citations that are unverifiable!

Unless explicitly stated otherwise, use of generative A.I. (or any other assistance) is NOT permitted for graded exam/quizzes.

Student Complaint Process (Online Course)

If you have a complaint, please share with the instructor. If it cannot be resolved, refer to UF policy at: <http://www.distance.ufl.edu/student-complaints>.

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.

Getting Technical Help

For technical difficulties with Canvas or elearning, please contact the UF Help Desk at:

Learning-support@ufl.edu

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>

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 in this syllabus and the course Canvas. There is a lot of helpful information that can save you time and help you meet the objectives of the course.

Print 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..

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being 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, counseling.ufl.edu/cwc [Links to an external site.](#)

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Training Programs

Community Provider Database

U Matter We Care, umatter.ufl.edu/.

Your well-being is important to the University of Florida. The *U Matter, We Care* initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the *U Matter, We Care* Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at (352) 392-1575. The *U Matter, We Care* Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Career Resource Center, First Floor JWRU, 392-1601, crc.ufl.edu/.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc

Please note: This course aims to be inclusive and accommodating of students of all levels of ability. Reasonable accommodations will be made based on letters of accommodation and other guidance from the DRC.

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](#)

[Accessibility](#)

Zoom

[Privacy Policy](#) ➞ [Links to an external site.](#)

[Accessibility](#) ➞ [Links to an external site.](#)

Voice Thread

[Privacy Policy](#) ➞ [Links to an external site.](#)

[Accessibility](#) ➞ [Links to an external site.](#)

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.

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.