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**Time/Location:** Tuesday Period 7 (1:55-2:45) Thursday Periods 7-8 (1:55-3:50) McCarty A – 2196

**Instructor:** David C. Diehl, Ph.D.  
[dcdiehl@ufl.edu](mailto:dcdiehl@ufl.edu)

**Office Hours:** Tues 3:00 – 5:00 or by appt.  
Zoom: <https://ufl.zoom.us/my/officehours>

**Teaching Assistant:** Carly Lutzow, MPH  
[lutzow.carley@ufl.edu](mailto:lutzow.carley@ufl.edu)

**Office Hours:** Weds 1:00 – 3:00  
Zoom: <https://ufl.zoom.us/j/99166991208>

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**Email:** Please use UF email (NOT the Canvas system).

**Class Delivery:** All class sessions will be delivered in person and will not be recorded. If you are unable to attend class, I encourage you to catch up on the content by: 1) talking with me or Carley; 2) talking with your peers; 3) reviewing the class slides, which are posted to Canvas; and 4) working with your project team to make sure you are doing your fair share of the work.

**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>

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## Course Description

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

## Course Goal

Students will be knowledgeable about program planning and evaluation processes and will appreciate the ways in which they contribute to stronger social programs.

## Course Objectives

After completing this course students will be able to:

### *Program Planning*

- Understand the key elements of program planning
- Communicate ideas clearly in written form
- Create a research-based argument to justify attention to a social issue
- Identify participant outcomes to guide program planning
- Identify evidence-based programs
- Create and critique a logic model
- Participate effectively in a program planning process

### *Evaluation*

- Understand the different uses of evaluation
- Pose meaningful evaluation questions
- Understand the balance between scientific rigor and programmatic considerations in evaluation
- Create an evaluation plan for a proposed program
- Select appropriate evaluation instruments to measure key concepts
- Appreciate evaluation as a creative, critical-thinking activity

## Course Format and Expectations

In this course, students actively engage in the practice of program development and evaluation through group work to learn from and teach others. A variety of learning methods, including experiential learning, are integrated into all phases of the course, with a focus on critical thinking. Therefore, the instructor aims to serve more as a facilitator of the learning process than as a lecturer.

To achieve maximum benefits of the course (and maximum grade), students are expected to attend and actively participate in all aspects of the course. Students are expected to contribute meaningfully in class, in team efforts, and in individual assignments. You will be assigned up to 30 or 40 pages of reading a week, which should be completed at the beginning of the week to get maximum benefit from the lectures.

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

## Grades

There are @ **1400 total** possible points in the course as described below (*please note that the total points may vary slightly based on course modifications*)

### Attendance (100 points)

There are 27 days of class this semester. Students who are late to class or leave class early will receive ½ credit for their presence that day. Students who provide a UF-approved excuse for absences will not be penalized but will need to make up any work from missed days. The structure for attendance points is:

Days Present	Points
27	110
25-26.5	100
23-24.5	90
21-22.5	80
19-20.5	70
17-18.5	50
0-16.5 days	0

### Quizzes (200 points)

Quizzes and other knowledge assessments will be administered on a weekly basis and will cover (1) the class sessions from the previous week; and (2) the readings for the coming week. Quizzes will include multiple choice, short answer, and essay questions. Quizzes, worth 20 points each, will generally take place **every Tuesday** using the Canvas Quiz function and will be 25 minutes in length, lasting from 8:00 am until 11:59 pm (no late submissions will be accepted). When alternative quiz formats are used, I will announce those on Canvas. Your two lowest quiz scores will be *dropped* from the final grade. [To foster as much learning as possible and to prepare you for exams, I encourage you to read the articles for key content and to avoid the use of AI in answering the questions.](#)

## Exams (300 points)

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

## Course Project (800 points)

Students will form project teams (3-4 people) and each team will choose a **social issue** that will serve as the topic area for the project. It is very important that you choose a topic that you are interested in and choose team members who will carry their weight. We will spend some class time on project activities, but you will need to spend substantial time on the project outside of class time as well. Students who do not attend class on project work days will not receive the full points for that work. The project consists of:

**Worksheets and Activities (200 points):** Over the course of the semester, students will submit 7 worksheets that are worth 20 points each. The worksheets include exercises that are designed to get project teams started on the key tasks for each project submission, as well as a team-building worksheet and a peer review of presentation worksheet. In addition, there will be approximately 6 assignments/activities worth 10 points each, including in-class writing exercises and completion of surveys.

**Part 1 – Situation Statement (100 points):** Students will develop a situation statement that incorporates the current research on their topic of interest, and includes the *magnitude* of the problem, the *consequences* of the problem, and an understanding of the *underlying issues/causes*.

**Part 2 – Evidence-Based Programming (100 points):** Students will select and analyze an evidence-based program specifically relevant to their program. The analysis will include: the target population, outcomes achieved, a commentary on the strength of the evidence, and the program elements or approaches that will be incorporated into the students' program model.

**Part 3 – Logic Model (100 points):** Students will develop a mission statement and program description, along with a program logic model that describes the program's key activities, rationale for participant engagement, and short-term, intermediate, and long-term participant outcomes that will be achieved through the program. Research-based "keys to success" will also be included.

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

**Part 4 – Final Program Model and Evaluation Plan (200 points):** Building on the completed project parts, students will assemble a program plan and evaluation plan that includes a situation statement, "what works" section, logic model and program description, and evaluation plan (that includes the evaluation questions, evaluation design, data collection plan, and instruments for data collection).

## Peer Assessments

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

Students will rate the other team members from 0 to 100 based on each individual’s contribution to the group’s work. Late peer assessments will be penalized 10% per day and students who do not submit a peer assessment will receive a 0 for their portion of the assessment.

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

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

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

## Late Assignments

All late assignments, including Peer Assessments, will be penalized **10% for each day late**. This penalty starts the minute after the assignment was due. It is the student’s responsibility to ensure that assignments are successfully submitted. Only University-approved excuses will be accepted.

## Key Dates (due by 11:59 pm on due date)

Tuesdays	Quizzes/Assessments
August 28	Team-Building Worksheet
September 4	Worksheet Part 1 – Situation Statement*
September 14	Part 1 – Situation Statement*
September 25	Worksheet Part 2 – Evidence-Based Programming
October 5	Part 2 – Evidence-Based Programming
October 9	Exam #1
October 16	Worksheet Part 3 – Logic Model*
October 26	Part 3 – Logic Model
November 7, 13, 18	Class Presentation*
November 18	Worksheet Part 4 – Evaluation Plan
November 20	Exam #2
December 8	Part 4 – Final Program Model and Evaluation Plan*

\*Note: Peer Assessments are due the same day as all project submissions

## Grading Scale

Your grade is based on raw points at the end of the semester. Your final grade will not be “rounded,” but will be assigned based on the total number of points in the course.

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

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

## CLASSROOM POLICIES/PROCEDURES

### Grade Changes (or lack thereof)

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

### Cell Phones/Laptops

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

### Class Delivery

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

### First Classes Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. According to the UF undergraduate catalog: “If you do not attend at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however, if you fail to attend the first few days of class. By posting a notice in the department office, the department will notify you if you have been dropped from the course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.” **This policy will be in effect for FYC 4622 and attendance will be monitored on the first two days of class.**

## Excused Absences / Medical Issues

To receive an excused absence and/or request accommodations for class sessions, please provide a medical excuse in advance if possible (this would include a doctor's note, a positive test result, and so on). Excused absences will include: sick days (documented by a medical practitioner), religious holidays, death of an immediate family member, conferences, or authorized UF travel. You will be required to complete all missing assignments within 1 week of your return to class unless alternative arrangements are made with the instructor.

## USING GENERATIVE AI TOOLS IN THIS COURSE

**I will be encouraging you, but not requiring you, to make use of Generative AI tools to assist with the production of your project materials.** We will be striving to adhere to principle of responsible and ethical use of AI, which includes a central role of human critique, analysis, and refinement of AI-generated materials. Writing is integral to thinking and it can be challenging. Generative writing tools like ChatGPT can be useful tools for helping improve our writing and stimulate our thinking. They should never serve as a substitute for writing and thinking. Think of generative AI applications as a lower quality substitution for a writing tutor. The tutor would never do the writing for you but might ask you questions to jumpstart brainstorming or idea development. They might also point out poor grammar, organization, and use of passive voice.

Similarly, you may use generative AI to help generate ideas and brainstorm a topic. Know that the information generated by programs such as ChatGPT may be inaccurate, incomplete, and biased. Know that relying on these tools may also curb your own independent thinking and creativity. Recognize that AI is not capable of independent thinking or making judgments based on lived experiences, cultural contexts, or ethical considerations. Remember that AI cannot think for itself, so don't let it think for you.

Generative AI develops its responses from previously created texts from model training sources, but it does not cite those sources. When asked to include sources, it may create sources that are not real.

### 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 and will 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 that some may forbid AI use completely.

In summary, I assume we won't have any issues but want to ensure that my expectations are clear so that we can focus on learning content rather than being concerned about whether your work is your work. Please don't hesitate to ask questions or for clarification on any of this information.

## 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/>

## CERTIFIED FAMILY LIFE EDUCATION (CFLE CREDIT)

Please note that the content of this course is approved by the National Council on Family Relations as part of the University of Florida's Certified Family Life Education Program in FYCS. This course is approved to meet professional requirements for training in specific content areas that prepare a student to meet standards for provisional certification as a family life educator.

## CAMPUS 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.

## SERVICES FOR STUDENTS WITH DISABILITIES

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please do not hesitate to contact me if you have questions or concerns in this regard. Also, please make these arrangements early so we can make the proper accommodations.**

0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)

## SOFTWARE USE

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.