



**FYC6920: Capstone Project**  
**Spring 2025**  
**3 credits**

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**Schedule Office Hours:**

30 minute meeting <https://calendly.com/martiegillen/capstone-meeting>

60 minute meeting <https://calendly.com/martiegillen/60min>

Please email me if you are unable to find a time/day that works for you or need to schedule evening hours.

**Course Website:** <http://elearning.ufl.edu/>

### **UNIVERSITY COURSE DESCRIPTION**

Students will complete a final project that addresses an issue within Family, Youth and Community Sciences. Students will prepare an e-portfolio of academic and professional accomplishments and deliver a professional presentation. The course assignments will satisfy the graduate school requirement for a comprehensive examination for a master's degree without thesis.

### **OVERALL COURSE GOAL**

The goal of this course is to develop and implement an original project that demonstrates your ability to apply the knowledge and skills gained in the program.

### **COURSE OBJECTIVES**

1. Design a capstone project that enables the student to
  - a. Apply academic and professional skills developed in their graduate program, and
  - b. Develop advanced skills to achieve the student's career goals
2. Prepare and present a professional presentation detailing your capstone project
3. Develop an E-portfolio to document student learning and self-reflection, identify and clarify educational and career goals, and highlight achievement to potential employers.

## RECOMMENDED READINGS

- Palmer, E. (2017). *Own Any Occasion: Mastering the Art of Speaking and Presenting*. Alexandria, VA: ATD Press.
- Mathieu, F. (2012). *The Compassion Fatigue Workbook*. New York: Routledge.
- Silvia, P. (2018). *How to Write a Lot*. American Psychological Association.

## COURSE ASSIGNMENTS

Students are expected to complete the following assignments:

### Capstone project

The capstone project is the student's opportunity to demonstrate and apply the theories and knowledge they've learned to address real-world issues. The project must have a practical application and may be designed in collaboration with the student's current employer, a human services or nonprofit organization, or other community-based initiative. In the first few weeks of class students will work to define a project goal, create a project outline, describe a problem or issue, and conduct a brief literature review. Throughout the semester, the student will work toward completion of the capstone project and present the project as if they were giving a professional presentation to an engaged audience.

### E-portfolio

Students will create an e-portfolio demonstrating the breadth and depth of the knowledge they have gained in the FYCS MS program. The e-portfolio is a way for students to consider their professional development in an active and engaged manner culminating in a useable product applicable to their career goals. Students are expected to demonstrate what they have done in the FYCS program including products from previous courses (ex., a fundraising plan or evaluation plan). Students should use past course syllabi, projects, and other products completed in the program to help identify items for use in the portfolio. Additionally, students will discuss how they have changed because of their participation in the program and articulate their goals and the importance of continued professional development.

### Professional presentation

The capstone course provides students with an understanding of the importance of professional development and effective presentation techniques. Students will be asked to turn their capstone project into a professional presentation. In preparation, students will provide an overview of their project from start to finish. Students are expected to demonstrate their mastery of their project content and incorporate presentation skills.

## GRADING

Assignments	Points	Percentage
Capstone Project	250	50%
E-portfolio <ul style="list-style-type: none"> <li>• Your E-portfolio (90 points)</li> <li>• Peer Review (10 points)</li> </ul>	100	20%
Professional Presentation	100	20%
Class Participation and Progression <ul style="list-style-type: none"> <li>• Weekly Check Ins (14 @ 2 pts each = 28)</li> <li>• Timeline &amp; Expanded Project Outline (22)</li> </ul>	50	10%
<b>Total Points</b>	<b>500</b>	<b>100%</b>

## GRADING SCALE

Letter Grade	Percentage	Points Earned	Grade Points
A	93.0 - 100%	465 points-500 points	4.0
A-	90.0 – 92.9%	450 points-464 points	3.67
B+	87.0 – 89.9%	435 points-449 points	3.33
B	83.0 – 86.9%	415 points-434 points	3.0
B-	80.0 – 82.9%	400 points-414 points	2.67
C+	77.0 – 79.9%	385 points-399 points	2.33
C	73.0 – 76.9%	365 points-384 points	2.0
C-	70.0 – 72.9%	350 points-364 points	1.67
D+	67.0 – 69.9%	335 points-349 points	1.33
D	60.0 – 66.9%	300 points-334 points	1
E	59.0% and below	0 points-299 points	0

Course grading policies are consistent with UF Grading policies and can be found at: [UF Grades and Grading Policies](#)

## COURSE AND UNIVERSITY POLICIES

### Make-Up Work

Requirements for make-up assignments and other work are consistent with university policies that can be found at:

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

### Accommodations for Students with Disabilities such as:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage <https://disability.ufl.edu/get-started/> on the Disability Resource Center site. It

is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **Online Course Evaluation Process**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at:

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

### **Academic Honesty Policy**

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 honor 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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). 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: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

### **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.

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

## Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.uf.edu/whole-gator/topics>

## 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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as noncrisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352- 392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

## Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392- 4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services. • [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

## Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

*Note that the instructor reserves the right to adjust the syllabus as needed.*

<b>Week</b>		<b>Topic</b>	<b>Assignments Due</b>
<b>Planning your project</b>			
1	January 13 - 17	Introduction to capstone	Weekly Check In
2	January 20 - 24	Project planning: Goals, objectives, activities	Weekly Check In Timeline and Expanded Outline
3	January 27 - 31	Evaluate project resources and challenges	Weekly Check In
4	February 3 - 7	Developing an evaluation plan	Weekly Check In
<b>Creating your portfolio</b>			
5	February 10 - 14	Creating an e-portfolio	Weekly Check In
6	February 17 - 21	Adding and editing content	Weekly Check In DRAFT e-portfolio
7	February 24 - 28	Project check-in	Weekly Check In
<b>Preparing your presentation</b>			
8	March 3 - 7	Planning your presentation: understanding your audience	Weekly Check In e-Portfolio Peer-Review
9	March 10 - 14	Presentation content and organization	Weekly Check In
10	March 17 - 21	SPRING BREAK	
11	March 24 - 28	Presentation Design	Weekly Check In
12	March 31 – April 4	Presentation Skills - review	Weekly Check In FINAL e-Portfolio
<b>Taking care of yourself</b>			
13	April 7 - 11	Compassion Fatigue Self-Assessment	Weekly Check In
14	April 14 - 18	Workplace Factors	Weekly Check In
15	April 21 - 23	Steps to Wellness Presentations/Final Project	Weekly Check In Project Presentation