CALS Curriculum Committee Meeting
February 17, 2017
2:00 p.m.
2025 McCarty Hall D


Agenda and Index for Materials

Approve Minutes from January 20, 2017 meeting

Dr. Brendemuhl: Update from UCC

Graduate New Course Proposals

1. AOM 6XXX – Principles and Issues in Environmental Hydrology (req. #11077 – Previously submitted 10/21/2016)

2. FYC 6XXX – Prevention Science in YDFS (req. #11449)

Graduate Course Change Proposals

3. FYC 6020 – Principles of Family, Youth, and Community Sciences (req. #11450)

4. FYC 6331 – Involving Youth in Community Issues (req. #11451)

5. FYC 6412 – Historical Foundations of Philanthropy (req. #11452)
CALS Curriculum Committee Meeting
January 20, 2017
Submitted by James Fant


Guests: John Peterson, Amy Vasquez, Robert Gilbert, Rose Loria, Jason Kruse, Blair Siegfried

Call to Order: The College of Agricultural and Life Sciences Curriculum Committee met on January 20, 2017 in Rm. 2025 McCarty Hall D. Dr. Andrea Lucky called the meeting to order at 2:00 p.m.

Previous agenda items and supporting material can be found on the CALS Curriculum Committee homepage under archived information:
http://www.cals.ufl.edu/faculty_staff/curriculum_committee.shtml

Approval of Minutes: A motion was made by Dr. Kolaczkowski to approve the minutes from the December 9, 2016 meeting of the CALS CC. The motion was approved.

All items approved by the committee will be forwarded to either the Graduate Curriculum Committee (GCC), Graduate Council (GC) or the University Curriculum Committee (UCC) once any changes requested are made and the submission is complete.


Update from UCC: Dr. Brendemuhl was unable to attend the January 2017 CALS CC meeting so Dr. Wysocki presented on his behalf. Dr. Wysocki noted that all CALS related curricular items were approved at the January 17, 2017 meeting of the UCC. This included the new UG course ENY 2XXX (Practical Beekeeping); new joint courses ANS 4XXXC/ANS 5312C (Applied Ruminant Reproduction) and MCB 4XXX/6XXX (Archaea Biotechnology). In addition, two new graduate courses had also been approved: FOR 6XXX (Forest Ecosystem Health) and MCB 6XXX (R for Functional Genomics). He also provided a reminder for specific dates for UCC submission to make the Guide to Majors (January 20th for February 21st UCC meeting) and 2017-18 Undergraduate Catalog (February 24th for March 21st UCC meeting). Lastly, he commented concerning the pending legislation for a new performance metric for the University which would focus on 4-year graduation rates for undergraduates as opposed to the current metric of 6-year graduation rates.
Graduate New Course Proposal

1. MCB 6XXX – The Microbiome (req. #11006 – Resubmission from 9/16/2016)
   Reviewed with item #3
   A motion was made by Dr. Andenoro to approve this item with edits required. The motion was approved. The Description of request section on both UCC forms needs to be updated. This section is for a brief explanation of the need for the submission. It is not an additional space for the course description. The last sentence of the course description on both the UCC forms and syllabuses need to be edited for grammar. The Course Objective sections on both syllabuses and the UCC1 need to be edited. Statements such as “Students will be taught” or “This course will introduce” need to be removed. This section is to show what students will be able to do when they have completed the course. Please refer to: http://cals.ufl.edu/faculty-staff/docs/cc/forms/learningObjectives.pdf for assistance. Each syllabus should contain information on the expectation for the lab component and how it will be evaluated. The graduate syllabus needs an explanation of how the research paper will be evaluated. Lastly, regarding the section on quizzes, the committee suggests a less is more attitude for the submission phase. This will help avoid confusion and unnecessary delays further along in the approval process.

Graduate Course Change Proposal

2. MCB 6318 – Comparative Microbial Genomics (req. #11399)
   A motion was made by Dr. Nunez to approve this item as submitted. The motion was approved.

Undergraduate Course Change Proposal

3. MCB 4320C – Bacterial Genome Sequencing and Analysis (req. #11004 – Resubmission from 9/16/2016)
   See item #1 for comments.

Undergraduate Certificate Proposal

4. Mapping with Small Unmanned Aerial Systems (req. #11341)
   A motion was made by Dr. Porter to approve this item as submitted. The motion was approved.

Curriculum

5. Proposed Reconstruction/Renaming of Specializations in Plant Sciences (req. #11406)
   A motion was made by Dr. Porter to approve this item as submitted with the suggestion that the submitter revisit with departmental faculty to discuss proposed specialization name Native Plant Conservation. The motion was approved.

Conclusion

The meeting was adjourned at 3:17 p.m.
## Cover Sheet: Request 11077

**AOM6XXX Principles & Issues in Environmental Hydrology**

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**Description of request:** This is a course in Environmental Hydrology intended for graduate students in agriculture, environmental science and management. Special emphasis will be focused on basic hydrology as well on the planning and management of transboundary basins (interstate and among countries).

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No document changes

| College    | Recycled | CALS - College of Agricultural and Life Sciences | Brendemuhl, Joel H | This submission was recycled by the CALS CC on 10/18/16. Needed revisions and edits have been sent to the submitter. | 11/18/2016    |

**Deleted AOM4643_6932 2016 UFO Syllabus.Final.pdf**

| Department | Approved | CALS - Agricultural and Biological Engineering 514907000 | Haman, Dorota Zofia |                                                                         | 2/8/2017      |

**Added uccconsult_AOM4643.pdf**

**Added AOM4643_6932 2016 UFO Syllabus.Final.pdf**

| College    | Pending | CALS - College of Agricultural and Life Sciences |                 |                                                                         | 2/8/2017      |

No document changes

| Graduate Curriculum Committee |      |                                             |                 |                                                                         |               |

No document changes

| University Curriculum Committee Notified |      |                                             |                 |                                                                         |               |

No document changes

| Statewide Course Numbering System |      |                                             |                 |                                                                         |               |

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Course|New for request 11077

Info

Request: AOM6XXX Principles & Issues in Environmental Hydrology
Description of request: This is a course in Environmental Hydrology intended for graduate students in agriculture, environmental science and management. Special emphasis will be focused basic hydrology as well on the planning and management of transboundary basins (interstate and among countries).
Submitter: Kiker, Gregory A gkiker@ufl.edu
Created: 1/5/2017 2:46:33 PM
Form version: 3

Responses
Recommended Prefix AOM
Course Level 6
Number XXX
Category of Instruction Joint (Ugrad/Grad)
Lab Code None
Course Title Principles & Issues in Environmental Hydrology
Transcript Title Env Hydrology
Degree Type Graduate

Delivery Method(s) Online
Effective Term Fall
Effective Year 2017
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3
If variable, # min 0
If variable, # max 0
S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3

Course Description This is a course in Environmental Hydrology intended for graduate students in agriculture, environmental science and management. Special emphasis will be focused basic hydrology as well on the planning and management of transboundary basins (interstate and among countries).
Prerequisites none
Co-requisites none

Rationale and Placement in Curriculum This course offers an introduction to river basin management and planning by providing a foundation of understanding of river basins as a system from biological, hydrological and geopolitical viewpoints. Special emphasis will be focused basic hydrology as well on the planning and management of transboundary basins (interstate and among countries).
Course Objectives 1. Students will analyze and calculate the basic flows within the hydrological cycle in terms of the quantities of water and energy that move within various states.
a. Complete simple hydrological calculations concerning general water cycle including energy, storage, precipitation, evaporation, surface and sub-surface flows.
b. Explain the hydrological cycle as it relates to Florida's unique water resources
2. Students will describe the basic legal principles and conflict resolution alternatives that are relevant to transboundary river basin management
3. Students will integrate hydrological principles and river management objectives to negotiate and formulate water basin management contracts among opposing viewpoints
a. Demonstrate how reservoir systems can be used to manage water flows and
consumptive uses within a complex watershed
b. Define and calculate environmental performance metrics for establishing tradeoffs between human uses and ecosystem protection.
c. Assume a specific, stakeholder role and negotiate water management alternatives within a role play setting.

**Course Textbook(s) and/or Other Assigned Reading** Specific journal articles and government documents are listed in the weekly modules.


**Weekly Schedule of Topics** SECTION: 1 Principles of Hydrology and Water Resources Management

Module 1: Introduction to the Hydrological Cycle and Water Budgets (8/22-8/28)
Module 2: Solar Radiation as a fundamental input to the hydrological cycle (8/29-9/4)
Module 3: Precipitation and Atmospheric Water- Expanded analysis of the hydrological cycle (9/5-9/11)
Module 4: Evaporation and Transpiration- Expanded analysis of the hydrological cycle (9/12-9/18)
Module 5: Infiltration and Runoff - Expanded analysis of the hydrological cycle (9/19-10/2) (Note – this is a two week module)
Module 6: Subsurface and Groundwater - Expanded analysis of the hydrological cycle (10/3-10/9)
Module 7: Challenges in Florida Hydrology (10/9-10/16)

SECTION: 2 Issues in Hydrology and Water Resources Management

Module 8: Water Conflicts: real or imagined? Transboundary water resources and uses (10/17-10/23)
Module 9: Introduction to the Apalachicola-Chattahoochee-Flint (ACF) River Basin (10/24-10/30)
Module 10 The Apalachicola-Chattahoochee-Flint (ACF) River Basin as a human-managed system (10/31-11/6)
Module 12: Negotiation as understanding: Role Play and Water Allocation trade-offs in the ACF Basin (11/14- 12/7) ACF Negotiation/Class Project

Wednesday December 9: Classes end

**Links and Policies**

All written assignments will use the Turnitin anti-plagiarism software linked with the Canvas/E-Learning course management system.

In the process of enrolling and registering for classes at the University of Florida, every student has signed and presumably understands the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

Students are required to read the plagiarism information site (http://www.uflib.ufl.edu/mls/07b/students.html) and to work specific questionnaires to show understanding and compliance with UF guidelines. All students will be expected to do their own work and any student caught violating the academic honor code will either be given no credit for the work product in which the violation occurs or a failing grade in the class.

**USE OF LIBRARY, PERSONAL REFERENCES, PC PROGRAMS AND ELECTRONIC DATA BASES**

These items are university property and should be utilized with other users in mind. Never remove, mark, modify nor deface resources that do not belong to you. If you're in the habit of underlining text, do it only on your personal copy. It is inconsiderate, costly to others, and dishonest to use common references otherwise.

**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. We, the members of the University of Florida community, pledges to hold ourselves and
our peers to the highest standards of honesty and integrity.

UF COUNSELING SERVICES
I hope to establish a class relationship and encourage dialog so that students feel comfortable discussing academic problems directly with me. In addition, resources are available on-campus for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- Sexual Assault Recovery Services (SARC), Student Health Care Center, 392-1161, sexual counseling; and
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Getting Help: For issues with technical difficulties with Canvas, please contact the UF Help Desk at: Learning-support@ufl.edu or (352) 392-HELP - select option 2 or their website at https://lss.at.ufl.edu/help.shtml.

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

Other resources are available at http://www.distance.ufl.edu/getting-help for: Counseling and Wellness resources, Disability resources, Resources for handling student concerns and complaints and the Library Help Desk support.

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

**Grading Scheme**
A = 93-100; A- = 90-92;
B+ = 87-89; B = 84-86; B- = 80-83;
C+ = 77-79; C = 74-76; C- = 70-73;
D+ = 67-69; D = 64-66; D- = 60-63;
E =< 59.99

**Instructor(s)**
Gregory A Kiker
**Cover Sheet: Request 11449**

**FYC 6XXX Prevention Science in YDFS**

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<td>This course will explore the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking an ecological approach, this course will explore methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.</td>
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- Added uccconsult psychology.pdf 2/3/2017
- Added uccconsult_RGS_RPT.pdf 2/3/2017

College | Pending | CALS - College of Agricultural and Life Sciences | 2/3/2017 |  |

No document changes

Graduate Curriculum Committee

No document changes

University Curriculum Committee Notified

No document changes

Statewide Course Numbering System

No document changes

Graduate School Notified

No document changes

Office of the Registrar

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Course|New for request 11449

Info

Request: FYC 6XXX Prevention Science in YDFS
Description of request: This course will explore the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking an ecological approach, this course will explore methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.
Submitter: Forthun, Larry F lforthun@ufl.edu
Created: 2/3/2017 1:19:47 PM
Form version: 1

Responses
Recommended Prefix FYC
Course Level 6
Number XXX
Category of Instruction Advanced
Lab Code None
Course Title Prevention Science in YDFS
Transcript Title PrevSci YDFS
Degree Type Graduate
Delivery Method(s) On-Campus
Co-Listing No

Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 3
Course Description This course will explore the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking an ecological approach, this course will explore methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.
Prerequisites none
Co-requisites none

Rationale and Placement in Curriculum This course was developed to support the new Ph.D. program in our department, which will begin in Fall 2017. The course will be a required course for our doctoral students and an elective course for our advanced master’s students.
Course Objectives 1. To understand prevention science and its historical roots in youth development, family science, psychology, sociology, and related disciplines.
2. To critically evaluate the theoretical frameworks that inform YDFS prevention and promotion programming
3. To analyze and evaluate current research on YDFS prevention and promotion programs and activities.
4. To identify the elements of a quality YDFS prevention/promotion programs
5. To understand appropriate methods of YDFS prevention/promotion program
research and evaluation.
6. To examine the processes and challenges of moving a YDFS prevention program or activity from efficacy trials to widespread dissemination.

**Course Textbook(s) and/or Other Assigned Reading**

Textbook:

Readings:

Week 1


Week 2

Week 3

Week 4
Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Policy (Week 12)

Week 13


Week 14


Weekly Schedule of Topics

1. Definition of Prevention Science
2. Theoretical Frameworks in Prevention Science (neuroscience, community theories)
3. Theoretical Frameworks in Prevention Science (Family theories, Positive Youth Development Theories)
4. Theoretical Frameworks in Prevention Science (risk-taking theories, decision-making theories)
5. Implementation and Evaluation of Prevention Programs (Standards of Evidence)
6. Effective Prevention Programs
7. Early Prevention (prevention in early childhood; does not focus on school-based or early childhood education programs. Focus is on community-based programs)
8. Prevention in Adolescence and Emerging Adulthood (confirmed no overlap with depts. of psychology or sociology)
9. Prevention in Family and Interpersonal Relationships (confirmed no overlap with depts. of psychology or sociology)
10. Social Determinants (confirmed no overlap with courses in Health Outcomes and Policies)
11. Community Organizing
12. Policy (confirmed no overlap with courses in Health Outcomes and Policies)
13. Translation and Dissemination
14. Ethics/Critiques of Prevention Science
15. Student Presentations

Links and Policies

BASIC RULES FOR CLASS DISCUSSIONS

RESPECT OTHERS. This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels she/he has been harmed or misrepresented—by the instructors or any individual in the class—we urge you to speak with one of us via phone, Skype or e-mail so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF 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.

OTHER CONSIDERATIONS
RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the class schedule due to religious observances should contact the instructor as soon as possible so that she can make necessary arrangements.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING 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/

UNIVERSITY POLICY ON 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:

UNIVERSITY POLICY ON ATTENDANCE 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

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.

NETIQUETTE: COMMUNICATION COURTESY:
All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines READ the following:

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

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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 for both on and off campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. Some services are only available to on campus students.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/
- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

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

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

Grading Scheme Weekly Assignments: 10 assignments @ 20 points = 200 points (40% of grade)

Final Project (60% of grade)

Topic Choice and Rationale: 40 points
Reference list: 40 points
Outline: 40 points
Final Paper: 120 points
Presentation 60

TOTAL 500

Instructor(s) Sarah D. Lynne, Ph.D.
Assistant Professor
Department of Family, Youth and Community Sciences
## UCC: External Consultations

**External Consultation Results (departments with potential overlap or interest in proposed course, if any)**

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<td>294.7190</td>
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**Comments**

I have consulted with multiple faculty members in the department whose teaching and research interests may overlap with the proposed course. There are no significant overlaps.

Barbara Zsembik 1. 31. 2017

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<td>273-3807</td>
<td><a href="mailto:jagraber@ufl.edu">jagraber@ufl.edu</a></td>
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**Comments**

FYC 6932 Prevention Science in YDFS. After review of the syllabus and related materials, the area directors in the Department of Psychology did not have any concerns regarding overlap with any courses that we presently teach. In addition, several area directors thought that the course would be of interest to graduate students in their areas of Psychology including Developmental, Social, and Behavioral Analysis.
### UCC: External Consultations

**External Consultation Results (departments with potential overlap or interest in proposed course, if any)**

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<tr>
<td>Health Outcomes and Policy</td>
<td>Ramzi Salloum, Assistant Professor</td>
<td>352-294-4997</td>
<td><a href="mailto:rsalloum@ufl.edu">rsalloum@ufl.edu</a></td>
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**Comments**
I have no concern about course content overlap with GMS 6851: Health Outcomes Research, Program Evaluation, and Implementation Science.

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<tr>
<td>Health Outcomes and Policy</td>
<td>Ryan Theis, Assistant Professor</td>
<td>352-294-5973</td>
<td><a href="mailto:rtheis@ufl.edu">rtheis@ufl.edu</a></td>
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**Comments**
I have no concern about course content overlap with GMS 6852: Community Engaged Research for Clinical Effectiveness and Implementation Science Studies.
FYC 6XXX
PREVENTION SCIENCE IN YDFS

COURSE INFORMATION

Instructor: Sarah D. Lynne, Ph.D.
Assistant Professor
Department of Family, Youth and Community Sciences
Office Hours: Tuesdays 4 – 5pm and by appointment

Office Location: 3028C McCarty Hall D,
University of Florida
Email: sarah.landsman@ufl.edu
Phone: 352-273-3546

REQUIRED TEXT & READINGS


- Readings assigned on the reading list: These can be accessed via the library electronic course reserves (ARES), Internet, library databases, or the course eLearning site, depending on the source. Other readings may be added by the instructor or students as needed.

- Access to an APA style manual (6th edition): Students should have this for their graduate work if they do not already have it.

COURSE DESCRIPTION

This course will explore the theoretical and empirical foundations for the science of prevention and its application to youth development and family science. Taking an ecological approach, this course will explore methods and processes for designing, delivering, and evaluating YDFS prevention programs and the implications for families, schools, and communities.

PREREQUISITE KNOWLEDGE AND SKILLS

It is expected that students will have had some coursework in developmental psychology, health education, juvenile delinquency, or criminology. If you do not have this experience, please speak to the instructor.

COURSE OBJECTIVES
1. To understand prevention science and its historical roots in youth development, family science, psychology, sociology, and related disciplines.

2. To critically evaluate the theoretical frameworks that inform YDFS prevention and promotion programming.

3. To analyze and evaluate current research on YDFS prevention and promotion programs and activities.

4. To identify the elements of a quality YDFS prevention/promotion programs.

5. To understand appropriate methods of YDFS prevention/promotion program research and evaluation.

6. To examine the processes and challenges of moving a YDFS prevention program or activity from efficacy trials to widespread dissemination.

INSTRUCTIONAL METHODS

A variety of activities and interactions are planned that engage students in exchanges around insights and critical analysis of prevention and promotion in YDFS. Most class periods will include: readings, short lecture, the application of concepts to case examples, worksheets, presentations, short papers, and open discussion. Students are expected to have completed all required readings prior to class and to be active and regular participants in class discussions. Students should be prepared to discuss the strengths and weaknesses of the required assigned readings.

GUIDELINES FOR WRITTEN WORK

All written work for the course must comply with APA (6th Ed.) guidelines. That is, it must be typed on 8 1/2" X 11" white paper, 1" margins, and appropriate headings and subheadings. The font should be 11-12pt. All papers should be proofread before they are turned in with special attention to correcting any and all spelling, grammatical, and punctuation errors. Professional use of the English language is expected. You are expected to summarize and cite the work of others. Plagiarism will not be tolerated and can result in failure.

ASSIGNMENTS

The following assignments are required of all students. You must complete all assignments to pass the course. All written assignments must be submitted electronically on the elearning site, which uses the Turnitin originality tool (an online service that checks for plagiarism).

WEEKLY ASSIGNMENTS (200 POINTS)

To assist in your preparation for class discussions you will be asked to submit weekly assignments that will help you to critically evaluate and/or apply each of your readings in a real world context. Assignments will vary but may include: responses to critical thinking questions, application of theory/research to practice, personal reflection/discussion, or preparation for a brief class presentation.
You will be asked to discuss your assignment with the class each week. It is expected that you will upload your assignment to the course website the evening before class (for review and grading) and bring copies of your completed weekly assignment to class for discussion.

**FINAL PROJECT (300 POINTS)**

**FINAL PAPER (240 POINTS)**

You will prepare a final paper that is a review of the empirical literature on a topic related to prevention/promotion in YDFS. The scope of the empirical review should increase the student's knowledge in an area of their choice, not covered by the assigned textbook and general readings.

Assignment 1 (40 points): The student will provide a one-page description of their topic choice and rationale. Potential journal outlets for the final paper should also be identified.

Assignment 2 (40 points): The student will provide a comprehensive reference list sufficient to cover the primary and secondary points of the topic and scope. References must include current status of the topic, but also include relevant classic studies and historical context. References should only include peer-reviewed journals and texts.

Assignment 3 (40 points): Develop an outline of the entire article using bullet points, headings, and short topic sentences. References can be included but aren't required.

Final paper (120 points): The final paper should be organized into a narrative rather than a series of facts or bullets. It should be proofread with correct grammar and spelling. The final article should be double-spaced Times New Roman 12 pt. font with 1 inch margins. Citation style and paper formatting should correspond with APA 6th Ed. This manuscript should be the student's own original work and not previously submitted for credit or publication.

**PAPER PRESENTATION (60 POINTS)**

You will present your final paper to the class during the last week of class. It is expected that you will prepare a professional presentation, with slides and handouts, as if you were presenting your paper at a professional conference. You will also be expected to dress appropriately. Specific guidelines for the presentation will be provided in class.

**GRADING**

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### COURSE AGENDA

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**OTHER COURSE POLICIES**

**BASIC RULES FOR CLASS DISCUSSIONS**
RESPECT OTHERS. This course covers a variety of sensitive issues, and students in the class come from a variety of backgrounds. We expect a class atmosphere of tolerance and respect for every individual and her/his opinion. If anyone feels she/he has been harmed or misrepresented—by the instructors or any individual in the class—we urge you to speak with one of us via phone, Skype or e-mail so that the problem can be dealt with immediately. Please do not let feelings build up and interfere with your experience in this course.

EXPECTATIONS OF 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.

OTHER CONSIDERATIONS

RELIGIOUS OBSERVANCE: Please check your calendars against the course schedule. Any student having a conflict in the class schedule due to religious observances should contact the instructor as soon as possible so that she can make necessary arrangements.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING 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/

UNIVERSITY POLICY ON 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: http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code.

UNIVERSITY POLICY ON ATTENDANCE 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

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.

NETIQUETTE: COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all online communication. For specific guidelines READ the following: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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

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

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 for both on and off campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. Some services are only available to on campus students.

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,
www.counseling.ufl.edu/cwc/
• Counseling Services
• Groups and Workshops
• Outreach and Consultation
• Self-Help Library
• Wellness Coaching

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

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

Note that the instructors reserve the right to adjust the syllabus as needed.
Reading List: Prevention Science in YDFS

**Introduction** (Week 1)


**Theoretical Frameworks in Prevention Science** (Week 2)


**Theoretical Frameworks in Prevention and Promotion** (Week 3)


Theoretical Frameworks in Prevention Science (Week 4)


Implementation and Evaluation of Prevention Programs (Week 5)


Effective Prevention/Promotion Program? (Week 6)


Early Prevention (Week 7)

Prevention in Adolescence and Early Adulthood (Week 8)


Prevention in Family and Interpersonal Relationships (Week 9)


Social Determinants (Week 10)


Community Organizing (Week 11)


Policy (Week 12)


Translation and Dissemination (Week 13)


Ethics/Critiques of Prevention Science (Week 14)


# Cover Sheet: Request 11450

## FYC 6020 Principles of Family, Youth and Community Sciences

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| College | Pending | CALS - College of Agricultural and Life Sciences | 2/3/2017 |

No document changes

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No document changes

| University Curriculum Committee Notified | |

No document changes

| Statewide Course Numbering System | |

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| Graduate School Notified | |

No document changes

| Office of the Registrar | |

No document changes

| College Notified | |

No document changes
Course|Modify for request 11450

Info

Request: FYC 6020 Principles of Family, Youth and Community Sciences
Description of request: Critical issues in the new century. Applying key principles of family, youth, and community sciences to selected problems.
Submitter: Forthun, Larry F lforthun@ufl.edu
Created: 2/3/2017 1:28:54 PM
Form version: 1

Responses
Current Prefix: FYC
Course Level: 6
Number: 020
Lab Code: None
Course Title: Principles of FYCS
Effective Term: Earliest Available
Effective Year: Earliest Available
Requested Action: Terminate Course
Rationale: The course is not a required course for any of our graduate programs. Other graduate courses have been added to the schedule over time that have replaced the need for a "principles" course. As a result, it is no longer being taught and no longer needed on the course schedule.
**Cover Sheet: Request 11451**

**FYC 6331 Involving Youth in Community Issues**

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Course | Modify for request 11451

Info

Request: FYC 6331 Involving Youth in Community Issues
Description of request: Overview of methods for investigating community issues. How to engage youths in scientific, technological, and social issues at the community level.
Submitter: Forthun, Larry F lforthun@ufl.edu
Created: 2/3/2017 1:31:36 PM
Form version: 1

Responses
Current Prefix: FYC
Course Level: 6
Number: 331
Lab Code: None
Course Title: Involving Youth in Community Issues
Effective Term: Earliest Available
Effective Year: Earliest Available
Requested Action: Terminate Course
Rationale The course was not popular among our graduate students and was revised to be taught at an undergraduate level where interest is greater.
## Cover Sheet: Request 11452

FYC 6412 Historical Foundations of Philanthropy

### Info

<table>
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<th>Process</th>
<th>Course</th>
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<td>Forthun,Larry F <a href="mailto:iforthun@ufl.edu">iforthun@ufl.edu</a></td>
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### Actions

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Course|Modify for request 11452

Info

Request: FYC 6412 Historical Foundations of Philanthropy
Description of request: History of philanthropy and evolution of the nonprofit section in the U.S. from colonial period to present.
Submitter: Forthun,Larry F lforthun@ufl.edu
Created: 2/3/2017 1:35:25 PM
Form version: 1

Responses
Current Prefix: FYC
Course Level: 6
Number: 412
Lab Code: None
Course Title: Historical Foundations of Philanthropy
Effective Term: Earliest Available
Effective Year: Earliest Available
Requested Action: Terminate Course
Rationale The course was developed for our M.S. concentration in Non-Profit Organizational Development. The instructor of record has now retired having never taught the course. It is not required for the concentration and there are no plans to ever teach the course.