

# **CALS Curriculum Committee Meeting**

**November 19, 2021**

**1:00 p.m.**

**Via Zoom:** <https://ufl.zoom.us/j/355458614>

**Meeting ID : 355458614**

**Members:** S. Ahn, J. Brendemuhl, D. Coenen, M. Dvorak, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin (Chair), L. Lietzenmayer, L. Lundy, T. Martin, G. Nunez, B. Pearson, C. Prince, J. Scheffler, M. Sharp, A. Watson, J. Weeks, A. Wysocki

## **Agenda and Index for Materials**

**Approve Minutes from October 22, 2021 meeting**

**Dr. Brendemuhl: Update from UCC**

**Selection of Chair Elect**

**Graduate New Course Proposal**

1. ALS 6XXX – Linear Models in Agriculture and Natural Resources (req. #16707)

**Undergraduate Course Change Proposals**

2. ALS 4154 – Global Agroecosystems (req. #16703)
3. FYC 3112 – Contemporary Family Problems and Interventions (req. #16470)
4. FYC 3115 – Human Services (req. #16763)
5. FYC 4210 – Children: Trauma and Resiliency (req. #16750)
6. FYC 4622 – Planning and Evaluating Family, Youth and Community Science Programs (req. # 16764)
7. FYC 4660 – Family Policy (req. #16749)
8. FYC 4931 – Family, Youth and Community Sciences Professional Development (req. #16751)

**Curriculum**

9. Proposed changes to course requirements for the FYCS degree (req. #16765)
10. Proposal to offer Bioinformatics minor through UF Online (req. #16739)

**CALS Curriculum Committee Meeting**  
**October 22, 2021**  
**Submitted by James Fant**

**Members Present:** S. Ahn, J. Brendemuhl, D. Coenen, M. Dvorak, D. Gabriel, M. Gillen, V. Hull, P. Inglett, J. Larkin, L. Lietzenmayer, L. Lundy, T. Martin, B. Pearson, C. Prince, J. Scheffler, M. Sharp, A. Watson, J. Weeks

**Visitors:** Eliana Kampf

**Call to Order:** The College of Agricultural and Life Sciences Curriculum Committee met via Zoom on October 22, 2021. Dr. Weeks called the meeting to order at 1:01 p.m.

**Previous agenda items and supporting material can be found on the CALS College Committees homepage under document archives:** <https://cals.ufl.edu/faculty-staff/committees/>

**Approval of Minutes:** A motion was made by Dr. Lundy to approve the minutes from the September 24, 2021, 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.**

**Links:** Grades – <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>  
For Graduate Grades: <https://catalog.ufl.edu/graduate/regulations/#text>  
Syllabus Statements – [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/CALS-Syllabus-Policy.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/CALS-Syllabus-Policy.pdf)  
Absences & Make-Ups – <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>  
Writing Learning Objectives - [https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf).

**Update from UCC:** Dr. Brendemuhl noted the following were **ALL APPROVED** at the **OCTOBER UCC** meetings; 1) **New Undergraduate Course** – ALS 4XXX – Controlled Environment Plant Protection; 2) **Revised Undergraduate Courses** – SUR 4949; FYC 4408; FYC 4410; FYC 4426; FYC 4428; FYC 3101 and FYC 4941. Other informational items included the approval of a revised academic calendar for 2024-25 passed the Faculty Senate. The new proposed name change for Soil and Water Sciences was an informational item on the agenda and will be voted on at the November meeting of Faculty Senate. There is also a proposed Day of Gratitude scheduled for February 9, 2022, and lastly, they are considering a revision to the UF Attendance Policy.

## Graduate New Course Proposals

### 1. PLS 7979 – Advanced Research (req. #16421)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Prince to approve this item with an edit required. The motion was approved. The effective date needs to be changed to Earliest Available.

### 2. PLS 7980 – Research for Doctoral Dissertation (req. #16422)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Scheffler to approve this item with an edit required. The motion was approved. The effective date needs to be changed to Earliest Available.

### 3. WIS 6XXX – Avian Communications (req. #16557)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Lundy to recycle this item back to the submitter for required updates and resubmission. The motion was approved. Potential office hours must be included in the syllabus. A CALS CC Checklist is required with all course submissions. This can be found at: [https://cals.ufl.edu/content/pdf/Faculty\\_Staff/CALS%20CC%20Checklist.pdf](https://cals.ufl.edu/content/pdf/Faculty_Staff/CALS%20CC%20Checklist.pdf). More information is required in the syllabus to explain if this course is synchronous or asynchronous. There needs to be a better explanation of the point breakdown and the point total needs to be checked.

### 4. WIS 6XXX – Wildlife Tracks and Sign (req. #16558)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Coenen to approve this item with edits required. The motion was approved. Potential office hours must be included in the syllabus. A CALS CC Checklist is required with all course submissions. This can be found at: [https://cals.ufl.edu/content/pdf/Faculty\\_Staff/CALS%20CC%20Checklist.pdf](https://cals.ufl.edu/content/pdf/Faculty_Staff/CALS%20CC%20Checklist.pdf).

## Undergraduate New Course Proposal

### 5. WIS 4945L – Field Wildlife Techniques (req. #16528)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Lundy to approve this item with edits required. The motion was approved. The grading scale needs to be included on the UCC form. There needs to be more information, possibly a rubric, on how participation and the field notebook will be assessed.

## Undergraduate Course Change Proposal

### 6. WIS 4945C – Wildlife Techniques (req. #16526)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Martin to approve this item with edits required. The motion was approved. A current syllabus needs to be included with the submission. There needs to be more information, possibly a rubric, on how participation will be assessed. Since the exams account for such a large percentage of the grade there must be exam proctoring information

included. To avoid providing proctor information you can lower the value of each exam below 15% of the total grade.

## **Curriculum**

7. Cease Participation in Tropical Conservation and Development Concentration (AEC) (req. #16554)

A motion was made by Dr. Martin to approve this item as submitted. The motion was approved.

## **Recycled item**

8. WIS 6XXX – Negative and Suboptimal Research Findings (req. #16414)

**Please be sure to make all requested changes to both the UCC form and syllabus if necessary.** A motion was made by Dr. Inglett to approve this item with edits required. The motion was approved. The proposed title is still too general. Consider adding “in Wildlife” to the end of the title. Provide more information as to whether the course is synchronous or asynchronous. Added specific dates to the course schedule. The point breakdowns do not match on the grading scales. The scale must be the same on both the syllabus and UCC form. The points earned need to be shown in relation to the percentage ranges. Proctoring information needs to be included with information regarding the exams.

## **Discussion Topics**

9. Credits exclusive to minors. Can approved advisor/department electives count as exclusive?

This item will continue to be discussed at the department and CC levels.

10. CALS CC review sub-committee

This process is acceptable to all parties. It will continue to be tweaked until it runs smoothly.

11. Combination BS/MS degrees

This item will continue to be discussed at the department and CC levels.

The meeting was adjourned at **2:58** p.m.



## Cover Sheet: Request 16707

### ALS6XXX Linear models new course request

#### Info

Process	Course New Grad
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Philip Hahn hahnp@ufl.edu
Created	10/21/2021 1:39:05 PM
Updated	11/11/2021 8:49:05 AM
Description of request	Linear Models in Agriculture and Natural Resources

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Entomology and Nematology 60140000	Heather Mcauslane		10/21/2021
CALS CC Checklist_ALS6XXX_LinearModels.pdf					10/21/2021
ENY 6XXX Curriculum Consult AGR_FFG_WEC_vanSanten-merged.pdf					10/21/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/21/2021
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					
No document changes					
College Notified					
No document changes					

## Course|New for request 16707

### Info

**Request:** ALS6XXX Linear models new course request  
**Description of request:** Linear Models in Agriculture and Natural Resources  
**Submitter:** Philip Hahn hahnp@ufl.edu  
**Created:** 11/11/2021 8:50:46 AM  
**Form version:** 2

### Responses

**Recommended Prefix** ALS  
**Course Level** 6

**Course Number** XXX  
**Category of Instruction** Intermediate  
**Lab Code** None  
**Course Title** Linear Models in Agriculture and Natural Resources  
**Transcript Title** Linear Models Ag Nat Resc  
**Degree Type** Graduate

**Delivery Method(s)** Online  
**Co-Listing** No

**Effective Term** Spring  
**Effective Year** 2023  
**Rotating Topic?** No  
**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No  
**Contact Type** Regularly Scheduled  
**Course Type** Lecture  
**Weekly Contact Hours** 5

**Course Description** This applied research methods and analysis course addresses common challenges of biological data, such as dealing with nested experimental designs, repeated measurements, and non-normal distributions using the program R.

**Prerequisites** STA6093 or equivalent

**Co-requisites** N/A

**Rationale and Placement in Curriculum** This course has been designed to build off of STA6093 Introduction to Applied Statistics for Agricultural and Life Sciences and will broadly serve CALS students. The course covers intermediate topics in statistics, including generalized linear (i.e., non-normally distributed data) and mixed effects models, which are increasingly being used by researchers in agricultural and natural science fields. We plan an enrollment cap of 25 students, reserving 15 seats for ENY students (the Instructor's department) using Temporary Restrictive Access (TRA) during the first three weeks of registration.

**Course Objectives** By the end of the course, students will be able to:

- Propose biological questions and formulate hypotheses to test them.
- Construct appropriate (and creative) statistical models that are commonly used in agricultural and natural resource studies using freely available packages in R.
- Analyze, visualize, interpret, and report the results of statistical models using formats acceptable for publication.
- Critique results of analyses reported by peers and in the literature.
- Select R documentation and use new R packages and functions.

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

- Experimental Design and Analysis for Biologists. Quinn, G.P. and Keough, M.J. (2002) Cambridge Press. (Available as ebook through UF Library).

- Mixed Effect Models and Extensions in Ecology with R. Zuur, A.F. et al. (2009) Springer. (Available as ebook through UF Library).
- The R Book. Crawley, M.J. (2012) Second Edition. Wiley. (Available as ebook through UF Library).
- R for Data Science. Grolemund, G. and H. Wickham. (2017) (Available free online: <https://r4ds.had.co.nz/>)
- How to Do Ecology. Karban, R., Huntzinger, M. and Pearse, I. (2017) Princeton Press. (Available in UF Marston Science Library).

Readings (see course schedule for dates)

1. Karban et al. (2017). How to do Ecology. Chapter 1-2.
2. Broman, K.W. and Woo, K.H. (2018). Data organization in spreadsheets. The American Statistician 72: 2-10.
3. Zuur et al. (2010) A protocol for data exploration to avoid common statistical problems. Methods in Ecology and Evolution 1:3-14.
4. Harrison et al. (2018) A brief introduction to mixed effects modelling and multi-model inference in ecology. PeerJ 6:e4794. PAGES 1-19.
5. Harrison et al. (2018) A brief introduction to mixed effects modelling and multi-model inference in ecology. PeerJ 6:e4794. PAGES 20-26.
6. Karban et al. (2017). How to do Ecology. Chapter 3-5.
7. Hurlbert, S.H. (1984) Pseudoreplication and the design of the ecological field experiments. Ecological Monographs 54:187-211.
8. Gelman, A. and Loken, E. (2014) The statistical crisis in science. Data-dependent analysis--a "garden of forking paths"-- explains why many statistically significant comparisons don't hold up. American Scientist 102:460-465.
9. Wasserstein and Lazar. (2016) The ASA's statement on p-values: context, process, and purpose. The American Statistician 70: 129-133.

#### **Weekly Schedule of Topics**

	Starting week	Module Topic	Recommended Readings
		Discussion Topic/Paper Assessment	
5-Jan	1	Data visualization and linear models I: G&W-3	
		R1	
10-Jan	1	Continuous variables, graphing scatterplots Data visualization and linear models II: G&W-3 Karban 1-2 Categorical variables, graphing bar plots and box plots	R2, Quiz 1
17-Jan	2	Data management	Q&K-2, G&W-5 Broman & Woo 2018 R3
24-Jan	2	Data exploration	
		Zuur et al. 2010R4, Quiz 2	
31-Jan	3	Generalized linear models, distributions and count data	Q&K-13
		Harrison et al. 2018 R5	
7-Feb	3	GLM - Proportions and survival	Q&K-13
		R6, Begin HW 1	
14-Feb	3	AIC and model selection	
		Harrison et al. 2018 R7, Quiz 3	
21-Feb	4	Research design basics, fixed vs. random effects	Q&K-10, Z-5
		Karban 3-5 R8, Begin project	
28-Feb	4	Advanced designs, blocking and variance components	Q&K-11
		Hurlbert et al. 1984 HW 1 due	
7-Mar			
		SPRING BREAK – NO CLASS	

14-Mar 4      Advanced designs, split-plots and repeated measures    Q&K-12  
                  Gelman & Loken 2014    Begin HW 2; Proposal due  
 21-Mar 4      Contrasts      Q&K-12      Wasserstein & Lazar 2016      R9, Project check in  
 28-Mar 5      Generalized linear mixed models

R10, Quiz 4  
 4-Apr 5      GLMMs (con't), overdispersion    Z-13

HW 2 due  
 11-Apr 5      GLMMs (con't), zero inflation

18-Apr

Catch up and review

Mar 16 – Apr 20

Independent project

Project due

#### **Grading Scheme** Grade Breakdown

Category	Points	Percent of total	Due Date
Lead discussion	50	10%	Varies
R Challenges (10 total)	100 (10 points each)	20% (2% each)	Varies
Quiz 1	25	5%	Jan 14
Quiz 2	25	5%	Jan 28
Quiz 3	25	5%	Feb 18
Quiz 4	25	5%	Apr 1
Homework 1	50	10%	March 5
Homework 2	50	10%	Apr 8
Project proposal	50	10%	March 18
Project	100	20%	Apr 27
Total	500	100%	

**Instructor(s)** Philip G Hahn

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE MARK DONE OR N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

The Course Description is the catalog copy and cannot exceed 50 words. The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

The course schedule should be concise and include the appropriate number of weeks in the semester.

All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/ucccconsult.pdf>.

Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

The most recent version of the CALS Syllabus Statements boilerplate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

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

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

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

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	
_____	



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

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Curriculum Consult – ENY6XXX  
Linear Models in Agriculture and Natural Resources  
Department of Wildlife Ecology and Conservation (WEC) comments

Two WEC faculty commented on the proposed course:

1. This course is a much needed course in CALS. It is a logical next step after STA6093 in that it covers how to approach data that do not meet the assumption of normality. Many students leave STA6093 asking the question “what do I do when my data don’t meet the assumptions of linear models?”. Dr. Hahn covers this in his course as well as important aspects of experimental design which we also do not cover in STA6093. The course uses R and will be a natural conduit from STA6093 to other upper level courses (Multivariate, Bayesian. Etc.). I think that students from all across CALS will benefit from this course, especially wildlife.
2. From the materials I can see ~2-3 weeks of overlap with my class, which is somewhat expected in all quantitative classes. Hence, I don't see a significant overlap with my [*pending graduate quantitative population ecology*] QAAP course. Our students would benefit from a good GLM course and Phil is a great teacher. This could potentially be a great complement to the quantitative curriculum in the natural sciences.

Chair comments:

I am supportive of this course, because a course on linear models has been an identified need for CALS for several years to follow on STA6093. It does not overlap with any WEC (WIS) courses.

My Admin thoughts: Given the normal functioning of the CALS Graduate Curriculum Committee and the University CC, the course should receive an ALS prefix, much like Multivariate Statistics (ALS 6500), taught by Ben Baiser in WEC. Similarly, WEC received approval for Data Carpentry for Biologists, but the state numbering office gave it ALS 6501, because of its general nature. One department in CALS probably cannot have a general course title like “Linear Models in Agriculture and Natural Resources.”

I suggest that if an ENY prefix is expected, then the title should be changed and an entomology focus needs to be included in the syllabus (I do not see it anywhere!),

I recommend that the course stay as it is proposed, receive an ALS prefix, and after a reasonable amount of time, be opened to CALS students broadly. At that point, CALS may be willing to provide some TA support if the course becomes large (>50 students) and caters to a CALS-wide audience.

Eric Hellgren  
Professor and Chair  
Wildlife Ecology and Conservation  
4 October 2021



## **Linear Models in Agriculture and Natural Resources**

**ALS 6xxx, Spring 20xx, 3 credit**

**Delivery:** 100% online synchronous

**Time and location:** T/R from 9:35pm-11:30am

**Zoom:** insert here when available

**Instructor:** Phil Hahn, **office:** Steinmetz 2109, **phone:** (352) 273-3960, **email:** hahnp@ufl.edu

**Office Hours:** After class (11:30am-12pm) or by appointment (email to arrange a time) in my office or Zoom.

**Course description:** This applied research methods and analysis course addresses common challenges of biological data, such as dealing with nested experimental designs, repeated measurements, and non-normal distributions using the program R.

**Prerequisites:** STA6093 or equivalent.

**Additional recommendations:** A basic understanding of R/RStudio is recommended. If you are new to R, please watch the video on Canvas under the Module “Introductory materials and resources.”

### **Learning outcomes:**

By the end of the course, students will be able to:

- Propose biological questions and formulate hypotheses to test them.
- Construct appropriate (and creative) statistical models that are commonly used in agricultural and natural resource studies using freely available packages in R.
- Analyze, visualize, interpret, and report the results of statistical models using formats acceptable for publication.
- Critique results of analyses reported by peers and in the literature.
- Select R documentation and use new R packages and functions.

### **Textbooks (recommended):**

- *Experimental Design and Analysis for Biologists*. Quinn, G.P. and Keough, M.J. (2002) Cambridge Press. (Available as ebook through UF Library).
- *Mixed Effect Models and Extensions in Ecology with R*. Zuur, A.F. et al. (2009) Springer. (Available as ebook through UF Library).
- *The R Book*. Crawley, M.J. (2012) Second Edition. Wiley. (Available as ebook through UF Library).
- *R for Data Science*. Golemund, G. and H. Wickham. (2017) (Available free online: <https://r4ds.had.co.nz/>)
- *How to Do Ecology*. Karban, R., Huntzinger, M. and Pearse, I. (2017) Princeton Press. (Available in UF Marston Science Library).

### **Materials (freely available online):**

- R software: available for free download at [r-project.org](http://r-project.org)
- R Studio: helpful alternative to the default R graphical user interface (GUI)

- Tidyverse: a collection of user-friendly R packages designed for data science that share an underlying design philosophy, grammar, and data structures.

### **Readings (see course schedule for dates)**

1. Karban et al. (2017). How to do Ecology. Chapter 1-2.
2. Broman, K.W. and Woo, K.H. (2018). Data organization in spreadsheets. The American Statistician 72: 2-10.
3. Zuur et al. (2010) A protocol for data exploration to avoid common statistical problems. Methods in Ecology and Evolution 1:3-14.
4. Harrison et al. (2018) A brief introduction to mixed effects modelling and multi-model inference in ecology. PeerJ 6:e4794. PAGES 1-19.
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6. Karban et al. (2017). How to do Ecology. Chapter 3-5.
7. Hurlbert, S.H. (1984) Pseudoreplication and the design of the ecological field experiments. Ecological Monographs 54:187-211.
8. Gelman, A. and Loken, E. (2014) The statistical crisis in science. Data-dependent analysis--a "garden of forking paths"-- explains why many statistically significant comparisons don't hold up. American Scientist 102:460-465.
9. Wasserstein and Lazar. (2016) The ASA's statement on p-values: context, process, and purpose. The American Statistician 70: 129-133.

**Structure of the Course:** This is a synchronous online course. All lectures will be over Zoom. Students are expected to attend class, actively participate in discussions, breakout groups, and class activities. Synchronous participation via Zoom includes verbal discussions, chat-based questions/comments, and interaction within breakout groups. Lectures will be recorded and available on Canvas so students can review the material after class.

**Attendance and Make-Up Work:** Students are expected to attend all sessions via Zoom. Please contact the instructor in advance if you plan to miss a class. 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>

### **Assessments**

Lead discussion: Most weeks there will be a discussion reading. Students will sign up in groups (2-3 students per group) to lead one discussion (~30 minutes). A rubric is posted on Canvas describing how these discussions will be assessed.

R challenges: Most weeks we will have a problem to complete in R (10 challenges worth 10 points each). We will begin these problems in class working in groups and students will post their results on Canvas by the end of the week.

Quizzes: There will be 4 online quizzes (25 points each) based on the lecture material and readings over the course of the semester. Quizzes will focus on writing R code, interpretation of data, and statistical results. There will be no quizzes during weeks that homework assignments are due. Expect to spend 1-2 hours on each quiz.

Homework assignments: Students will complete 2 written homework assignments (50 points each). The homework will be structured similar to a Methods: *Data analysis* and Results section of a journal article. The assignment should be ~2 pages of text, plus figures/tables. Full instructions and a rubric are posted on Canvas.

Final project (and proposal): Students will submit a project proposal (50 points) and completed project (100 points). The final project will allow students to dig deeper into a topic covered in class. The project will be based on the formal analysis of real data (i.e., data from your thesis or other agreed-upon data that needs to be analyzed, or data sets provided to students who don't have their own data). The project will take the form of a homework assignment but will require a full methods section that describes the experimental design and data collection, formatted tables, and graphics.

### Grade Breakdown

Category	Points	Percent of total	Due Date
Lead discussion	50	10%	Varies
R Challenges (10 total)	100 (10 points each)	20% (2% each)	Varies
Quiz 1	25	5%	Jan 14
Quiz 2	25	5%	Jan 28
Quiz 3	25	5%	Feb 18
Quiz 4	25	5%	Apr 1
Homework 1	50	10%	March 5
Homework 2	50	10%	Apr 8
Project proposal	50	10%	March 18
Project	100	20%	Apr 27
<b>Total</b>	<b>500</b>	<b>100%</b>	

### Final Grade

Scale: percentage	Letter grade	Minimum points required
93-100	A	465
90-92.99	A-	450
87-89.99	B+	435
83-86.99	B	415
80-82.99	B-	400
77-79.99	C+	385
73-76.99	C	365
70-72.99	C-	350
60-69.99	D	300
0-59.99	E	≤ 299

## Course Timetable

Starting week	Module	Topic	Recommended Readings	Discussion Topic/Paper	Assessment
5-Jan	1	Data visualization and linear models I: Continuous variables, graphing scatterplots	G&W-3		R1
10-Jan	1	Data visualization and linear models II: Categorical variables, graphing bar plots and box plots	G&W-3	Karban 1-2	R2, Quiz 1
17-Jan	2	Data management	Q&K-2, G&W-5	Broman & Woo 2018	R3
24-Jan	2	Data exploration		Zuur et al. 2010	R4, Quiz 2
31-Jan	3	Generalized linear models, distributions and count data	Q&K-13	Harrison et al. 2018	R5
7-Feb	3	GLM - Proportions and survival	Q&K-13		R6, Begin HW 1
14-Feb	3	AIC and model selection		Harrison et al. 2018	R7, Quiz 3
21-Feb	4	Research design basics, fixed vs. random effects	Q&K-10, Z-5	Karban 3-5	R8, Begin project
28-Feb	4	Advanced designs, blocking and variance components	Q&K-11	Hurlbert et al. 1984	HW 1 due
7-Mar		SPRING BREAK – NO CLASS			
14-Mar	4	Advanced designs, split-plots and repeated measures	Q&K-12	Gelman & Loken 2014	Begin HW 2; Proposal due
21-Mar	4	Contrasts	Q&K-12	Wasserstein & Lazar 2016	R9, Project check in
28-Mar	5	Generalized linear mixed models			R10, Quiz 4
4-Apr	5	GLMMs (con't), overdispersion	Z-13		HW 2 due
11-Apr	5	GLMMs (con't), zero inflation			
18-Apr		Catch up and review			
Mar 16 – Apr 20		Independent project			Project due

Quizzes, homework assignments, and proposal will be due by the end of the listed week (Friday at 11:59pm).

R Challenges (indicated by R#) will need to be submitted to Canvas by the end of the week (Friday at 5pm EST).

Project will be due by April 27<sup>th</sup> at 5pm EST.

Recommended reading codes: G&W = Grolemond and Wickham (2017) R for Data Science; Q&K = Quinn and Keough (2002) textbook; Z = Zuur et al. (2009) textbook.

**Grades and Grade Points:** For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**Online Course Evaluation Process:** Student assessment of instruction is an important part of efforts to improve teaching and learning. 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:** 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/sccr/process/student-conduct-honor-code>.

**Online recording policy:** Our class sessions will 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 is prohibited.

**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.



**Statement of diversity, equity, and inclusion:** It is my goal that students from diverse backgrounds, as well as differences in learning styles and personality, will be welcomed and well served in this course. My definition of diversity includes race, ethnicity, gender, sexual orientation, physical ability, cultural, academic or economic background. I plan to present the material in such a way that it is accessible and relatable to all students. I encourage you to contact me if you have suggestions for how I can improve upon this goal. It is also expected that students will treat each other with respect and no harassment of any kind will be allowed. To report harassment, inappropriate behavior, or discuss issues with a neutral party, please contact the UF [RESPECT Team](#).

**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, <https://disability.ufl.edu/>

**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.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu) Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
- U Matter We Care, <https://umatter.ufl.edu/>
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.

### **Student Feedback and Complaints:**

I am always interested to hear feedback from students on how to improve this course. The goal, overall, is for students to get as much out of this course as possible. Please contact me with any thoughts or comments you have that might improve the course. When possible, I will incorporate this feedback immediately. Other times, changes may be implemented to improve future versions of this course. To register formal complaints, please refer to the following:

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Online Course: <https://distance.ufl.edu/getting-help/>

### **In-Class Recording Policy:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Cover Sheet: Request 16703

### Close/Terminate - ALS 4154 - Global Agroecosystems

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Michael Sisk mjsisk@ufl.edu
Created	10/20/2021 3:27:13 PM
Updated	10/21/2021 3:23:13 PM
Description of request	The Agronomy Department and Soil and Water Sciences Department seek to close/terminate ALS 4154 undergraduate course due to chronic low enrollment and a lack of clear connection to existing undergraduate curricula.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Soil and Water Science 60210000	Matthew Whiles		10/21/2021
MOU_SWS_and_AGR_ALS4154_5155.pdf					10/20/2021
College	Pending	CALS - College of Agricultural and Life Sciences			10/21/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16703

### Info

**Request:** Close/Terminate - ALS 4154 - Global Agroecosystems

**Description of request:** The Agronomy Department and Soil and Water Sciences Department seek to close/terminate ALS 4154 undergraduate course due to chronic low enrollment and a lack of clear connection to existing undergraduate curricula.

**Submitter:** Michael Sisk mjsisk@ufl.edu

**Created:** 10/20/2021 3:23:02 PM

**Form version:** 1

### Responses

**Current Prefix** ALS

**Course Level** 4

**Number** 154

**Lab Code** None

**Course Title** Global Agroecosystems

**Effective Term** Spring

**Effective Year** 2022

**Requested Action** Terminate Course

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** No

**Change Co-requisites?** No

**Rationale** The Agronomy Department and Soil and Water Sciences Department seek to terminate the co-owned ALS 4154 - Global Agroecosystems undergraduate course due to chronic low enrollment and a lack of clear connection to existing undergraduate curricula. The most recent peer review of this class (Fall 2020) identified issues with ALS 4154, taught at the same time as ALS 5155, and identified the termination of ALS 4154 as a reasonable option. Other courses such as AGR 4212 and ALS 3153 provide a similar base of content, but specifically tailored to undergraduates, while enjoying strong enrollment and a solid place in existing and emerging Plant Science curricular offerings. Going forward, we think it is more productive to steer undergraduates into AGR 4212, ALS 3153 and other offerings and remove ALS 4154 from the books.

Institute of Food and Agricultural Sciences  
Agronomy Department  
Kevin E. Kenworthy  
Professor, Turfgrass Breeding and Genetics  
Interim Chair, UF/IFAS Department of Agronomy

3105 McCarty Hall B  
PO Box 110500  
Gainesville, FL 32611-0500  
352-262-8719  
352-392-6110 Fax  
kenworth@ufl.edu  
agronomy.ifas.ufl.edu

October 1, 2021

MEMORANDUM

To: Matt Whiles *Matt Whiles*  
Cc: Chris Wilson, Gabriel Maltais-Landry  
From: Kevin Kenworthy *Kevin Kenworthy*  
Subject: Format and Delivery of ALS 4154/5155

Following Agronomy's peer review of ALS 4154/5155 I am reaching out for your consideration of suggested changes to future offerings of this team-taught course between SWS and AGR. It is my understanding that the peer review conducted by SWS came to similar conclusions. Considering there will be additional changes in leadership for the Agronomy Department, we hope this document can serve as an understanding between SWS and AGR for future offerings. We are seeking an agreement to make the following permanent changes recommended by the peer review process:

1. Removal of ALS 4154 from the Course Catalog. Agronomy will initiate this process through the Curriculum Committee.
2. Invest to make improvements to the online delivery of ALS 5155 and transition towards only an online asynchronous modality.

**Certificate Of Completion**

Envelope Id: EBA3D9830924425C8A1C4D67D0483030

Status: Completed

Subject: Please DocuSign: MOU SWS and AGR ALS4154\_5155.pdf

Source Envelope:

Document Pages: 1

Signatures: 2

Certificate Pages: 5

Initials: 0

AutoNav: Enabled

Envelope Stamping: Enabled

Time Zone: (UTC-05:00) Eastern Time (US &amp; Canada)

Envelope Originator:

Bethany McClellon

971 Elmore Drive, Rm 102

PO Box 115250

Gainesville, FL 32611

highsmith.b@ufl.edu

IP Address: 128.227.144.70

**Record Tracking**

Status: Original

10/1/2021 4:36:43 PM

Holder: Bethany McClellon

highsmith.b@ufl.edu

Location: DocuSign

**Signer Events**

Kevin Kenworthy

kenworth@ufl.edu

University of Florida

Security Level: Email, Account Authentication  
(None)**Signature**

Signature Adoption: Pre-selected Style

Using IP Address: 128.227.158.174

**Timestamp**

Sent: 10/1/2021 4:38:38 PM

Viewed: 10/3/2021 11:10:31 AM

Signed: 10/3/2021 11:10:39 AM

**Electronic Record and Signature Disclosure:**

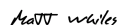
Accepted: 7/12/2018 1:24:25 PM

ID: ae4dfb36-208c-4c7e-9f38-e892a095acd0

Matt Whiles

mwhiles@ufl.edu

University of Florida

Security Level: Email, Account Authentication  
(None)

Signature Adoption: Pre-selected Style

Using IP Address: 128.227.211.52

Sent: 10/1/2021 4:38:38 PM

Viewed: 10/4/2021 11:24:48 AM

Signed: 10/4/2021 11:24:55 AM

**Electronic Record and Signature Disclosure:**

Accepted: 2/6/2019 3:44:14 PM

ID: 25ada47f-cf5b-473b-9f31-5ffb7e2dcdb0

**In Person Signer Events****Signature****Timestamp****Editor Delivery Events****Status****Timestamp****Agent Delivery Events****Status****Timestamp****Intermediary Delivery Events****Status****Timestamp****Certified Delivery Events****Status****Timestamp****Carbon Copy Events****Status****Timestamp****Witness Events****Signature****Timestamp****Notary Events****Signature****Timestamp****Envelope Summary Events****Status****Timestamps**

Envelope Sent

Hashed/Encrypted

10/1/2021 4:38:38 PM

Envelope Summary Events	Status	Timestamps
Certified Delivered	Security Checked	10/4/2021 11:24:48 AM
Signing Complete	Security Checked	10/4/2021 11:24:55 AM
Completed	Security Checked	10/4/2021 11:24:55 AM
Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		



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From time to time, the University of Florida (we, us, our, or UF) may be required by law to provide you certain written notices or disclosures and may also choose to provide you with agreements, statements, authorizations, acknowledgments and other documents (collectively, "Documents"). Described below are the terms and conditions for providing such Documents electronically through the UFDocuSign electronic signing system. This supplements all other agreements you have with UF; however, in the case of any inconsistency, the terms herein shall control as applied to your consent to receive and sign Documents electronically through UFDocuSign. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document. If you are agreeing on behalf of a business entity, you also agree that you have the requisite authority to consent to this Disclosure and Consent to Use Electronic Records and Signatures on behalf of the entity.

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If you decide to receive Documents from us electronically, you may at any time change your mind and tell us that thereafter you want to receive Documents only in paper format. To indicate to us that you are changing your mind, you must withdraw your consent using the UFDocuSign 'Withdraw Consent' form on the signing page of an UFDocuSign envelope. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically. You will no longer be able to use the UFDocuSign system to receive Documents electronically from us or to electronically sign Documents from us.

If you withdraw your consent, it will become effective only after a reasonable period of time has passed to allow us to process such request. If you elect to receive Documents only in paper format, your withdrawal of consent will have no legal effect on the validity or enforceability of any Documents provided to you in electronic form or electronically signed by you through UFDocuSign prior to the effective date of your withdrawal. Withdrawing your consent means you will be sent and sign Documents in paper form going forward.

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- i. decline to sign a document from within your UFDocuSign session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent; or
- ii. send us an e-mail to UF-DocuSign@ufl.edu and in the body of such request state your

e-mail, full name, US Postal Address, and telephone number. We do not need any other information from you to withdraw consent.

### **How to contact UF**

You may contact us to let us know of changes to your electronic contact information, to request paper copies of certain information from us, and to withdraw your prior consent to receive Documents electronically as follows:

- To contact us by email send messages to: UF-DocuSign@ufl.edu
- To contact us by paper mail, please send correspondence to:

University of Florida Information Technology  
Attn: UFDocuSign Service  
P.O. Box 113359  
Gainesville, FL 32611-3359

### **To advise UF of your new e-mail address**

You agree to promptly update us regarding any change in your email address so that we may send Documents to you electronically, as needed. To let us know of a change in your e-mail address, you must send an email message to us at UF-DocuSign@ufl.edu and in the body of such request state: your previous e-mail address, your new e-mail address. You also agree to promptly update us regarding any change to your other contact information in the same manner described above.

In addition, you must notify UF to arrange for your new email address to be reflected in your UFDocuSign account by following the process for changing e-mail in the UFDocuSign system.

### **Required hardware and software**

Operating Systems:	Windows® 2000, Windows® XP, Windows Vista®; Mac OS® X
Browsers:	Final release versions of Internet Explorer® 6.0 or above (Windows only); Mozilla Firefox 2.0 or above (Windows and Mac); Safari™ 3.0 or above (Mac only)
PDF Reader:	Acrobat® or similar software may be required to view and print PDF files
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	Allow per session cookies

These minimum requirements are subject to change. If these requirements change, you will be asked to re-accept the disclosure. Pre-release (e.g. beta) versions of operating systems and browsers are not supported.

### **Acknowledging your access and consent to receive Documents electronically**

To confirm to us that you can access this information electronically, which will be similar to other electronic Documents that we will provide to you, please verify that you were able to read

this DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES to an address where you will be able to print on paper or save it for your future reference and access.

Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

By checking the 'I agree' box, I confirm that:

- I can access and read this DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES document; and
- I can print on paper the DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES document or save or send it to a place where I can print it, for future reference and access; and
- I agree to the terms and conditions in this DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES document; and
- Until or unless I notify UF as described above, I consent to receive exclusively through electronic means all Documents during the course of my relationship with UF under the terms and conditions set forth in this DISCLOSURE AND CONSENT TO USE ELECTRONIC DOCUMENTS AND SIGNATURES.

## Cover Sheet: Request 16470

### Change of prerequisites of FYC3112

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	8/31/2021 2:06:52 PM
Updated	11/2/2021 11:08:51 AM
Description of request	We are changing where this course occurs in the progression of the curriculum from an advanced course to an introductory course. It changes places with FYC3101 and will now have a co-requisite of FYC3001. We are requesting the prerequisites and co-requisites be modified to fit the curricular changes.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/2/2021
FYC3112_Doty_Current.pdf					8/31/2021
CALS CC Checklist_FYC3112.pdf					8/31/2021
FYC3112_Proposed.pdf					8/31/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/2/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16470

### Info

**Request:** Change of prerequisites of FYC3112

**Description of request:** We are changing where this course occurs in the progression of the curriculum from an advanced course to an introductory course. It changes places with FYC3101 and will now have a co-requisite of FYC3001. We are requesting the prerequisites and co-requisites be modified to fit the curricular changes.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 8/31/2021 1:57:47 PM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 3

**Number** 112

**Lab Code** None

**Course Title** Contemporary Family Problems and Interventions

**Effective Term** Summer

**Effective Year** 2022

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** Prerequisite: FYC 3001, SYG 2430 or FYC 3101, and SYG 2000, all with minimum grades of C; FYC majors only.

**Proposed Prerequisites** Remove: Prerequisites of FYC 3001, SYG 2430 or FYC 3101, and SYG 2000, all with minimum grades of C; FYC majors only.

**Change Co-requisites?** Yes

**Current Co-requisites** None

**Proposed Co-requisites** Co-requisites: FYC3001

**Rationale** We are changing where the course occurs in the progression of the curriculum from an advanced course to an introductory course. It changes places with FYC3101 and will now have a co-requisite of FYC3001.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

JD It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JD Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JD The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

JD The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

JD The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

JD Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

JD Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

JD Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JD The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JD The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.



FYC 3112 (Section 04C0) 3 credit hours

## Contemporary Family Problems and Interventions

8.6.21

### Course basics:

*Times:* T | Period 4 (10:40 AM - 11:30 AM) – Except for the first and last day, Tuesdays will be asynchronous, but Dr. Doty will hold office hours in-person and online during this time to meet with students.

R | Period 4 - 5 (10:40 AM - 12:35 PM)—Thursdays Dr. Doty will lecture in-person followed by an activity, which will be individual or in groups

*Location:* FAC 0120

*Pre-requisites:* FYC 3001, SYG 2430 or FYC 3101, and SYG 2000, all with minimum grades of C; FYC majors only.

### Instructor:

Jennifer Doty, Ph.D., CFLE  
3038D McCarty D  
352-273-3543  
Canvas email (preferred)  
jennifer.doty@ufl.edu

Office Hours:  
Tues. 10: 40-12:35

*Teaching Philosophy:* I believe that my most challenging task as your professor is to select and design those activities, assignments, and opportunities that will help you learn as much as you can while challenging you AND supporting you in the process. As you will soon experience for yourself, this class will be an exciting blend of hard work, critical thinking, personal application, and engaging discussions. I personally guarantee you that I will put as much of my energy and creativity into this class as I can toward making this a worthwhile learning experience. I love what I do, and you will witness this every day in class. You should know, too, that I have high expectations for all students. I expect you to work hard in this class; you may feel overwhelmed with reading sometimes, with writing other times, and with the projects at times. I guarantee if you work hard, seek help, come to class, and follow the guidelines you can do well in this class. I do need your help if we are going to make this class an honest, energizing, comfortable, and active learning environment. With your contributions, we will learn a great deal from the class and one another, all while having a pretty good time.

### Course Information:

*Course Description (UF Catalog):*

This course focuses on the major social and family problems contemporary families face, including poverty, violence, and care of dependent elders. An emphasis is placed on family strengths and

resiliency as well as social programs that help families withstand and overcome difficulties. This course emphasizes the role of society, race, and gender in constructing family problems.

*Course Goal:* The primary aim of this course is to answer the question, “How can we help families?” In order to answer this question, it will be important to understand the contemporary family, some of the stressors they face, how they manage and cope with stressors, how people change, and what resources are available to help families.

*Course Objectives:*

When you successfully complete this course, you will:

1. Describe several of the most pressing challenges facing today’s families and, by extension, society.
2. Explain the importance of culture, context, and bias—including your own—for family problems, strengths, and resilience.
3. Apply theories of family stress, coping, and resilience to case examples and to your own life; and explain the key processes that enable families to cope with strains, stressors, and hardships.
4. Define and compare types of family interventions and apply family interventions appropriately to family examples.
5. Develop relevant professional skills: Manage assignments to meet set deadlines; follow ethical guidelines; continue to develop writing skills; build critical thinking skills; advance communication and interpersonal skills; apply resilience skills for your own self-care.

*Required Textbook:*

Price, C.A., Bush, K.R. (2021). *Families & change: Coping with stressful events and transitions*, 6th edition. Sage Publications.

*Other Readings:*

Supplemental reading assignments will be provided by the instructor through the class’ Canvas site.

*Netflix:*

I will be sharing clips from Netflix shows throughout the course. If you are not able to attend class when I show a clip, you will be responsible for subscribing and watching the clips on your own.

*Certified Family Life Education (CFLE):*

Please note that the content of this course is approved by the National Council on Family Relations. 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. *See Dr. Doty if you are interested in becoming a CFLE.*

## **Course Expectations:**

1. **Watch asynchronous lectures/material:** Asynchronous, pre-recorded lectures or recorded materials will be posted the weekend before they will be discussed or earlier. You are expected to watch the lectures before Thursdays when we meet to discuss the material.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. **Readings & Effort:** You will be assigned up to 30-35 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
4. **Exams:** Missed tests and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email or call the instructor no later than 8 a.m. the morning of the test or presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.
  - a. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within the work week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams **ONLY** as a result of an incapacitating illness (i.e., you are not physically able to come into class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO.
5. **Late work:** Typically, late quizzes and in-class assignments will not be made up. However, the lowest grade of quizzes and in-class assignments will be dropped. Late application papers, infographics, and book analyses will be not be accepted, except on a case-by-case basis and will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. Participation points are not able to be made up, except for excused absences.
6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. I am happy to go over all assignments/exams with you in an individual meeting.
7. **Communicating with the Instructor:** Please communicate with both the Instructor and TA through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both the Instructor.

**Note: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.** There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.

### **Tentative Course Calendar:**

Date	Topics
	<b>Unit 1: Understanding Family Theories and Interventions</b> Week 1: Course intro and history of families
Tues. Aug. 24	First Day In-person! Syllabus Review & Mini-lecture  READ: <ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Price Text Chapter 1: Bush K. R., Price, C. A., Price, S. J. (2021). Families Coping with Change. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 3-19. Sage Publications, Inc.</li> <li>3. The Changing American Family <a href="https://www.nytimes.com/2013/11/26/health/families.html">https://www.nytimes.com/2013/11/26/health/families.html</a></li> </ol>
Thurs. Aug. 26	What is a family problem? It depends. Group Discussion  Defining Family Problems & Coping Lecture, Discussion <b>Activity 1 (10 pts)</b>
	<b>Week 2: Family Systems Theory and Family Coping</b>
Tues. Aug. 31	Pre-recorded Lecture Family Systems; Dr. Doty available one-on-one <b>Online Reading Quiz 1 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Chapter 5 in Smith, S. R., Hamon, R. R., Ingoldsby, B. B., &amp; Miller, J. E. (2012). <i>Exploring Family Theories</i> (3<sup>rd</sup> ed.), pp. 145-157. New York: Oxford University Press.</li> <li>2. Price Text Chapter 4: Peterson, G. W. (2021). Conceptualizing Parental Stress with Family Stress Theory. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 73-93. Sage Publications, Inc.</li> </ol>
Thurs. Sept. 2	Lecture: Family Coping & ABC-X Model <b>Activity 2 (10 pts)</b> Video Clip <i>Atypical</i> : Application of Family Systems Theory/ABCX Theory
	<b>Week 3: Family Context: Ecological Theory, Intersectionality</b>
Tues. Sept. 7	Pre-recorded Lecture Ecological Theory; Dr. Doty available one-on-one <b>Online Reading Quiz 2 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Price Text, Ch 11 (only read pages 257-265) Bartholomae, S. &amp; Fox, J. (2021). Economic Stress and Families. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., pp. 257-282). Sage Publications, Inc.</li> <li>2. Price Text, Ch 12</li> </ol>

Thurs. Sept. 9	<p>James, A.,G., Barrios, V. R., Roy, R., &amp; Lee, S. (2021). Race, Ethnicity, and Family Stress. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., pp. 283-299). Sage Publications, Inc.</p> <p>Lecture Intersectionality &amp; Disparities  <b>Activity 3 (Discussion) 10 pts.</b>  Video Clip <i>McFarland USA</i>: Application of Ecological Theory/Intersectionality</p>
Week 4: Family Interventions	
Tues. Sept. 14	<p>Pre-recorded Lecture Overview of Family Interventions &amp; Family Life Education: Dr. Doty available one-on-one  <b>Reading Quiz 3 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Myers-Walls, J. A., Ballard, S. M., Darling, C. A., &amp; Myers-Bowman, K. S. (2011). Reconceptualizing the domain and boundaries of family life education. <i>Family Relations</i>, 60(4), only read 361-370.</li> <li>2. Ch 2: Guiding principles for socioculturally attuned family therapy in McDowell, Knudson-Martin, Bermudez (2018). <i>Socioculturally Attuned Family Therapy</i> (pp. 12-24). New York, NY: Routledge.</li> <li>3. Moffat, C. T. (2011). Helping Those in Need: Human Service Workers. <i>Occupational Outlook Quarterly</i>, 55(3), 22-32.</li> </ol>
Thurs. Sept. 16	<p>Lecture Family Therapy Lecture, Human Services  <b>DUE: Application Paper #1: Family Problem Analysis (35 points)</b></p>
Week 5: Family Policy & Exam 1	
Tues. Sept. 21	<p>Pre-recorded lecture Family Policy: Dr. Doty available one-on-one</p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Bogenschneider, K. Family Policy: Why we need it and how to communicate its value. United Nations Department of Economic and Social Affairs (pp. 2-11)  <a href="https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf">https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf</a></li> </ol>
Thurs. Sept. 23	<b>Exam 1, 75 minutes (100 pts)</b>
<b>Unit 2: Contemporary Issues of Violence &amp; Health Issues</b>	
Week 6: ACES & Intimate Partner Violence	
Tues Sept. 28	<p>Pre-recorded lecture on ACES and health outcomes: Dr. Doty available one-one</p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Kerker, B. D., Zhang, J., Nadeem, E., Stein, R. E., Hurlburt, M. S., Heneghan, A., ... &amp; Horwitz, S. M. (2015). Adverse childhood experiences and mental health, chronic medical conditions, and development in young children. <i>Academic Pediatrics</i>, 15(5), 510-517.</li> <li>2. Price text CH 15:</li> </ol>

Thurs. Sept. 30	<p>Khaw, L. (2021). Stress and coping with intimate partner violence In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 357-372. Sage Publications, Inc.</p> <p>Lecture Intimate Partner Violence (Family Policy Application)</p>
	Week 7: Adverse Childhood Experiences & Violence
Tues. Oct. 5	<p>Pre-recorded lecture Poverty &amp; Neighborhood Violence; Dr. Doty available one-one</p> <p><b>Online Reading Quiz 4 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Price text CH 14: O'Dougherty M. &amp; Allbaugh L. (2021). Promoting Pathways to Resilient Outcomes for Maltreated Children. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 327-347. Sage Publications, Inc.</li> <li>2. Price Text, Ch. 16: Noltmeyer, A., McGlaughlin, C.L., &amp; McGowan, M. R. (2021). Family Response to School and Community Violence. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., only read pp. 382-393). Sage Publications, Inc.</li> </ol>
Thurs. Oct 7	<p>Lecture on Gun Violence</p> <p><b>Activity 4 (10 pts):</b> View Clip <i>The Fosters</i>. Apply Family Stress Theory to Gun Violence.</p> <p><b>DUE: Application Paper #2: Family Theory Application (35 pts)</b></p>
	Week 8: Families Coping with Health Issues & Disparities
Tues. Oct. 12	<p>Pre-recorded lecture on Physical Health; Dr. Doty available one-one</p> <p><b>Online Reading Quiz 5 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Price Chapter Yorgason, J., Richardson, S. &amp; Stott, K. (2021). Physical and family stress. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 5<sup>th</sup> Edition, pp. 407-420. Sage Publications, Inc.</li> <li>2. Gela, N. R., &amp; Corrigan, P. W. (2014). The stigma of families with mental illness. In J. A. Arditti (Ed.), <i>Family problems: Stress, risk, and resilience</i> (pp. 33-45). Malden, MA: John Wiley &amp; Sons, Inc.</li> </ol>
Thurs. Oct. 14	<p>Health Disparities Lecture</p> <p>Video Clip the <i>The Big Sick</i>. Apply Intersectionality to Physical Health</p>
	<p><b>Unit 3: Contemporary Issues of Immigrant and Refugee Families, Aging &amp; Death, Coping with Stress</b></p> <p>Week 9: Immigrant Experiences and Challenges</p>

Tues. Oct. 19	Lecture on Mental Health (Family Therapy Application)
Thurs. Oct. 21	<b>Exam 2, 75 minutes (100 pts)</b>
Week 10: International Crises and Refugees	
Tues. Oct. 26	Pre-recorded lecture on Immigration; Dr. Doty available one-one  READ: <ol style="list-style-type: none"> <li>1. Ballard, J., Urtzan, D., Deenanath, V. &amp; Mao, D. (2019). Chapter 1: Immigration Policy. In J. Ballard, E. Wieling, &amp; C. Solheim (Eds.), <i>Immigration &amp; Refugee Families</i>. Minneapolis, MN: University of Minnesota Libraries.  <a href="https://open.lib.umn.edu/immigrantfamilies/">https://open.lib.umn.edu/immigrantfamilies/</a></li> <li>2. Price text Ch 10:            Bush., K. R., Kim, H. K., Abrams-Muruthi, B. A., &amp; Bohon, S. A.. (2021). Immigrant Families: Resilience through Adversity. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 229-246. Thousand Oaks, CA: Sage Publications, Inc.</li> </ol>
Thurs. Oct. 28	Lecture on Asylum Seekers in the US <b>Activity 5 (10 points):</b> Viewing Guide Frontline on immigration during COVID-19 <b>DUE: Application Paper Infographic</b>
Week 11: Refugees continued; Caregiving for Aging Family	
Tues. Nov. 2	Pre-recorded lecture on International Crises & Refugees; Dr. Doty available one-one <b>Online Reading Quiz 6 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Perriere, B. (2019). Chapter 9: Embracing a New Home: Resettlement Research and the Family. In J. Ballard, E. Wieling, &amp; C. Solheim (Eds.), <i>Immigration &amp; Refugee Families</i>. Minneapolis, MN: University of Minnesota Libraries.  <a href="https://open.lib.umn.edu/immigrantfamilies/">https://open.lib.umn.edu/immigrantfamilies/</a></li> </ol>
Thurs. Nov. 4	Lecture on Caregiving <b>Activity 6 (10 points):</b> Video Clip <i>What They Had</i> Applying Family Systems Theory
Week 12: Coping with Aging	
Tues. Nov. 9	Prerecorded Lecture on Stressors of Aging; Dr. Doty available one-one  READ: <ol style="list-style-type: none"> <li>1. Chapter 7 in Price Text:</li> </ol>

Thurs. Nov. 11	Humble, A., M. (2021). Stress & Coping Later in Life. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> , 6 <sup>th</sup> Edition, pp. 155-171. Sage Publications, Inc.  Veteran's Day. No Class.
Week 13: Coping with Death	
Tues. Nov. 16	Pre-recorded Lecture on Coping with Death; Dr. Doty available one-one <b>Reading Quiz 7 (10 pts)</b>  READ: 1. Chapter 20 in Price Text: Murray, C. I. & Reuter, J. C. (2021). Death, dying, and grief in Families. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> , 6 <sup>th</sup> Edition, pp. 482-499. Sage Publications, Inc.
Thurs. Nov. 18	Guest Panel: Spiritual Traditions & Coping <b>Activity 7 (10 pts):</b> Questions & Reflection
Tues. Nov. 23	Pre-recorded lecture on Resilience & Coping; Dr. Doty available one-one  READ: 1. Walsh, F. (2016). Foundations of a Family Resilience Approach. In F. Walsh (Ed.), <i>Strengthening Family Resilience</i> , 3 <sup>rd</sup> Edition, p. 3-21. New York: The Guilford Press.
Thurs. Nov. 25	THANKSGIVING
Week 14: Coping in Professions Serving Families	
Tues. Nov. 30	Pre-recorded lecture on Coping Skills & Professional burnout; Dr. Doty available one-one <b>Reading Quiz 8 (10 pts)</b>  READ: 1. Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue. <i>Best Practices in Mental Health</i> , 6(2), 57-68.
Thurs. Dec. 2	<b>Online Activity 8 (10 pts)</b> Stress & Coping Plan
Week 15: Book Discussions	
Tues. Dec. 7	<b>DUE: Book Analysis Tues. Dec 7th 11:59 pm (75 pts)</b> <b>Book Discussion Groups (25 pts)</b>



	Final Exam
Sat. Dec. 11- Wed. Dec. 15	Open book, independent, comprehensive final exam on Canvas (75 minutes; 100 pts)

### Assignments and Grading:

Breakdown of points:	
3 Exams (100 pts Exam 1; 100 points Exam 2; 100 points Final Exam)	300
3 Application Assignments (3 @35 each)	105
Online Activities, two lowest scores of 8 dropped (6 @10 each)	60
Quizzes, two lowest scores of 8 dropped (6 @10 each)	60
Participation points	25
Final Project Book Analysis (book analysis paper, 75; discussion, 25)	100
<b>Total</b>	<b>650</b>

**Exams:** All exams will be online, open-book, timed exams. If you need extra time, please present me with an accommodation at the beginning of the semester so we can assign you extra time. The final exam will be a comprehensive online exam. Exams will cover any readings, videos, discussions of key concepts, speakers and notes, and all lecture notes. A wiki study guide will be provided 1 week before the first and second exams.

### Application assignment:

In two written assignments (2 pages each) and an infographic, you will reflect on and apply what you are learning from readings and class material. These assignments require you to pick a family problem and analyze it from different angles. By the end of this project, you should have a good understanding of the challenges and potential solutions for addressing this particular problem. Detailed instructions and rubrics will be on Canvas. Note that late application papers will not be accepted except on a case-by-case basis, when there is a UF documented excused absence.

1. Application Paper #1: Family Problem Analysis
2. Application Paper #2: Intervention Application
3. Application Infographic

### Quizzes:

Six quizzes (out of 8) will count toward your total points. The lowest two of 8 will be dropped; therefore, no make-up quizzes will be given. All quizzes will be due online before class on specified Tuesdays. You MUST keep up with readings, recorded lectures and pay attention in class to do well on quizzes. The major goal of quizzes is to help you focus in on important content and retain this for exams.

### Online activities:

Six online activities (out of 8) will count toward your total points. The lowest two of 8 will be dropped, therefore, no make-up work will be accepted. Online activity formats include worksheets, small-group discussions and reports, and videos and viewing guides. The goals of in-class work are:

- Develop awareness of and empathy for family issues through discussion and reflection on case examples
- Develop stress and coping skills that you can apply in your own life and career
- Help you see how course concepts appear in family life

- Encourage discussion and exchange of ideas with peers
- Focus on key concepts or issues and prepare for exam questions

### Participation Points:

Meet with the professor during office hours at least once during the semester (5pts). Document your choice of book for the book analysis before Labor Day (5pts). Answer 5 sets of in-class questions that will be given at random in lectures during the semester (15 pts).

### Final Project Book Analysis:

Analyze a book selected from a short reading list, extensively and thoroughly applying the course material. The following are DUE

1. BOOK ANALYSIS submitted on time to Canvas. (75 points)
2. IN-CLASS Discussion (25 points): Short written discussion outline of your book analysis and verbal presentation of your written report in small groups. You must be present to get credit. Students arriving late will have points deducted.

### Grades and Grade Points

For information on current UF policies for assigning grade points, see

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

### Grading Scale

Percent	Grade	Grade Points	Course Points
93.4-100	A	4.00	608 +
90.0-93.3	A-	3.67	585-607
86.7-89.9	B+	3.33	564-584
83.4-86.6	B+	3.00	543-563
80.0-83.3	B-	2.67	520-542
76.6-79.9	C+	2.33	498-519
73.4-76.6	C	2.00	478-497
70.0-73.3	C-	1.67	455-477
66.7-69.9	D+	1.33	434-454
63.4-66.6	D	1.00	413-433
60-63.3	D-	0.67	390-412
0-59.9	E	0.00	0-389

*A minimum grade of C is required for general education credit. [More information on grades and grading policies can be found here.](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)*

## OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

### Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

### Excused Absences and Make Up Work

Excused absences will include: sick days (documented by a medical practitioner), death of an

immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Jen Doty via Canvas—preferably, email, or in person) prior to or immediately after your absence.

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.”

### **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**

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/sccr/process/student-conduct-honor-code>.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **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.

#### **FYCS Diversity, Equity and Inclusion Statement** (adopted April 30, 2021)

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. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

#### **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,*  
**[www.counseling.ufl.edu](http://www.counseling.ufl.edu)**  
 Counseling Services  
 Groups and Workshops  
 Outreach and Consultation  
 Self-Help Library

#### Wellness Coaching

- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Connections Center*, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

#### Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

#### 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, <https://disability.ufl.edu/>

#### Undergraduate Honors and McNair Program

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first three weeks of the semester. Check out: <https://fyics.ifas.ufl.edu/undergraduate/undergraduate-honors/>. Students interested in graduate school from underrepresented backgrounds (e.g., low income/first generation) are encouraged to look into the McNair Scholars Program:

<http://mcnair.aa.ufl.edu/>

FYC 3112 (Section 04C0) 3 credit hours

## Contemporary Family Problems and Interventions

8.6.21

### Course basics:

*Times:* T | Period 4 (10:40 AM - 11:30 AM) – Except for the first and last day, Tuesdays will be asynchronous, but Dr. Doty will hold office hours in-person and online during this time to meet with students.

R | Period 4 - 5 (10:40 AM - 12:35 PM)—Thursdays Dr. Doty will lecture in-person followed by an activity, which will be individual or in groups

*Location:* FAC 0120

### Instructor:

Jennifer Doty, Ph.D., CFLE  
3038D McCarty D  
352-273-3543  
Canvas email (preferred)  
jennifer.doty@ufl.edu

Office Hours:  
Tues. 10: 40-12:35

*Teaching Philosophy:* I believe that my most challenging task as your professor is to select and design those activities, assignments, and opportunities that will help you learn as much as you can while challenging you AND supporting you in the process. As you will soon experience for yourself, this class will be an exciting blend of hard work, critical thinking, personal application, and engaging discussions. I personally guarantee you that I will put as much of my energy and creativity into this class as I can toward making this a worthwhile learning experience. I love what I do, and you will witness this every day in class. You should know, too, that I have high expectations for all students. I expect you to work hard in this class; you may feel overwhelmed with reading sometimes, with writing other times, and with the projects at times. I guarantee if you work hard, seek help, come to class, and follow the guidelines you can do well in this class. I do need your help if we are going to make this class an honest, energizing, comfortable, and active learning environment. With your contributions, we will learn a great deal from the class and one another, all while having a pretty good time.

### Course Information:

#### *Course Description (UF Catalog):*

This course focuses on the major social and family problems contemporary families face, including poverty, violence, and care of dependent elders. An emphasis is placed on family strengths and resiliency as well as social programs that help families withstand and overcome difficulties. This course emphasizes the role of society, race, and gender in constructing family problems.

*Course Goal:* The primary aim of this course is to answer the question, “How can we help families?” In order to answer this question, it will be important to understand the contemporary family, some of the stressors they face, how they manage and cope with stressors, how people change, and what resources are available to help families.

*Course Objectives:*

When you successfully complete this course, you will:

1. Describe several of the most pressing challenges facing today’s families and, by extension, society.
2. Explain the importance of culture, context, and bias—including your own—for family problems, strengths, and resilience.
3. Apply theories of family stress, coping, and resilience to case examples and to your own life; and explain the key processes that enable families to cope with strains, stressors, and hardships.
4. Define and compare types of family interventions and apply family interventions appropriately to family examples.
5. Develop relevant professional skills: Manage assignments to meet set deadlines; follow ethical guidelines; continue to develop writing skills; build critical thinking skills; advance communication and interpersonal skills; apply resilience skills for your own self-care.

*Co-requisites:*

Because the information that we will be covering assumes that you already have certain knowledge, it is important for you to have already taken or be concurrently enrolled in the following course:

FYC 3001 Principles of Family, Youth and Community Sciences

*Required Textbook:*

Price, C.A., Bush, K.R. (2021). *Families & change: Coping with stressful events and transitions*, 6th edition. Sage Publications.

*Other Readings:*

Supplemental reading assignments will be provided by the instructor through the class’ Canvas site.

*Netflix:*

I will be sharing clips from Netflix shows throughout the course. If you are not able to attend class when I show a clip, you will be responsible for subscribing and watching the clips on your own.

*Certified Family Life Education (CFLE):*

Please note that the content of this course is approved by the National Council on Family Relations. 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. *See Dr. Doty if you are interested in becoming a CFLE.*

## Course Expectations:

1. **Watch asynchronous lectures/material:** Asynchronous, pre-recorded lectures or recorded materials will be posted the weekend before they will be discussed or earlier. You are expected to watch the lectures before Thursdays when we meet to discuss the material.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. **Readings & Effort:** You will be assigned up to 30-35 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
4. **Exams:** Missed tests and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email or call the instructor no later than 8 a.m. the morning of the test or presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.
  - a. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within the work week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams **ONLY** as a result of an incapacitating illness (i.e., you are not physically able to come into class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO.
5. **Late work:** Typically, late quizzes and in-class assignments will not be made up. However, the lowest grade of quizzes and in-class assignments will be dropped. Late application papers, infographics, and book analyses will be not be accepted, except on a case-by-case basis and will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. Participation points are not able to be made up, except for excused absences.
6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. I am happy to go over all assignments/exams with you in an individual meeting.
7. **Communicating with the Instructor:** Please communicate with both the Instructor and TA through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both the Instructor.

**Note: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.** There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.



### Tentative Course Calendar:

Date	Topics
	<b>Unit 1: Understanding Family Theories and Interventions</b> Week 1: Course intro and history of families
Tues. Aug. 24	First Day In-person! Syllabus Review & Mini-lecture  READ: <ol style="list-style-type: none"> <li>1. Syllabus</li> <li>2. Price Text Chapter 1: Bush K. R., Price, C. A., Price, S. J. (2021). Families Coping with Change. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 3-19. Sage Publications, Inc.</li> <li>3. The Changing American Family <a href="https://www.nytimes.com/2013/11/26/health/families.html">https://www.nytimes.com/2013/11/26/health/families.html</a></li> </ol>
Thurs. Aug. 26	What is a family problem? It depends. Group Discussion  Defining Family Problems & Coping Lecture, Discussion <b>Activity 1 (10 pts)</b>
	<b>Week 2: Family Systems Theory and Family Coping</b>
Tues. Aug. 31	Pre-recorded Lecture Family Systems; Dr. Doty available one-on-one <b>Online Reading Quiz 1 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Chapter 5 in Smith, S. R., Hamon, R. R., Ingoldsby, B. B., &amp; Miller, J. E. (2012). <i>Exploring Family Theories</i> (3<sup>rd</sup> ed.), pp. 145-157. New York: Oxford University Press.</li> <li>2. Price Text Chapter 4: Peterson, G. W. (2021). Conceptualizing Parental Stress with Family Stress Theory. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 73-93. Sage Publications, Inc.</li> </ol>
Thurs. Sept. 2	Lecture: Family Coping & ABC-X Model <b>Activity 2 (10 pts)</b> Video Clip <i>Atypical</i> : Application of Family Systems Theory/ABCX Theory
	<b>Week 3: Family Context: Ecological Theory, Intersectionality</b>
Tues. Sept. 7	Pre-recorded Lecture Ecological Theory; Dr. Doty available one-on-one <b>Online Reading Quiz 2 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Price Text, Ch 11 (only read pages 257-265) Bartholomae, S. &amp; Fox, J. (2021). Economic Stress and Families. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., pp. 257-282). Sage Publications, Inc.</li> <li>2. Price Text, Ch 12</li> </ol>

Thurs. Sept. 9	<p>James, A.,G., Barrios, V. R., Roy, R., &amp; Lee, S. (2021). Race, Ethnicity, and Family Stress. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., pp. 283-299). Sage Publications, Inc.</p> <p>Lecture Intersectionality &amp; Disparities  <b>Activity 3 (Discussion) 10 pts.</b>  Video Clip <i>McFarland USA</i>: Application of Ecological Theory/Intersectionality</p>
Week 4: Family Interventions	
Tues. Sept. 14	<p>Pre-recorded Lecture Overview of Family Interventions &amp; Family Life Education: Dr. Doty available one-on-one  <b>Reading Quiz 3 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Myers-Walls, J. A., Ballard, S. M., Darling, C. A., &amp; Myers-Bowman, K. S. (2011). Reconceptualizing the domain and boundaries of family life education. <i>Family Relations</i>, 60(4), only read 361-370.</li> <li>2. Ch 2: Guiding principles for socioculturally attuned family therapy in McDowell, Knudson-Martin, Bermudez (2018). <i>Socioculturally Attuned Family Therapy</i> (pp. 12-24). New York, NY: Routledge.</li> <li>3. Moffat, C. T. (2011). Helping Those in Need: Human Service Workers. <i>Occupational Outlook Quarterly</i>, 55(3), 22-32.</li> </ol>
Thurs. Sept. 16	<p>Lecture Family Therapy Lecture, Human Services  <b>DUE: Application Paper #1: Family Problem Analysis (35 points)</b></p>
Week 5: Family Policy & Exam 1	
Tues. Sept. 21	<p>Pre-recorded lecture Family Policy: Dr. Doty available one-on-one</p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Bogenschneider, K. Family Policy: Why we need it and how to communicate its value. United Nations Department of Economic and Social Affairs (pp. 2-11)  <a href="https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf">https://www.un.org/esa/socdev/family/docs/egm11/Bogenschneider-paper.pdf</a></li> </ol>
Thurs. Sept. 23	<b>Exam 1, 75 minutes (100 pts)</b>
<b>Unit 2: Contemporary Issues of Violence &amp; Health Issues</b>	
Week 6: ACES & Intimate Partner Violence	
Tues Sept. 28	<p>Pre-recorded lecture on ACES and health outcomes: Dr. Doty available one-one</p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Kerker, B. D., Zhang, J., Nadeem, E., Stein, R. E., Hurlburt, M. S., Heneghan, A., ... &amp; Horwitz, S. M. (2015). Adverse childhood experiences and mental health, chronic medical conditions, and development in young children. <i>Academic Pediatrics</i>, 15(5), 510-517.</li> <li>2. Price text CH 15:</li> </ol>

Thurs. Sept. 30	<p>Khaw, L. (2021). Stress and coping with intimate partner violence In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 357-372. Sage Publications, Inc.</p> <p>Lecture Intimate Partner Violence (Family Policy Application)</p>
	Week 7: Adverse Childhood Experiences & Violence
Tues. Oct. 5	<p>Pre-recorded lecture Poverty &amp; Neighborhood Violence; Dr. Doty available one-one</p> <p><b>Online Reading Quiz 4 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Price text CH 14: O'Dougherty M. &amp; Allbaugh L. (2021). Promoting Pathways to Resilient Outcomes for Maltreated Children. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 327-347. Sage Publications, Inc.</li> <li>2. Price Text, Ch. 16: Noltmeyer, A., McGlaughlin, C.L., &amp; McGowan, M. R. (2021). Family Response to School and Community Violence. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> (6<sup>th</sup> Ed., only read pp. 382-393). Sage Publications, Inc.</li> </ol>
Thurs. Oct 7	<p>Lecture on Gun Violence</p> <p><b>Activity 4 (10 pts):</b> View Clip <i>The Fosters</i>. Apply Family Stress Theory to Gun Violence.</p> <p><b>DUE: Application Paper #2: Family Theory Application (35 pts)</b></p>
	Week 8: Families Coping with Health Issues & Disparities
Tues. Oct. 12	<p>Pre-recorded lecture on Physical Health; Dr. Doty available one-one</p> <p><b>Online Reading Quiz 5 (10 pts)</b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Price Chapter Yorgason, J., Richardson, S. &amp; Stott, K. (2021). Physical and family stress. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 5<sup>th</sup> Edition, pp. 407-420. Sage Publications, Inc.</li> <li>2. Gela, N. R., &amp; Corrigan, P. W. (2014). The stigma of families with mental illness. In J. A. Arditti (Ed.), <i>Family problems: Stress, risk, and resilience</i> (pp. 33-45). Malden, MA: John Wiley &amp; Sons, Inc.</li> </ol>
Thurs. Oct. 14	<p>Health Disparities Lecture</p> <p>Video Clip the <i>The Big Sick</i>. Apply Intersectionality to Physical Health</p>
	<p><b>Unit 3: Contemporary Issues of Immigrant and Refugee Families, Aging &amp; Death, Coping with Stress</b></p> <p>Week 9: Immigrant Experiences and Challenges</p>

Tues. Oct. 19	Lecture on Mental Health (Family Therapy Application)
Thurs. Oct. 21	<b>Exam 2, 75 minutes (100 pts)</b>
Week 10: International Crises and Refugees	
Tues. Oct. 26	Pre-recorded lecture on Immigration; Dr. Doty available one-one  READ: <ol style="list-style-type: none"> <li>1. Ballard, J., Urtzan, D., Deenanath, V. &amp; Mao, D. (2019). Chapter 1: Immigration Policy. In J. Ballard, E. Wieling, &amp; C. Solheim (Eds.), <i>Immigration &amp; Refugee Families</i>. Minneapolis, MN: University of Minnesota Libraries.  <a href="https://open.lib.umn.edu/immigrantfamilies/">https://open.lib.umn.edu/immigrantfamilies/</a></li> <li>2. Price text Ch 10:            Bush., K. R., Kim, H. K., Abrams-Muruthi, B. A., &amp; Bohon, S. A.. (2021). Immigrant Families: Resilience through Adversity. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i>, 6<sup>th</sup> Edition, pp. 229-246. Thousand Oaks, CA: Sage Publications, Inc.</li> </ol>
Thurs. Oct. 28	Lecture on Asylum Seekers in the US <b>Activity 5 (10 points):</b> Viewing Guide Frontline on immigration during COVID-19 <b>DUE: Application Paper Infographic</b>
Week 11: Refugees continued; Caregiving for Aging Family	
Tues. Nov. 2	Pre-recorded lecture on International Crises & Refugees; Dr. Doty available one-one <b>Online Reading Quiz 6 (10 pts)</b>  READ: <ol style="list-style-type: none"> <li>1. Perriere, B. (2019). Chapter 9: Embracing a New Home: Resettlement Research and the Family. In J. Ballard, E. Wieling, &amp; C. Solheim (Eds.), <i>Immigration &amp; Refugee Families</i>. Minneapolis, MN: University of Minnesota Libraries.  <a href="https://open.lib.umn.edu/immigrantfamilies/">https://open.lib.umn.edu/immigrantfamilies/</a></li> </ol>
Thurs. Nov. 4	Lecture on Caregiving <b>Activity 6 (10 points):</b> Video Clip <i>What They Had</i> Applying Family Systems Theory
Week 12: Coping with Aging	
Tues. Nov. 9	Prerecorded Lecture on Stressors of Aging; Dr. Doty available one-one  READ: <ol style="list-style-type: none"> <li>1. Chapter 7 in Price Text:</li> </ol>

Thurs. Nov. 11	Humble, A., M. (2021). Stress & Coping Later in Life. In C. A. Price, K. R. Bush, S. J. Price (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> , 6 <sup>th</sup> Edition, pp. 155-171. Sage Publications, Inc.  Veteran's Day. No Class.
Week 13: Coping with Death	
Tues. Nov. 16	Pre-recorded Lecture on Coping with Death; Dr. Doty available one-one <b>Reading Quiz 7 (10 pts)</b>  READ: 1. Chapter 20 in Price Text: Murray, C. I. & Reuter, J. C. (2021). Death, dying, and grief in Families. In C. A. Price, K. R. Bush (Eds.), <i>Families &amp; Change: Coping with Stressful Events and Transitions</i> , 6 <sup>th</sup> Edition, pp. 482-499. Sage Publications, Inc.
Thurs. Nov. 18	Guest Panel: Spiritual Traditions & Coping <b>Activity 7 (10 pts):</b> Questions & Reflection
Tues. Nov. 23	Pre-recorded lecture on Resilience & Coping; Dr. Doty available one-one  READ: 1. Walsh, F. (2016). Foundations of a Family Resilience Approach. In F. Walsh (Ed.), <i>Strengthening Family Resilience</i> , 3 <sup>rd</sup> Edition, p. 3-21. New York: The Guilford Press.
Thurs. Nov. 25	THANKSGIVING
Week 14: Coping in Professions Serving Families	
Tues. Nov. 30	Pre-recorded lecture on Coping Skills & Professional burnout; Dr. Doty available one-one <b>Reading Quiz 8 (10 pts)</b>  READ: 1. Newell, J. M., & MacNeil, G. A. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue. <i>Best Practices in Mental Health</i> , 6(2), 57-68.
Thurs. Dec. 2	<b>Online Activity 8 (10 pts)</b> Stress & Coping Plan
Week 15: Book Discussions	
Tues. Dec. 7	<b>DUE: Book Analysis Tues. Dec 7th 11:59 pm (75 pts)</b> <b>Book Discussion Groups (25 pts)</b>

	Final Exam
Sat. Dec. 11- Wed. Dec. 15	Open book, independent, comprehensive final exam on Canvas (75 minutes; 100 pts)

### Assignments and Grading:

Breakdown of points:	
3 Exams (100 pts Exam 1; 100 points Exam 2; 100 points Final Exam)	300
3 Application Assignments (3 @35 each)	105
Online Activities, two lowest scores of 8 dropped (6 @10 each)	60
Quizzes, two lowest scores of 8 dropped (6 @10 each)	60
Participation points	25
Final Project Book Analysis (book analysis paper, 75; discussion, 25)	100
<b>Total</b>	<b>650</b>

**Exams:** All exams will be online, open-book, timed exams. If you need extra time, please present me with an accommodation at the beginning of the semester so we can assign you extra time. The final exam will be a comprehensive online exam. Exams will cover any readings, videos, discussions of key concepts, speakers and notes, and all lecture notes. A wiki study guide will be provided 1 week before the first and second exams.

### Application assignment:

In two written assignments (2 pages each) and an infographic, you will reflect on and apply what you are learning from readings and class material. These assignments require you to pick a family problem and analyze it from different angles. By the end of this project, you should have a good understanding of the challenges and potential solutions for addressing this particular problem. Detailed instructions and rubrics will be on Canvas. Note that late application papers will not be accepted except on a case-by-case basis, when there is a UF documented excused absence.

1. Application Paper #1: Family Problem Analysis
2. Application Paper #2: Intervention Application
3. Application Infographic

### Quizzes:

Six quizzes (out of 8) will count toward your total points. The lowest two of 8 will be dropped; therefore, no make-up quizzes will be given. All quizzes will be due online before class on specified Tuesdays. You MUST keep up with readings, recorded lectures and pay attention in class to do well on quizzes. The major goal of quizzes is to help you focus in on important content and retain this for exams.

### Online activities:

Six online activities (out of 8) will count toward your total points. The lowest two of 8 will be dropped, therefore, no make-up work will be accepted. Online activity formats include worksheets, small-group discussions and reports, and videos and viewing guides. The goals of in-class work are:

- Develop awareness of and empathy for family issues through discussion and reflection on case examples
- Develop stress and coping skills that you can apply in your own life and career
- Help you see how course concepts appear in family life

- Encourage discussion and exchange of ideas with peers
- Focus on key concepts or issues and prepare for exam questions

### Participation Points:

Meet with the professor during office hours at least once during the semester (5pts). Document your choice of book for the book analysis before Labor Day (5pts). Answer 5 sets of in-class questions that will be given at random in lectures during the semester (15 pts).

### Final Project Book Analysis:

Analyze a book selected from a short reading list, extensively and thoroughly applying the course material. The following are DUE

1. BOOK ANALYSIS submitted on time to Canvas. (75 points)
2. IN-CLASS Discussion (25 points): Short written discussion outline of your book analysis and verbal presentation of your written report in small groups. You must be present to get credit. Students arriving late will have points deducted.

### Grades and Grade Points

For information on current UF policies for assigning grade points, see

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

### Grading Scale

Percent	Grade	Grade Points	Course Points
93.4-100	A	4.00	608 +
90.0-93.3	A-	3.67	585-607
86.7-89.9	B+	3.33	564-584
83.4-86.6	B	3.00	543-563
80.0-83.3	B-	2.67	520-542
76.6-79.9	C+	2.33	498-519
73.4-76.6	C	2.00	478-497
70.0-73.3	C-	1.67	455-477
66.7-69.9	D+	1.33	434-454
63.4-66.6	D	1.00	413-433
60-63.3	D-	0.67	390-412
0-59.9	E	0.00	0-389

*A minimum grade of C is required for general education credit. [More information on grades and grading policies can be found here.](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)*

## OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

### Respect

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

### Excused Absences and Make Up Work

Excused absences will include: sick days (documented by a medical practitioner), death of an

immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Jen Doty via Canvas—preferably, email, or in person) prior to or immediately after your absence.

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.”

### **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**

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/sccr/process/student-conduct-honor-code>.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in



preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

#### **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.

#### **FYCS Diversity, Equity and Inclusion Statement** (adopted April 30, 2021)

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. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

#### **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,*  
**[www.counseling.ufl.edu](http://www.counseling.ufl.edu)**  
 Counseling Services  
 Groups and Workshops  
 Outreach and Consultation  
 Self-Help Library

#### Wellness Coaching

- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- *Career Connections Center*, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

#### Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

#### 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, <https://disability.ufl.edu/>

#### Undergraduate Honors and McNair Program

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first three weeks of the semester. Check out: <https://fyics.ifas.ufl.edu/undergraduate/undergraduate-honors/>. Students interested in graduate school from underrepresented backgrounds (e.g., low income/first generation) are encouraged to look into the McNair Scholars Program:

<http://mcnair.aa.ufl.edu/>

## Cover Sheet: Request 16763

### Change in Prereq to FYC3115

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/3/2021 9:18:17 AM
Updated	11/3/2021 10:27:18 AM
Description of request	FYC3115 is moving from an elective course to a major requirement. FYC3001 is the introductory course to the major and is a more appropriate prerequisite for this now required course. We are proposing to remove the current prerequisites of PSY2012 or SYG2000 and junior standing or higher.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/3/2021
FYC3115_3115_Gillen_Fall 2021_Proposed.docx					11/3/2021
FYC3115_3115_Gillen_Fall 2021.pdf					11/3/2021
CALS CC Checklist_FYC3115.pdf					11/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/3/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16763

### Info

**Request:** Change in Prereq to FYC3115

**Description of request:** FYC3115 is moving from an elective course to a major requirement.

FYC3001 is the introductory course to the major and is a more appropriate prerequisite for this now required course. We are proposing to remove the current prerequisites of PSY2012 or SYG2000 and junior standing or higher.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/3/2021 9:09:48 AM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 3

**Number** 115

**Lab Code** None

**Course Title** Human Services

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** SYG 2000 or PSY 2012 and junior standing or higher.

**Proposed Prerequisites** FYC3001

**Change Co-requisites?** No

**Rationale** FYC3115 is moving from an elective course to a major requirement. FYC3001 is the introductory course to the major and is a more appropriate prerequisite for this now required course. We are proposing to remove the current prerequisites of PSY2012 or SYG2000 and junior standing or higher.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

### **CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

MG It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

MG Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

MG The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

MG The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

MG The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

MG Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

MG Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

MG Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

MG The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

MG The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

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## FYC3115 HUMAN SERVICES

### COURSE SYLLABUS FALL 2021 FIRST EDITION <sup>1</sup>

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## Information about the Course

\*\*\*This course will meet synchronously. It is expected that students will attend each class during the designated class time. Please note that if you are enrolled in the online section of the course, you CANNOT attend in-person. Lectures and guest speaker presentations may NOT be recorded. \*\*\*

### Prerequisites

*Junior or Senior Standing* and PSY 2012 or SYG 2000.

### Course Description

The UF catalog states that the course is an “In-depth look at human services that assist children and families, with focus on income support, child protection, adoption and family support programs offered through human services agencies. Emphasizes professional development of helping skills for working directly with children and families.” Other areas we may cover include mental health and aging services, crisis intervention, and prevention models.

### Course Goals

The general goal of this course is to help students better understand the field of human services and develop skills for working in human services.

The course will provide:

- An overview of human services as a profession
- Examples of professional roles and responsibilities to help you consider options for a career in human services
- Information that will increase your knowledge of human service organizations and programs directed at meeting human needs in key areas of human services

### COURSE INFORMATION

Tuesday 2<sup>nd</sup> – 3<sup>rd</sup> periods, 8:30-10:25 AM  
G108 MCCB

and

Thursday 2<sup>nd</sup> period, 9:35-10:25 AM  
Week 1: Meet in G108 MCCB  
Weeks 2 – 16: Meet via Zoom

### INSTRUCTOR:

Dr. Martie Gillen, MBA, AFC  
Associate Professor  
TBRI Practitioner  
3025A McCarty Hall D  
352-392-0404; [mgillen@ufl.edu](mailto:mgillen@ufl.edu)

### OFFICE HOURS:

By appointment in person and online  
using Zoom

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<sup>1</sup> Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed (e.g., to correct unseen errors and adjust to speaker schedules).



- Opportunities to improve professional skills, capabilities, and understanding of the field

This course will help you think through human services as a career choice, areas that are most interesting to you, and skills you need to be effective. Whether you are interested in social work, counseling, psychology, health professions, law, or education, you will be learning about the problems that clients, patients, and families face and resources available to them. You will also be working on interpersonal communication skills, gaining community service-learning experience, and developing knowledge of social problems and community resources.

### Student Overall Learning Objectives

By the end of this course, you will be able to:

1. Describe the field of human services.
2. Describe the human services perspective.
3. Analyze situations from a human services perspective and demonstrate this perspective in an open and respectful approach.
4. Apply basic human services professional skills appropriately. We will emphasize core helping skills, rapport-building, cultural competency, following ethical guidelines, cooperative and multidisciplinary work, basic crisis intervention/prevention, stress management and self-care.
5. Discuss the history of human services, focusing on key developments, turning points, and directions.
6. Discuss how government, policies, and political perspectives affect all aspects of human services.
7. Describe the major areas of human services delivery (including service delivery methods and challenges associated with each). Our focus will be on child welfare services, income support, mental health, and aging.
8. Explain the how social, economic, and environmental barriers to well-being and functioning can be overcome with targeted strategies.
9. Develop awareness of career options in human services.
10. Apply knowledge of different careers and educational paths for entering the human services field to your own career decisions, as appropriate.
11. Synthesize course material and apply key principles of human services to case examples.

### Course Communication

1. Check the Canvas announcements page and your email *every day* for notices about class.
2. When emailing, please use the Canvas website. Note that, per UF policies, I am not permitted to respond to emails from a non-ufi provider. I will do my best to reply within 24 business hours. If you have not received a reply, please email again or schedule an appointment!
3. Note that I use email (not a scheduling app) for scheduling appointments.

## Getting Help with your Academic Work

I am available to assist students (see front page of syllabus). Please schedule an appointment by emailing a request. I am excited to work with you! Note: It is important to get help as soon as you have questions or as problems come up. Do not wait until the end of the semester, especially if you are not doing well in class. Late in the semester is usually too late to resolve problems.

## Required Course Materials

### Books and Readings

Two books are required and may be purchased at the University Bookstore (text) and other outlets. Other supplemental readings are also required. All students are expected to purchase the text and bring it to class.

- **Woodside, M. R. & McClam, T. (2019). An Introduction to the Human Services, 9th Edition (TEXT BOOK)** (The book or ebook is required, but you do not have to purchase a course pack unless you want to.) This text is required.
- **Calcaterra, R. (2013). *Etched in sand*. New York: William Morrow.** (Trigger warning\*)

\* This book contains content that may be difficult for students who have experienced abuse, neglect, parent mental illness or addictions. Students are advised to have supports in place and to reach out to helping services on campus if needed. Please speak to the instructor about any concerns you may have.

**Other assigned readings will be made available on Canvas.** Also, additional material may be assigned as relevant and time sensitive news and research comes up that will help us understand the current state of human needs, social problems, and human services. Please read the assigned material BEFORE coming to class. These readings are required and necessary for understanding the material and doing well on exams and activities. This course requires a lot of reading. Make sure you keep up so that you can do well on exams and activities.

### Other resources

- List and links to the array of human services occupations  
<http://www.humanservicesedu.org/occupation-career-outlook.html>
- Information about the US Department of HHS and careers: <http://www.hhs.gov/about/careers/#>
- Charity Navigator with ratings and links to HS organizations:  
<http://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6>
- Nonprofit organization jobs in FL on Career Builder  
<http://www.careerbuilder.com/jobs/fl/keyword/nonprofit-social-services>

Thinking about a career in human services? According to the College Board, if you are studying and working in human services, “It helps to be...A caring, patient person with great communication skills,...open to helping people from various backgrounds who face challenges ranging from teen pregnancy to life-threatening illness. You'll thrive if you can work both on your own and with others”.  
<https://bigfuture.collegeboard.org/majors/public-administration-social-services-human-services>

## Speakers and Videos

Speakers who are working in human services agencies and organizations will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes and ask questions. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content may be on exams.

We also will be viewing several videos throughout the semester. Instructions will be provided regarding how to access the videos.

## Requirements

Grades are based on the following assignments. Students must successfully complete all requirements to pass this course:

Assignment	Points
Exams (2 @ 100 points)	200
Weekly reflection papers (14 @ 30 points each)	420
Book reflection paper	80
Preventing Adverse Childhood Experiences online training	75
<b>Total</b>	<i>775 points</i>

NOTE: This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to me about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor ***before*** you miss class. (2) Make up missed work. Note that you are still responsible for knowing the material for exams.

## Grading Scale

Letter Grade		Percentage	Points
A	=	93.50% and above	725 and above
A-	=	90.00-93.49%	698 - 724
B+	=	86.50-89.99%	670 - 697
B	=	83.50-86.49%	647 - 669
B-	=	80.00-83.49%	620 - 646
C+	=	76.50-79.99%	593 - 619
C	=	73.50-76.49%	570 - 592
C-	=	70.00-73.49%	543 - 569
D+	=	66.50-69.99%	515 - 542
D	=	63.50-66.49%	492 - 514
D-	=	60.00-63.49%	465 - 491
E	=	59.99% and below	464

### Questions about grades received

Please let me know via email within one week of the grade date if you have questions about a grade received on an assignment, activity or question(s) on exams.

### Other information on grading

When determining each student's final grade, I ask, "Did this student demonstrate they clearly understand the issues, concepts and facts? Were they able to correctly apply knowledge and skills?" I also ask, "Did this student consistently attend class and contribute in positive, productive ways to the classroom environment and other students' learning?" Note that positive, productive class participation can raise borderline grades.

## Policies

### Attendance Policies

#### General

The UF's attendance policy is followed for this course, as found at <https://catalog.ufl.edu/UGRD/academic-regulations/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,

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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. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (emphasis added).” **For this class, attendance is expected.**

### Excused absences

The excused absence policy is consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Excused absences include religious holidays, medically excused absences for illness, and approved university activities for up to 12 days. It is very important for you to understand that you are required to provide written, professional documentation (only for reasons approved by the University as found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absences>). You must provide this before your absence (for religious holidays and approved activities) or immediately upon return to class (illness). Be sure to review this policy for illness policy, religious holidays, the 12-day rule, and other policies.

### Policy on Make-up Work

- Students will have one week to complete any makeup assignment. Students are responsible for getting notes from a peer, asking the instructor about missed work, setting a deadline, and working with the instructor to turn in the work.
- Students must arrange with the instructor to make up any assigned material including tests and written work. This must be approved by the instructor of the course in writing.

- Students who know of their absences in advance (e.g., athletes, conference presenters) must work with the instructor *in advance* of absences to arrange the time and instructions for make-up work. Athletes should provide their schedule *for the semester* within the first two weeks of class. Others should provide a *written* request from the organization on letterhead at least two weeks in advance.
- Students must provide written, professional, verifiable proof of their need to miss the assignment that is consistent with UF attendance policies.
- Requirements for make-up exams or homework and the submission of late assignments and other work are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

## 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/](http://www.dso.ufl.edu/drc/)

## Academic Honesty

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/sccr/process/student-conduct-honor-code>.

Academic dishonesty includes plagiarism, defined in the University Honor Code. "A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to: 1) Stealing, misquoting, insufficiently paraphrasing, or patch-writing; 2) Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted; 3) Submitting materials from any source without proper attribution; 4) Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

(<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>)

## Words of advice about this course

I will vigorously uphold the UF academic policies at all times. Students are expected to do their own work, use their own words in papers, and reference outside sources properly, specifically following APA guidelines (APA Publication Manual, 7<sup>th</sup> Ed.). Students who do not follow APA guidelines for quoting others' material and who violate the University's plagiarism policy will receive a zero for the assignment and will be referred the Dean of Students Office and the student judicial court.

- Complete all written work yourself, independently, without input about your work and words from others in any form (text, email, social media post or message, etc.).
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## In-Class Recording

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to

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another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

## Campus Resources:

### Health and Wellness

#### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), [or http://www.police.ufl.edu/](http://www.police.ufl.edu/).

### Academic Resources

**E-learning technical support**, 352-392-4357 or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

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

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

<https://www.crc.ufl.edu/>.

**Library Support**, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.



**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<https://teachingcenter.ufl.edu/>.

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers.  
<https://writing.ufl.edu/writing-studio/>.

**Student Complaints Campus:**  
[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**On-Line Students Complaints:** <http://www.distance.ufl.edu/student-complaint-process>.

## 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

## 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.

***The instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).***

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## FYC3115 HUMAN SERVICES

### COURSE SYLLABUS FALL 2021 FIRST EDITION <sup>1</sup>

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## Information about the Course

\*\*\*This course will meet synchronously. It is expected that students will attend each class during the designated class time. Please note that if you are enrolled in the online section of the course, you CANNOT attend in-person. Lectures and guest speaker presentations may NOT be recorded. \*\*\*

### Prerequisites

*Junior or Senior Standing* and PSY 2012 or SYG 2000.

### Course Description

The UF catalog states that the course is an “In-depth look at human services that assist children and families, with focus on income support, child protection, adoption and family support programs offered through human services agencies. Emphasizes professional development of helping skills for working directly with children and families.” Other areas we may cover include mental health and aging services, crisis intervention, and prevention models.

### Course Goals

The general goal of this course is to help students better understand the field of human services and develop skills for working in human services.

The course will provide:

- An overview of human services as a profession
- Examples of professional roles and responsibilities to help you consider options for a career in human services
- Information that will increase your knowledge of human service organizations and programs directed at meeting human needs in key areas of human services

### COURSE INFORMATION

Tuesday 2<sup>nd</sup> – 3<sup>rd</sup> periods, 8:30-10:25 AM  
G108 MCCB

and

Thursday 2<sup>nd</sup> period, 9:35-10:25 AM  
Week 1: Meet in G108 MCCB  
Weeks 2 – 16: Meet via Zoom

### INSTRUCTOR:

Dr. Martie Gillen, MBA, AFC  
Associate Professor  
TBRI Practitioner  
3025A McCarty Hall D  
352-392-0404; [mgillen@ufl.edu](mailto:mgillen@ufl.edu)

### OFFICE HOURS:

By appointment in person and online  
using Zoom

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<sup>1</sup> Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed (e.g., to correct unseen errors and adjust to speaker schedules).

- Opportunities to improve professional skills, capabilities, and understanding of the field

This course will help you think through human services as a career choice, areas that are most interesting to you, and skills you need to be effective. Whether you are interested in social work, counseling, psychology, health professions, law, or education, you will be learning about the problems that clients, patients, and families face and resources available to them. You will also be working on interpersonal communication skills, gaining community service-learning experience, and developing knowledge of social problems and community resources.

## Student Overall Learning Objectives

By the end of this course, you will be able to:

1. Describe the field of human services.
2. Describe the human services perspective.
3. Analyze situations from a human services perspective and demonstrate this perspective in an open and respectful approach.
4. Apply basic human services professional skills appropriately. We will emphasize core helping skills, rapport-building, cultural competency, following ethical guidelines, cooperative and multidisciplinary work, basic crisis intervention/prevention, stress management and self-care.
5. Discuss the history of human services, focusing on key developments, turning points, and directions.
6. Discuss how government, policies, and political perspectives affect all aspects of human services.
7. Describe the major areas of human services delivery (including service delivery methods and challenges associated with each). Our focus will be on child welfare services, income support, mental health, and aging.
8. Explain the how social, economic, and environmental barriers to well-being and functioning can be overcome with targeted strategies.
9. Develop awareness of career options in human services.
10. Apply knowledge of different careers and educational paths for entering the human services field to your own career decisions, as appropriate.
11. Synthesize course material and apply key principles of human services to case examples.

## Course Communication

1. Check the Canvas announcements page and your email *every day* for notices about class.
2. When emailing, please use the Canvas website. Note that, per UF policies, I am not permitted to respond to emails from a non-ufi provider. I will do my best to reply within 24 business hours. If you have not received a reply, please email again or schedule an appointment!
3. Note that I use email (not a scheduling app) for scheduling appointments.

## Getting Help with your Academic Work

I am available to assist students (see front page of syllabus). Please schedule an appointment by emailing a request. I am excited to work with you! Note: It is important to get help as soon as you have questions or as problems come up. Do not wait until the end of the semester, especially if you are not doing well in class. Late in the semester is usually too late to resolve problems.

## Required Course Materials

### Books and Readings

Two books are required and may be purchased at the University Bookstore (text) and other outlets. Other supplemental readings are also required. All students are expected to purchase the text and bring it to class.

- **Woodside, M. R. & McClam, T. (2019). An Introduction to the Human Services, 9th Edition (TEXT BOOK)** (The book or ebook is required, but you do not have to purchase a course pack unless you want to.) This text is required.
- **Calcaterra, R. (2013). *Etched in sand*. New York: William Morrow.** (Trigger warning\*)

\* *This book contains content that may be difficult for students who have experienced abuse, neglect, parent mental illness or addictions. Students are advised to have supports in place and to reach out to helping services on campus if needed. Please speak to the instructor about any concerns you may have.*

**Other assigned readings will be made available on Canvas.** Also, additional material may be assigned as relevant and time sensitive news and research comes up that will help us understand the current state of human needs, social problems, and human services. Please read the assigned material BEFORE coming to class. These readings are required and necessary for understanding the material and doing well on exams and activities. This course requires a lot of reading. Make sure you keep up so that you can do well on exams and activities.

### Other resources

- List and links to the array of human services occupations  
<http://www.humanservicesedu.org/occupation-career-outlook.html>
- Information about the US Department of HHS and careers: <http://www.hhs.gov/about/careers/#>
- Charity Navigator with ratings and links to HS organizations:  
<http://www.charitynavigator.org/index.cfm?bay=search.categories&categoryid=6>
- Nonprofit organization jobs in FL on Career Builder  
<http://www.careerbuilder.com/jobs/fl/keyword/nonprofit-social-services>

Thinking about a career in human services? According to the College Board, if you are studying and working in human services, “It helps to be...A caring, patient person with great communication skills,...open to helping people from various backgrounds who face challenges ranging from teen pregnancy to life-threatening illness. You'll thrive if you can work both on your own and with others”.  
<https://bigfuture.collegeboard.org/majors/public-administration-social-services-human-services>

## Speakers and Videos

Speakers who are working in human services agencies and organizations will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes and ask questions. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content may be on exams.

We also will be viewing several videos throughout the semester. Instructions will be provided regarding how to access the videos.

## Requirements

Grades are based on the following assignments. Students must successfully complete all requirements to pass this course:

Assignment	Points
Exams (2 @ 100 points)	200
Weekly reflection papers (14 @ 30 points each)	420
Book reflection paper	80
Preventing Adverse Childhood Experiences online training	75
<b>Total</b>	<i>775 points</i>

NOTE: This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to me about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor ***before*** you miss class. (2) Make up missed work. Note that you are still responsible for knowing the material for exams.

## Grading Scale

Letter Grade		Percentage	Points
A	=	93.50% and above	725 and above
A-	=	90.00-93.49%	698 - 724
B+	=	86.50-89.99%	670 - 697
B	=	83.50-86.49%	647 - 669
B-	=	80.00-83.49%	620 - 646
C+	=	76.50-79.99%	593 - 619
C	=	73.50-76.49%	570 - 592
C-	=	70.00-73.49%	543 - 569
D+	=	66.50-69.99%	515 - 542
D	=	63.50-66.49%	492 - 514
D-	=	60.00-63.49%	465 - 491
E	=	59.99% and below	464

### Questions about grades received

Please let me know via email within one week of the grade date if you have questions about a grade received on an assignment, activity or question(s) on exams.

### Other information on grading

When determining each student's final grade, I ask, "Did this student demonstrate they clearly understand the issues, concepts and facts? Were they able to correctly apply knowledge and skills?" I also ask, "Did this student consistently attend class and contribute in positive, productive ways to the classroom environment and other students' learning?" Note that positive, productive class participation can raise borderline grades.

Information on UF grading policies for assigning grade points: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

## Policies

### Attendance Policies

#### General

The UF's attendance policy is followed for this course, as found at <https://catalog.ufl.edu/UGRD/academic-regulations/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,

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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. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

Students cannot participate in classes unless they are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If a student does not participate in at least one of the first two class meetings of a course or laboratory in which they are registered, and he or she has not contacted the department to indicate his or her intent, the student can be dropped from the course. Students must not assume that they will be dropped, however. The department will notify students if they have been dropped from a course or laboratory.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences (emphasis added).” **For this class, attendance is expected.**

## Excused absences

The excused absence policy is consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Excused absences include religious holidays, medically excused absences for illness, and approved university activities for up to 12 days. It is very important for you to understand that you are required to provide written, professional documentation (only for reasons approved by the University as found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absences>). You must provide this before your absence (for religious holidays and approved activities) or immediately upon return to class (illness). Be sure to review this policy for illness policy, religious holidays, the 12-day rule, and other policies.

## Policy on Make-up Work

- Students will have one week to complete any makeup assignment. Students are responsible for getting notes from a peer, asking the instructor about missed work, setting a deadline, and working with the instructor to turn in the work.
- Students must arrange with the instructor to make up any assigned material including tests and written work. This must be approved by the instructor of the course in writing.



- Students who know of their absences in advance (e.g., athletes, conference presenters) must work with the instructor *in advance* of absences to arrange the time and instructions for make-up work. Athletes should provide their schedule *for the semester* within the first two weeks of class. Others should provide a *written* request from the organization on letterhead at least two weeks in advance.
- Students must provide written, professional, verifiable proof of their need to miss the assignment that is consistent with UF attendance policies.
- Requirements for make-up exams or homework and the submission of late assignments and other work are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis 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](#).

## Academic Resources

[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.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

## 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

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***The instructor reserves the right to adjust the syllabus as needed (e.g., to correct unseen errors and adjust to speaker schedules).***

## Cover Sheet: Request 16750

### Change in Prereq for FYC4210

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/2/2021 11:06:26 AM
Updated	11/3/2021 7:35:19 AM
Description of request	The department has reworked the curriculum and FYC3101 is no longer the required introductory course for family science area in FYCS and the proposed new prerequisite course, FYC3112 is a survey course and it serves as a new required introductory course for the family science area. We are also removing the FYC3001 requirement as it already serves as the introductory course for the major and prerequisite to FYC3112.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/2/2021
Gillen syllabus_Trauma_10_7_20.docx					11/2/2021
Gillen syllabus_Trauma_10_7_21.docx					11/2/2021
Course Reading List Gillen Trauma[26].docx					11/2/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/2/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16750

### Info

**Request:** Change in Prereq for FYC4210

**Description of request:** The department has reworked the curriculum and FYC3101 is no longer the required introductory course for family science area in FYCS and the proposed new prerequisite course, FYC3112 is a survey course and it serves as a new required introductory course for the family science area. We are also removing the FYC3001 requirement as it already serves as the introductory course for the major and prerequisite to FYC3112.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/2/2021 10:53:17 AM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 210

**Lab Code** None

**Course Title** Children: Trauma and Resiliency

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** FYC3001 and FYC3101 with a minimum grade of C

**Proposed Prerequisites** FYC3112

**Change Co-requisites?** No

**Rationale** The department has reworked the curriculum and FYC3101 is no longer the required introductory course for family science area in FYCS and the proposed new prerequisite course, FYC3112 is a survey course and it serves as a new required introductory course for the family science area. We are also removing the FYC3001 requirement as it already serves as the introductory course for the major and prerequisite to FYC3112.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

MG It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

MG Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

MG The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.



MG The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

MG The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

MG Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

MG Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

MG Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

MG The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

MG The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

# Children – Trauma and Resiliency

## Course Schedule<sup>1</sup>

### Reading<sup>2</sup> and Documentary List

#### Week 1 – Adverse Childhood Experiences

##### ○ Readings

- Adverse Childhood Experiences <https://www.cdc.gov/violenceprevention/acestudy/index.html>
- Review Adverse Childhood Experiences - Protective Factors <https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
- Keeping the Family Strong – document posted in Canvas.

##### ○ Due

- Reflection 1

#### Week 2 – Adverse Childhood Experiences

##### ○ Readings

- Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
- Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). *Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System*. Retrieved from [https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE\\_Adult\\_Report\\_DRAFT6\\_SCREEN.pdf](https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE_Adult_Report_DRAFT6_SCREEN.pdf)
- Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>

##### ○ Documentaries

- Resilience: The Biology of Stress & The Science of Hope (watch in class)
- Broken Places (watch in class)

##### ○ Due

- Reflection 2

#### Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain

##### ○ Readings

- Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
- TBRI Introduction and Overview Workbook
  - Pages 1 – 17
- Brain in the Palm of the Hand – Document posted in Canvas.
- Attachment 101 – Document posted in Canvas.

##### ○ Due

- Reflection 3

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<sup>1</sup> Please note all assignments are due on Canvas by 11:59 PM on Saturday for each week.

<sup>2</sup> The TBRI workbooks are available as pdf documents on Canvas.

## Week 4 – Trust-Based Relational Intervention (TBRI)

- **Readings**
  - TBRI Introduction and Overview Workbook
    - Pages 18 – 28
- **Due**
  - Reflection 4

## Week 5 - TBRI

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 1 - 10
- **Due**
  - Reflection 5

## Week 6- TBRI

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 11 - 16
- **Due**
  - Reflection 6
  - Case Study 1

## Week 7- TBRI

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 17 – 27
- **Due**
  - Reflection 7

## Week 8- TBRI

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 1 - 11
- **Due**
  - Reflection 8
  - Case Study 2

## Week 9

### SPRING BREAK

## Week 10- TBRI

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 12 - 17
- **Due**
  - Reflection 9

## Week 11 - TBRI

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 18 - 24
  - TBRI Correcting Principles Workbook
    - Page 1 - 14
- **Due**
  - Reflection 10
  - Case Study 3

## Week 12- TBRI

- **Readings**
  - TBRI Correcting Principles Workbook
    - Page 15 - 23
- **Due**
  - Reflection 11

## Week 13- TBRI and Trauma Informed Classrooms

- **Readings**
  - TBRI Correcting Principles Workbook
    - Page 24 - 28
  - Call, C., Purvis, K., Parris, S., & Cross., D. (2014). Creating trauma - Informed classrooms. Retrieved from <http://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>
  - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- **Due**
  - Reflection 12
  - Case Study 4

## Week 14 – Trauma Informed Classrooms

- **Readings**
  - Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. *Public Health Nursing*, 35(1):56-63. doi:10.1111/phn.12375
- **Documentaries:**
  - The Kids We Lose (watch in class)
  - Paper Tigers (watch in class)
- **Due**
  - Reflection 13
  - Book Reflection

## Week 15 – Trauma and the Court System

### **Documentary:**

- All Rise for the Good of the Children (watch in class)

### ○ **Due**

- Reflection 14
- Case Study 5

## Week 16 – Course Summary and Reflection

### ○ **Due**

- Reflection 15
- Literature Review

**FYC 4XXX – Children: Trauma and Resiliency<sup>1</sup>**  
**3 Credit Hours**  
**Spring 2021**

**Instructor:** Dr. Martie Gillen  
**Office:** 3025A McCarty Hall D  
**Telephone:** 352-392-0404  
**Email:** [mgillen@ufl.edu](mailto:mgillen@ufl.edu)

**Meeting Time:** TR, time TBD  
**Class Location:** TBD

**Office Hours:** Thursdays 11:55 AM – 1:55 PM  
or By Appointment

**Course Description:**

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of adverse childhood experiences and its impact on the growing child. This course focuses on both areas: the nature of childhood trauma and intervention in an ecological context.

**Additional Course Detail:**

The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, neurobiological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. The second portion of the course considers trust-based relational intervention (TBRI). What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? Woven throughout the course, we will consider secondary traumatic stress and the impacts on helping professionals.

**Prerequisites:** FYC3001 & FYC3101

**Course Objectives:**

1. Explain the term child trauma.
  - a. Identify the three types of adverse childhood experiences (ACEs).
2. Explain the term toxic stress.
3. Explain the seven risk factors that may contribute to experiencing trauma.
4. Explain how trauma may affect the psychosocial, neurobiological, and developmental processes of children including:
  - a. Brain development and memory.
  - b. Child development.

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<sup>1</sup> Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed.

- c. Ability to learn and function in school.
5. Analyze the role that the child, family, and community ecology play in mitigating the effects of traumatic experiences.
6. Analyze the role of culture and ethnicity in defining traumatic experiences and shaping a child's and family's response to trauma.
7. Explain the concepts of vulnerability and resilience as they relate to trauma, including:
  - a. Coping responses.
  - b. Strengths.
  - c. Protective factors.
8. Apply trust-based relational intervention (TBRI) principles.
9. Differentiate among the parent-child attachment styles including implications and parenting techniques.
10. Explain secondary traumatic stress and the impacts on helping professionals.
11. Apply techniques for self-care that are effective in preventing and limiting secondary traumatic stress.

### Overview of Readings:

- Rhodes-Courter, A. (2008). *Three Little Words*. New York: Atheneum – read on your own for the book reflection assignment.
- Trust-Based Relational Intervention (TBRI) – Four workbooks – available as pdf documents on Canvas.
- Journal articles, documents, and websites posted on the reading list by class date.
- New readings such as current events and/or recent research will be added throughout the semester as opportunities arise.

### Course Schedule<sup>2</sup> Reading<sup>3</sup> and Documentary List

#### Week 1 – Adverse Childhood Experiences

- **Readings**
  - Adverse Childhood Experiences  
<https://www.cdc.gov/violenceprevention/acestudy/index.html>
  - Review Adverse Childhood Experiences - Protective Factors  
<https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
  - Keeping the Family Strong – document posted in Canvas.
- **Due**
  - Reflection 1

#### Week 2 – Adverse Childhood Experiences

- **Readings**

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<sup>2</sup> Please note all assignments are due on Canvas by 11:59 PM on Saturday for each week.

<sup>3</sup> The TBRI workbooks are available as pdf documents on Canvas.

- Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
- Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). *Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System*. Retrieved from [https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE\\_Adult\\_Report\\_DRAFT6\\_SCREEN.pdf](https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE_Adult_Report_DRAFT6_SCREEN.pdf)
- Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- **Documentaries**
  - Resilience: The Biology of Stress & The Science of Hope (watch in class)
  - Broken Places (watch in class)
- **Due**
  - Reflection 2

### **Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain**

- **Readings**
  - Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
  - TBRI Introduction and Overview Workbook
    - Pages 1 – 17
  - Brain in the Palm of the Hand – Document posted in Canvas.
  - Attachment 101 – Document posted in Canvas.
- **Due**
  - Reflection 3

### **Week 4 – Trust-Based Relational Intervention (TBRI)**

- **Readings**
  - TBRI Introduction and Overview Workbook
    - Pages 18 – 28
- **Due**
  - Reflection 4

### **Week 5 - TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 1 - 10
- **Due**
  - Reflection 5



**Week 6- TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 11 - 16
- **Due**
  - Reflection 6
  - Case Study 1

**Week 7- TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 17 – 27
- **Due**
  - Reflection 7

**Week 8- TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 1 - 11
- **Due**
  - Reflection 8
  - Case Study 2

**Week 9**

- Spring Break

**Week 10- TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 12 - 17
- **Due**
  - Reflection 9

**Week 11 - TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 18 - 24
  - TBRI Correcting Principles Workbook
    - Page 1 - 14
- **Due**
  - Reflection 10
  - Case Study 3

**Week 12- TBRI**

- **Readings**
  - TBRI Correcting Principles Workbook

- Page 15 - 23
- **Due**
  - Reflection 11

### **Week 13- TBRI and Trauma Informed Classrooms**

- **Readings**
  - TBRI Correcting Principles Workbook
    - Page 24 - 28
  - Call, C., Purvis, K., Parris, S., & Cross., D. (2014). Creating trauma - Informed classrooms. Retrieved from <http://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>
  - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- **Due**
  - Reflection 12
  - Case Study 4

### **Week 14 – Trauma Informed Classrooms**

- **Readings**
  - Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. *Public Health Nursing*, 35(1):56-63. doi:10.1111/phn.12375
- **Documentaries:**
  - The Kids We Lose (watch in class)
  - Paper Tigers (watch in class)
- **Due**
  - Reflection 13
  - Book Reflection

### **Week 15 – Trauma and the Court System**

#### **Documentary:**

- All Rise for the Good of the Children (watch in class)
- **Due**
  - Reflection 14
  - Case Study 5

### **Week 16 – Course Summary and Reflection**

- **Due**
  - Reflection 15
  - Literature Review

### **Methods of Evaluation: 1045 points total**

Please note all out of class assignments are due on Canvas by 11:59 PM on Saturday for each week.

- A. **Case studies** (75 points each x 5 = 375 points) – Students will complete five case studies throughout the semester by analyzing the provided family information, evaluating precipitating factors, and recommending steps to move the family forward.
- B. **Book reflection** (100 points) – Students will summarize the main points of the book, explain insights gained about the family and individual problems presented in the book in relation to the course material, and provide a reason why the student liked or disliked the book as well as explaining whether or not the student would recommend the book and why.
- C. **Reflection/discussion papers** (Weekly reactions to course materials 25 points x 15 papers = 375 points) - The purpose of the reflection paper is to help students process what they have read as well as any documentaries that we have watched and what we have discussed during the week. It also provides students an opportunity to include any unanswered questions.
- D. **Literature review** (90 points) – The literature review provides students an opportunity to further examine the current research on a topic related to the course material. The instructor will approve your topic in advance.
- E. **Class attendance and participation** (21 classes x 5 points each = 105 points) – Students should expect a mix of participation activities and attendance throughout the semester. The goal is to help students focus in on important content, apply course concepts, develop awareness, and make connections between course material and your professional development. In-class participation and attendance assignments may include worksheets, small-group discussions and reports, written and verbal questions for speakers, class discussions, or other activities designed to understand and apply key concepts or issues. Collaboration is a key skill in today's workforce, so be sure to use discussions as an opportunity to practice leading, putting your ideas together, speaking, and interacting in a positive manner.

**Grading Summary:** Grades in this class will be based on the following scale:

Letter Grade		Percentage	Points
A	=	93.50% and above	978 and above
A-	=	90.00-93.49%	941 - 977
B+	=	86.50-89.99%	904 - 940
B	=	83.50-86.49%	873 - 903
B-	=	80.00-83.49%	836 - 872
C+	=	76.50-79.99%	799 - 835
C	=	73.50-76.49%	768 - 798
C-	=	70.00-73.49%	732 - 767
D+	=	66.50-69.99%	695 - 731
D	=	63.50-66.49%	664 - 694
D-	=	60.00-63.49%	627 - 663
E	=	59.99% and below	626 and below

***All of the following*** must be true for the student to be eligible to receive a grade of "I." *The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).*

Information on current UF grading policies for assigning grade points  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Guest Speakers and Videos:**

Guest Speakers will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes, ask questions, and speak to them after class. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content will help with assignments. We also will be viewing several videos. Missed video assignments that are not available online can be made up during office hours only when the student has an excused absence.

### **Attendance and Make-Up Work:**

Points can only be made up if the student has documentation for their absence, as per UF policy. Requirements for class attendance and 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/>

**NOTE:** This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to the instructor about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor before you miss class. (2) Make up in-class work within the week. If you want to receive credit for in-class assignments, you will need to make up the missed work.

### **Course Policies Classroom Demeanor:**

Respect for your peers and the instructor is most important. Everything else falls into place from there. Nevertheless, to spell this out more specifically, please...

- Please be on time and ready to work; this shows punctuality and reliability, which are great work force skills and important for job recommendations! Please do not walk out of the classroom early unless absolutely necessary and preferably let me know in advance; otherwise it can be construed as rude and disruptive.
- Please keep the dialogue respectful of your peers and of the instructor. Talking about families is not easy. Be sure to be objective, nonjudgmental, and non-confrontational. Show you care, understand, accept, and respect. These are essential skills for working in helping professions.

- Please put aside distractions and be ready to participate in class. Keep conversations with others at a minimum during class time. Multitasking actually works against deep learning.
- Use a computer or tablet for note taking but not for emailing, posting/reading social media, listening to music, checking game scores, shopping, or anything else. I will ask students who are using devices for other purposes to put them away completely. Continuing to ignore this instruction will result in loss of points for in-class participation.

**NOTE:** Poor classroom behavior has several possible results: a warning; a meeting with the instructor; the loss of participation points; referral to the Dean; or removal from class if necessary, per UF policy.

### **Course Communication:**

1. Check your UF (ufl) email and the Canvas announcements page every day for notices about class.
2. When emailing, please use the Canvas website or your ufl email account. If you have not received a reply within two business days, please email again or see me after class.
3. Please schedule an appointment to discuss concerns, resolve questions about grades, or talk about course material.

### **Questions about Grades Received on Assignments:**

Please let me know via email or in-person within one week of the grade submission date if you have questions about a grade received on an assignment.

### **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:**

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/sccr/process/student-conduct-honor-code>.

### **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.

### **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, <https://disability.ufl.edu/>

### **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.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, [www.counseling.ufl.edu](http://www.counseling.ufl.edu)
  - Counseling Services
  - Groups and Workshops
  - Outreach and Consultation
  - Self-Help Library
  - Wellness Coaching
- U Matter We Care, [www.umatter.ufl.edu/](http://www.umatter.ufl.edu/)
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>

### **Student Complaints:**

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**COVID Response Statements:**

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
  - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).

**diFYC 4210 – Children: Trauma and Resiliency<sup>1</sup>**  
**3 Credit Hours**  
**Spring 2021**

**Instructor:** Dr. Martie Gillen  
**Office:** 3025A McCarty Hall D  
**Telephone:** 352-392-0404  
**Email:** [mgillen@ufl.edu](mailto:mgillen@ufl.edu)

**Meeting Time:** Tuesday and Thursday  
**Class Location:** TBD

**Office Hours:** Thursdays 11:55 AM – 1:55 PM  
or By Appointment

**Course Description:**

Evolving research on the developing child and the neurobiology of trauma has dramatically changed our understanding of adverse childhood experiences and its impact on the growing child. This course focuses on both areas: the nature of childhood trauma and intervention in an ecological context.

**Additional Course Detail:**

The overarching perspective of the course is the consideration of the child's traumatic experience in an ecological context. Child trauma reverberates not only through the family but also across the larger systems in which the child lives: neighborhoods, schools, and health institutions. Conversely, these systems shape the child's adaptation to traumatic experiences. The family's culture is an important determinant of how the child makes meaning of the experience and how the child/family seeks help. The first portion of the course explores the consequences of traumatic experiences in the context of psychosocial, neurobiological, and developmental processes. We will focus on both the short-term responses and the longer-term consequences of trauma. The second portion of the course considers trust-based relational intervention (TBRI). What do we know about effective interventions? How can educational systems be responsive to children affected by trauma? The third portion of the course addresses questions of change at the macro level: What current policy initiatives promote trauma-informed interventions or systems? What about prevention? Woven throughout the course, we will consider secondary traumatic stress and the impacts on helping professionals.

**Prerequisites:** FYC3112

**Course Objectives:**

1. Explain the term child trauma.
  - a. Identify the three types of adverse childhood experiences (ACEs).
2. Explain the term toxic stress.
3. Explain the seven risk factors that may contribute to experiencing trauma.
4. Explain how trauma may affect the psychosocial, neurobiological, and developmental processes of children including:
  - a. Brain development and memory.

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<sup>1</sup> Corrections and clarifications may be made to the syllabus early in the semester. Throughout the semester, the instructor reserves the right to adjust the syllabus and calendar as needed.



- b. Child development.
  - c. Ability to learn and function in school.
- 5. Analyze the role that the child, family, and community ecology play in mitigating the effects of traumatic experiences.
- 6. Analyze the role of culture and ethnicity in defining traumatic experiences and shaping a child's and family's response to trauma.
- 7. Explain the concepts of vulnerability and resilience as they relate to trauma, including:
  - a. Coping responses.
  - b. Strengths.
  - c. Protective factors.
- 8. Apply trust-based relational intervention (TBRI) principles.
- 9. Differentiate among the parent-child attachment styles including implications and parenting techniques.
- 10. Explain secondary traumatic stress and the impacts on helping professionals.
- 11. Apply techniques for self-care that are effective in preventing and limiting secondary traumatic stress.

### Overview of Readings:

- Rhodes-Courter, A. (2008). *Three Little Words*. New York: Atheneum – read on your own for the book reflection assignment.
- Trust-Based Relational Intervention (TBRI) – Four workbooks – available as pdf documents on Canvas.
- Journal articles, documents, and websites posted on the reading list by class date.
- New readings such as current events and/or recent research will be added throughout the semester as opportunities arise.

## Course Schedule<sup>2</sup> Reading<sup>3</sup> and Documentary List

### Week 1 – Adverse Childhood Experiences

#### ○ Readings

- Adverse Childhood Experiences  
<https://www.cdc.gov/violenceprevention/acestudy/index.html>
- Review Adverse Childhood Experiences - Protective Factors  
<https://www.kidcentraltn.com/support/crisis-services-for-children/adverse-childhood-experience--protective-factors.html>
- Keeping the Family Strong – document posted in Canvas.

#### ○ Due

- Reflection 1

### Week 2 – Adverse Childhood Experiences

#### ○ Readings

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<sup>2</sup> Please note all assignments are due on Canvas by 11:59 PM on Saturday for each week.

<sup>3</sup> The TBRI workbooks are available as pdf documents on Canvas.

- Florida Health. (2017). *Florida life course indicator report – Childhood experiences*. Retrieved from <http://www.floridahealth.gov/programs-and-services/womens-health/florida-life-course-indicator-report/childhood-experiences-jan%202017.pdf>
- Bright, M., Alford, S., Yu., B., & Jiang, J. (2012). *Adverse childhood experiences among adult Floridians - Findings from the 2010 Behavioral Risk Factor Surveillance System*. Retrieved from [https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE\\_Adult\\_Report\\_DRAFT6\\_SCREEN.pdf](https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/402120533756356605/filePointer/459409328083868644/fodoid/459409328083868637/FL%20ACE_Adult_Report_DRAFT6_SCREEN.pdf)
- Child Trends. (2018). *The prevalence of adverse childhood experiences, nationally, by state, and by race or ethnicity*. Retrieved from <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>
- **Documentaries**
  - Resilience: The Biology of Stress & The Science of Hope (watch in class)
  - Broken Places (watch in class)
- **Due**
  - Reflection 2

### **Week 3 – Adverse Childhood Experiences, Attachment, and Trauma and the Brain**

- **Readings**
  - Purvis, K. B., Cross, D. R., Dansereau, D. F., & Parris, S. R. (2013). Trust-Based Relational Intervention (TBRI): A systemic approach to complex developmental trauma. *Child & Youth Services*, 34(4), 360–386. <https://doi.org/10.1080/0145935X.2013.859906>
  - TBRI Introduction and Overview Workbook
    - Pages 1 – 17
  - Brain in the Palm of the Hand – Document posted in Canvas.
  - Attachment 101 – Document posted in Canvas.
- **Due**
  - Reflection 3

### **Week 4 – Trust-Based Relational Intervention (TBRI)**

- **Readings**
  - TBRI Introduction and Overview Workbook
    - Pages 18 – 28
- **Due**
  - Reflection 4

### **Week 5 - TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 1 - 10
- **Due**
  - Reflection 5

## Cover Sheet: Request 16764

### Adding prereq to FYC4622

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/3/2021 9:26:02 AM
Updated	11/15/2021 2:22:40 PM
Description of request	This course currently does not have a prerequisite. We are proposing adding FYC3001 as the prerequisite as it is the introductory course to the major.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/3/2021
CALS CC Checklist_FYC4622.pdf					11/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/3/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16764

### Info

**Request:** Adding prereq to FYC4622

**Description of request:** This course currently does not have a prerequisite. We are proposing adding FYC3001 as the prerequisite as it is the introductory course to the major.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/3/2021 9:22:19 AM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 622

**Lab Code** None

**Course Title** Planning and Evaluating Family, Youth and Community Science Programs

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes  
**Current Prerequisites** None  
**Proposed Prerequisites** FYC3001  
**Change Co-requisites?** No

**Rationale** This course currently does not have a prerequisite. We are proposing adding FYC3001 as the prerequisite as it is the introductory course to the major.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

JD It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JD Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JD The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

JD The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

JD The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

JD Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

JD Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

JD Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JD The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JD The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

**Week 6- TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 11 - 16
- **Due**
  - Reflection 6
  - Case Study 1

**Week 7- TBRI**

- **Readings**
  - TBRI Connecting Principles Workbook
    - Pages 17 – 27
- **Due**
  - Reflection 7

**Week 8- TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 1 - 11
- **Due**
  - Reflection 8
  - Case Study 2

**Week 9**

- Spring Break

**Week 10- TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 12 - 17
- **Due**
  - Reflection 9

**Week 11 - TBRI**

- **Readings**
  - TBRI Empowering Principles Workbook
    - Page 18 - 24
  - TBRI Correcting Principles Workbook
    - Page 1 - 14
- **Due**
  - Reflection 10
  - Case Study 3

**Week 12- TBRI**

- **Readings**
  - TBRI Correcting Principles Workbook



- Page 15 - 23
- **Due**
  - Reflection 11

### **Week 13- TBRI and Trauma Informed Classrooms**

- **Readings**
  - TBRI Correcting Principles Workbook
    - Page 24 - 28
  - Call, C., Purvis, K., Parris, S., & Cross., D. (2014). Creating trauma - Informed classrooms. Retrieved from <http://www.adoptioncouncil.org/files/large/4b9294d4e0fc351>
  - Gagnon, S. (2018). The trauma informed teacher – Silent front line. Retrieved from <http://www.ransomforisrael.com/the-trauma-informed-teacher-silent-front-line/>
- **Due**
  - Reflection 12
  - Case Study 4

### **Week 14 – Trauma Informed Classrooms**

- **Readings**
  - Foli KJ, Woodcox S, Kersey S, Zhang L. (2018). Addressing the wicked problem of childhood trauma through a nursing and cooperative extension system collaboration. *Public Health Nursing*, 35(1):56-63. doi:10.1111/phn.12375
- **Documentaries:**
  - The Kids We Lose (watch in class)
  - Paper Tigers (watch in class)
- **Due**
  - Reflection 13
  - Book Reflection

### **Week 15 – Trauma and the Court System**

#### **Documentary:**

- All Rise for the Good of the Children (watch in class)
- **Due**
  - Reflection 14
  - Case Study 5

### **Week 16 – Course Summary and Reflection**

- **Due**
  - Reflection 15
  - Literature Review

### **Methods of Evaluation: 1045 points total**

Please note all out of class assignments are due on Canvas by 11:59 PM on Saturday for each week.

- A. **Case studies** (75 points each x 5 = 375 points) – Students will complete five case studies throughout the semester by analyzing the provided family information, evaluating precipitating factors, and recommending steps to move the family forward.
- B. **Book reflection** (100 points) – Students will summarize the main points of the book, explain insights gained about the family and individual problems presented in the book in relation to the course material, and provide a reason why the student liked or disliked the book as well as explaining whether or not the student would recommend the book and why.
- C. **Reflection/discussion papers** (Weekly reactions to course materials 25 points x 15 papers = 375 points) - The purpose of the reflection paper is to help students process what they have read as well as any documentaries that we have watched and what we have discussed during the week. It also provides students an opportunity to include any unanswered questions.
- D. **Literature review** (90 points) – The literature review provides students an opportunity to further examine the current research on a topic related to the course material. The instructor will approve your topic in advance.
- E. **Class attendance and participation** (21 classes x 5 points each = 105 points) – Students should expect a mix of participation activities and attendance throughout the semester. The goal is to help students focus in on important content, apply course concepts, develop awareness, and make connections between course material and your professional development. In-class participation and attendance assignments may include worksheets, small-group discussions and reports, written and verbal questions for speakers, class discussions, or other activities designed to understand and apply key concepts or issues. Collaboration is a key skill in today's workforce, so be sure to use discussions as an opportunity to practice leading, putting your ideas together, speaking, and interacting in a positive manner.

**Grading Summary:** Grades in this class will be based on the following scale:

Letter Grade		Percentage	Points
A	=	93.50% and above	978 and above
A-	=	90.00-93.49%	941 - 977
B+	=	86.50-89.99%	904 - 940
B	=	83.50-86.49%	873 - 903
B-	=	80.00-83.49%	836 - 872
C+	=	76.50-79.99%	799 - 835
C	=	73.50-76.49%	768 - 798
C-	=	70.00-73.49%	732 - 767
D+	=	66.50-69.99%	695 - 731
D	=	63.50-66.49%	664 - 694
D-	=	60.00-63.49%	627 - 663
E	=	59.99% and below	626 and below

***All of the following*** must be true for the student to be eligible to receive a grade of "I." *The student has completed a major portion of the course work with a passing grade (D or better), the student is unable to complete course requirements because of documented circumstances beyond their control, and the student and instructor have discussed the situation prior to the final exam (except under emergency conditions).*

Information on current UF grading policies for assigning grade points  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Guest Speakers and Videos:**

Guest Speakers will be invited to class and provide an exceptional opportunity for students to learn about the field. Take advantage of learning from them—come to class, take notes, ask questions, and speak to them after class. A word of advice: Speakers may or may not use PowerPoint slides, so it will be important for you (and your responsibility) to take notes and read any additional material they provide because this important class content will help with assignments. We also will be viewing several videos. Missed video assignments that are not available online can be made up during office hours only when the student has an excused absence.

### **Attendance and Make-Up Work:**

Points can only be made up if the student has documentation for their absence, as per UF policy. Requirements for class attendance and 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/>

**NOTE:** This course covers topics that may be difficult because of your personal background and experiences. Please take advantage of the services at UF for counseling to support you on your personal journey and in your career decisions. Feel free to speak to the instructor about any concerns. If you elect not to attend class on a day that you feel will be especially difficult for you (honor system), follow the two guidelines for being excused and keeping up with work: (1) Inform the instructor before you miss class. (2) Make up in-class work within the week. If you want to receive credit for in-class assignments, you will need to make up the missed work.

### **Course Policies Classroom Demeanor:**

Respect for your peers and the instructor is most important. Everything else falls into place from there. Nevertheless, to spell this out more specifically, please...

- Please be on time and ready to work; this shows punctuality and reliability, which are great work force skills and important for job recommendations! Please do not walk out of the classroom early unless absolutely necessary and preferably let me know in advance; otherwise it can be construed as rude and disruptive.
- Please keep the dialogue respectful of your peers and of the instructor. Talking about families is not easy. Be sure to be objective, nonjudgmental, and non-confrontational. Show you care, understand, accept, and respect. These are essential skills for working in helping professions.

- Please put aside distractions and be ready to participate in class. Keep conversations with others at a minimum during class time. Multitasking actually works against deep learning.
- Use a computer or tablet for note taking but not for emailing, posting/reading social media, listening to music, checking game scores, shopping, or anything else. I will ask students who are using devices for other purposes to put them away completely. Continuing to ignore this instruction will result in loss of points for in-class participation.

**NOTE:** Poor classroom behavior has several possible results: a warning; a meeting with the instructor; the loss of participation points; referral to the Dean; or removal from class if necessary, per UF policy.

### **Course Communication:**

1. Check your UF (ufl) email and the Canvas announcements page every day for notices about class.
2. When emailing, please use the Canvas website or your ufl email account. If you have not received a reply within two business days, please email again or see me after class.
3. Please schedule an appointment to discuss concerns, resolve questions about grades, or talk about course material.

### **Questions about Grades Received on Assignments:**

Please let me know via email or in-person within one week of the grade submission date if you have questions about a grade received on an assignment.

### **Online Course Evaluation Process:**

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Academic Honesty:**

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. [Click here to read the Conduct Code.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **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.

### **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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here](#) to get started with the Disability Resource Center. 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.

### **In-Class Recording suggested wording:**

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

### **Campus Helping Resources:**

#### **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 non-crisis 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.

### **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.

*Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers

### **Student Complaints:**

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- Online Course: <http://www.distance.ufl.edu/student-complaint-process>

**FYC 4622 – Planning & Evaluating Family, Youth, and Community Science Programs**

Section 3746, Fall 2021, 3 credits

**COURSE SYLLABUS**

July 16, 2021

*Syllabus subject to change – Most recent version will be posted on Canvas*

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**Time:**

T | Period 7 (1:55 PM - 2:45 PM)—[FAB 0105](#) Except for the first day, Tuesdays will be asynchronous. Dr. Doty will be online during this time to meet with individual students and groups.

R | Period 7 - 8 (1:55 PM - 3:50 PM)—[FAC 0127](#) Thursdays will be in person. Dr. Doty will lecture on followed by an activity, which will be online or in groups.

**Instructor:** Dr. Jennifer Doty

**Office:** 3038 D McCarty Hall D

**Email:** [jennifer.doty@ufl.edu](mailto:jennifer.doty@ufl.edu)\*

**Phone:** 352-273-3543

**Office Hours:** Tues. 1:55-3:50 pm

\*I prefer Canvas messages and typically respond within 24 hours during the week/48 hours on weekends.

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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 these contribute to stronger social programs.

**Course Objectives:** Specifically, after completing this course, students will be able to:

***Program Planning***

- Describe key elements of program development.
- Plan and develop a grant application to implement and evaluate a program.
- Write measurable program objectives.
- Utilize effective strategies for implementing a program needs assessment.
- Develop and utilize a “logic model” for program planning purposes.
- Describe the logistics of program planning including the utilization of staff/volunteers.
- Communicate how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
- Identify collaborative efforts as a means to effective community-based program development.

***Evaluation***

- Describe the purpose and uses of program evaluation and its role in the program development process.
- Describe various types of evaluation approaches and methods.
- Develop meaningful evaluation questions.
- Communicate the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Identify appropriate methods for evaluating and reporting the outcomes and impacts of programs.
- Interpret evaluation findings and be a wise consumer of evaluation results.

**Teaching/Learning Methods and Expectations**

I believe that my most challenging task as your professor is to select and design those activities, assignments, and opportunities that will help you learn as much as you can while challenging you AND supporting you in the process. As you will soon experience for yourself, in this class students actively engage in the practice of program development and evaluation through group work to learn from and teach others. I take a workshop approach to this course, and I aim to be more of a facilitator of learning than a lecturer. I personally guarantee you that I will put as much of my energy and creativity into this class as I can toward making this a worthwhile learning experience. I love what I do, and you will witness this every day in class. You should know, too, that I have high expectations for all students. I expect you to work hard in this class; you may feel overwhelmed with reading sometimes, with writing other times, and with the group project at times. I guarantee if you work hard, seek help, come to class, and follow the guidelines you can do well in this class. I do need your help if we are going to make this class an honest, energizing, comfortable, and active learning environment. With your contributions, we will learn a great deal from the class and one another, all while having a pretty good time.

**Required Readings**

You will not need to purchase a textbook for this class. Required readings are drawn from a variety of sources and are listed in the syllabus and/or will be made available on Canvas. You should also be prepared to discuss these readings in class. These readings will be needed to understand certain concepts and to complete assignments. Test and quiz items will be developed from all of these readings. Supplemental reading is provided to help you better understand concepts and to complete assignments. Instructor presentation files and course announcements will also be posted to Canvas. Students will be expected to check this Canvas frequently and stay current with readings, assignments etc.

You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend two hours on this course per credit hour outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.

Textbook for Your Reference (Not required; no reading quizzes will come from this text):

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken, New Jersey: John Wiley & Sons.

**Additional Resources**

Program Evaluation Resources: Information and links to other resources that will help you design and evaluate educational programs.

<http://njaes.rutgers.edu/evaluation/resources/>

Kids Count Data Book and other data about children & families

<http://www.aecf.org/resources/2018-kids-count-data-book/>

USA QuickFacts from the US Census Bureau, including state and county data

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

APA Formatting and Style Guide

<http://owl.english.purdue.edu/owl/resource/560/01>



**WEEKLY TOPICS/SCHEDULE/READING MATERIALS**

Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate. Because your weekly work prepares you for coming assignments, I will strive to give feedback on assignments within a week.

**Supplemental/Suggested Readings, References, Practical Examples, Tools, & Resources**

Each week has required readings and may have additional supplemental readings and resources. Although not required reading, these supplemental materials are provided because they may be useful for greater understanding of that week's topics and help with your grant writing project. Additional readings and resources will be added and posted on Canvas. **NOTE: The instructor reserves the right to change/modify this syllabus at any time. Notification to any changes in assignments and/or point values will be provided in advance on Canvas.**

**Week 1, Aug. 24- 26****What is evidence-based programming?****Objectives**

To understand the basics of the course.

To define evidence-based programming and describe the need for it.

**Tues., Aug. 24** In person introduction to the course

**Thurs., Sep. 3** In person lecture & activity

**Activity 1 due—turn in your interest assignment (individual submission)**

**Required Reading**

FYC4622 Current Course Syllabus

<https://www.straighttalkonevidence.org/2018/12/14/government-by-guesswork-is-not-solving-the-nations-social-problems-a-fundamentally-different-evidence-based-approach-is-needed-part-one-in-a-series/>

Puddy, R. W. & Wilkins, N. (2011). Understanding Evidence. *Part 1: Best Available Research Evidence*. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from [https://www.cdc.gov/violenceprevention/pdf/understanding\\_evidence-a.pdf](https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf)

**Week 2, Aug.31 – Sept. 2****Program “SMART” objectives in project summaries****Objectives**

To outline the five parts of SMART objectives

To begin analyzing SMART objectives and practicing writing them for program planning.

**Tues. Aug. 31** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 1 on Week 1 & 2 readings**

**Thurs. Sep. 2** In person lecture, practice SMART objectives, break out groups sign up for project role/  
 grant section you will each work on and upload to group page on Canvas  
**Activity 2 due—discussion on project topic (individual submission)**

### Required Reading

Diehl, D.C. & Galindo---Gonzalez, S. (June 2012). *Get SMART: Improve your Extension objectives* (FCS6018). University of Florida IFAS Extension.

Chapter 5. Common Sections of Proposals

Gitlin, L. N., & Lyons, K. J. (2013). *Successful grant writing: Strategies for health and human service professionals*. New York, NY: Springer Publishing Company.

### Supplemental Readings

Chapter 1: Introduction

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

<b>Week 3, Sept. 7 – Sep. 9</b> <b>Strategic planning &amp; Needs assessment</b>
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### Objectives

To sketch out a mission statement for their project.

To determine whether their project requires a needs assessment.

**Tues. Sep. 7** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 2 on Week 3 readings**

**Thurs. Sep. 9** In person lecture, break out groups to discuss project Smart Goals  
**Smart Goals and Objectives Due** (individual submission)

### Required Reading

Bolton, E.B, Kumaran, M. & Guest-Jelley A. (2009). *Working with nonprofit organizations in community settings: The strategic plan* (FCS 9250). University of Florida IFAS Extension. Retrieved from <https://docplayer.net/6848652-Working-with-nonprofit-organizations-in-community-settings-the-strategic-plan.html>

McCawley, P. (2009). *Methods for conducting an education needs assessment: Guidelines for cooperative extension system professionals*. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf>

### Supplemental Reading

Chapter 4: Program Planning & Evaluation

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Week 4, Sep. 14 – Sep. 16**  
**Theories of change & Logic models**

**Objectives**

To identify which theory of change works best for their project

To contrast the two sides of a logic model

**Tues. Sep. 14** Pre-recorded lecture online; Dr. Doty available online

**Quiz 3 on Week 4 readings**

**Thurs. Sep. 16** In person lecture, break out groups to discuss theory for project

**Activity 3 (5pts)—identify one or two theories to guide your project** (group submission)

**Required Reading**

Pages 1-8 of Hawkins, A. J., Clyde, T. L., Doty, J. L., & Avellar, S. (2019). Best practices in family life education program evaluation. *Family Relations*. <https://doi.org/10.1111/fare.12420>

Innovation Network. (2010). *Logic Model Workbook*. Retrieved from [http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)

**Supplemental Readings**

Logic Models --University of Wisconsin Extension Program Development and Evaluation web site: <https://fyi.uwex.edu/programdevelopment/logic-models/>

Theory at a Glance. <https://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/>

**Week 5, Sep. 21 – Sep.23**  
**Community-based culture & Volunteers.**

**Objectives**

To analyze how culture affects program delivery

To relate basic principles of volunteer management

**Tues. Sep. 21** Pre-recorded lecture online; Dr. Doty available online

**Quiz 4 on Week 5 readings**

**Thurs. Sep. 23** In person lecture, break out groups to discuss logic model

**Activity 4 (5 pts)—rough outline of your logic model (group submission)**

**Required Reading**

Janzen, R., Ochocka, J., Turner, L., Cook, T., Franklin, M., & Deichert, D. (2017). Building a community-based culture of evaluation. *Evaluation and Program Planning*, 65, 163-170.

Citizens Information Board. (n.d.). *Managing volunteers: A good practice guide* (pp. 1-32)

Retrieved from

[http://www.citizensinformationboard.ie/downloads/training/Managing\\_Volunteers\\_08.pdf](http://www.citizensinformationboard.ie/downloads/training/Managing_Volunteers_08.pdf)

**Supplemental Reading**

Chapter 2: Community and Target Population, Service Providers, and Funding Sources (p. 11-21)  
 Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Week 6, Sep. 28 – Sep. 30****Cultural differences, biases, and racism****Objectives**

To determine how a program can be culturally adapted  
 To question their own biases when approaching program planning

**Tues. Sep. 28** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 5 on Week 6 readings**

**Thurs. Sep. 30** In person lecture and discussion, break out groups to discuss culture, finalize model  
**Logic Model Assignment Due** (each group turns this in)

**Required Reading**

Lee, R. M., Vu, A., & Lau, A. (2013). Culture and evidence-based prevention programs. In F. A. Paniagua & A. Yamada (Eds.), *Handbook of multicultural mental health* (pp. 527-546). San Diego, Academic Press. (On Canvas)

Samuels, J., Schudrich, W., & Altschul, D. (2009). Toolkit for modifying evidence-based practice to increase cultural competence (pp. 18-41). Orangeburg, NY: Research Foundation for Mental Health. Retrieved from [http://www.networkofpractice.org/sites/default/files/Cul\\_Adaptation\\_ToolkitEBP.pdf](http://www.networkofpractice.org/sites/default/files/Cul_Adaptation_ToolkitEBP.pdf)

**Week 7, Oct. 5 – Oct. 7****Marketing and engagement****Objectives**

To choose marketing and engagement strategies for program recruitment and retention.

**Tues. Oct. 5** Pre-recorded lecture online; Dr. Doty available online  
 Wiki-study guide available on Canvas  
**Quiz 6 on Week 7 readings**

**Thurs. Oct. 7** In person lecture and Exam review  
**Activity 5—3 multiple choice review questions (individual submission)**  
**Peer Evaluation of Participation in Team Activities & Team Assignment 1 of 2 due**

**Required Reading**

Diem, K. G. (2008). Applying marketing concepts to non-profit/educational organizations: The youth professional's responsibilities in program marketing & promotion. *Journal of Youth Development*, 3(3). Retrieved from <https://jyd.pitt.edu/ojs/jyd/article/view/286> (Available on Canvas under Files)

**Week 8, Oct. 12 – Oct 14**  
**Why conduct program evaluation?**

**Objectives**

To articulate the need to conduct program evaluation

To apply the steps of planning an evaluation to their project over the next several weeks

**Tues. Oct. 12 Mid-term Exam Online**

**Thurs. Oct. 14** In person lecture, break out groups to discuss evaluation plan, changes to logic model

**Required Reading**

Page 8-15. Hawkins, A. J., Clyde, T. L., Doty, J. L., & Avellar, S. (2019). Best practices in family life education program evaluation. *Family Relations*. <https://doi.org/10.1111/fare.12420>

Nordrum, A. (2014). The New D.A.R.E. Program—This one Works. Retrieved from <https://www.scientificamerican.com/article/the-new-d-a-r-e-program-this-one-works/>

**Week 9, Oct. 19 – Oct. 21**  
**Research design, budget, and timeline.**

**Objectives**

To choose the best research design for their project

To apply the principles of budgeting and creating a timeline to their project

**Tues. Oct. 19** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 7 on Week 9 readings**

**Thurs. Oct. 21** In person lecture, break out groups to discuss design, budget & timeline  
**Activity 6: budget and timeline discussion or draft (group submission)**  
**One Page Project Summary Due (each person turns this in individually)**

**Required Reading**

Chapter 3. Focus the Evaluation.

Salabarría-Peña, Y, Apt, B.S., Walsh, C.M. (2014). *Practical use of program evaluation among sexually transmitted disease (STD) programs*, Atlanta (GA): Centers for Disease Control and Prevention. <https://www.cdc.gov/std/program/pupestd.htm>

Lesson 12. The budget: How much will it cost and is the cost reasonable.

Karsh, E., & Fox, A. S. (2014). *The Only Grant-Writing Book You'll Ever Need*. Basic Books a Member of Perseus Books Group.

**Supplemental Reading**

University of Wisconsin Extension (2006). Planning a Program Evaluation: Worksheet. Retrieved from: <https://learningstore.extension.wisc.edu/products/planning-a-program-evaluation-worksheet-p1034>

<b>Week 10, Oct. 26 – Oct. 28</b> <b>Questions, measures, and analysis</b>
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**Objectives**

To describe the process of choosing measures/questions

To select appropriate measures and analyses for their project

**Tues. Nov. 3** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 8 on Week 10 readings**

**Thurs. Nov. 5** In person lecture, break out groups to discuss refine measures  
**Activity 7: Measurement exercise (group submission)**

**Required Reading**

Ch 3. Basic Research Methods and Program Evaluation.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Supplemental Reading**

**NOTE: There are a number of assessment tools in this document below that may help you in writing your evaluation plan and evaluation questions.**

Yohalem, N., Wilson---Ahlstrom, A., Fischer, S. & Shinn, M. (2009). *Measuring youth program quality: A guide to assessment tools*, 2<sup>nd</sup> Edition. Retrieved from

[http://forumfyi.org/files/MeasuringYouthProgramQuality\\_2ndEd.pdf](http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf)

<b>Week 11, Nov. 2 – Nov. 4</b> <b>Dissemination &amp; Communicating impact</b>
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**Objectives**

To mind-map dissemination strategies for communicating impact

**Tues. Nov. 2** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 9 on Week 11 readings**

**Thurs. Nov. 4** In person lecture, break out groups to discuss dissemination  
**Activity 8 (5 pt)—Dissemination brainstorm on Mind Map (group submission)**

**Required Reading**

Wilder Foundation. (2008). *Communicating evaluation results*. Retrieved from

[https://www.wilder.org/sites/default/files/imports/crimevictimservices14\\_4-08Web.pdf](https://www.wilder.org/sites/default/files/imports/crimevictimservices14_4-08Web.pdf)

Larrem et al. (2017). *Effectively communicating evaluation findings*. Retrieved from

[https://osepideasthatwork.org/sites/default/files/CIPP2\\_Effectively\\_Communicating\\_Evaluation\\_Finding\\_s\\_2017\\_Section\\_508\\_Com...pdf](https://osepideasthatwork.org/sites/default/files/CIPP2_Effectively_Communicating_Evaluation_Finding_s_2017_Section_508_Com...pdf)

<b>Week 12, Nov. 9 – Nov. 11th</b> <b>Analyzing data &amp; Ethical considerations</b>
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**Objectives**

To articulate potential ethical problems and solutions regarding data collection  
To create a plan to organize and analyze data in a secure and appropriate manner

**Tues. Nov. 9** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 10 on Week 12 readings**

**Thurs. Nov. 11** No class veterans Day  
**Draft of Project Grant due (group submission)**

**Required Reading:**

American Evaluators Association (2018). Evaluators Ethical Guiding Principles.  
<https://www.eval.org/p/cm/ld/fid=51#:~:text=Focus%20and%20Interconnection%20of%20the,even%20conflict%20with%20one%20another.>

Wilder Foundation. (2008). *Organizing and analyzing your data*. (2008). Retrieved from  
[https://dps.mn.gov/divisions/ojp/forms-documents/Documents/Wilder\\_Program\\_Evaluation\\_13.pdf](https://dps.mn.gov/divisions/ojp/forms-documents/Documents/Wilder_Program_Evaluation_13.pdf)

**Week 13, Nov. 16 – Nov. 18**  
**Interpreting evaluation findings – Be a wise consumer.**

**Objectives**

To identify the typical mistakes people make when interpreting findings.

**Tues. Nov. 16** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 11 on Week 13 readings**

**Thurs. Nov. 18** In class lecture, peer review discussion  
**Peer Review of Another Groups Draft Due before class**

**Required Reading:**

Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing. Chapter 1, pp. 1--12. Background for evaluating research reports. (Available on Canvas)

**Supplemental Reading.**

Patton, M. Q. (2008). *Utilization-focused evaluation*. Evaluation use: Both challenge and mandate. Sage publications.

**Week 14, Nov. 23 – Nov. 25**  
**Preparing final presentation and submission**

**Objectives**

To prepare a professional final presentation and grant submission

**Tues. Nov. 23** Pre-recorded lecture online; Dr. Doty available online

**Thurs. Nov. 25** No class. Happy Thanksgiving!!



**Week 15, Nov. 30-Dec. 2****Objectives**

To demonstrate successful collaboration through a polished group presentation

**Tues. Nov. 30 Group Presentations** (group submission of assignment and discussion post)

**Thurs. Dec. 3 Group Presentation** (individual feedback on submissions)

**Week 16, Dec. 7****Objectives**

To synthesize course information by presenting a polished, integrated grant proposal

**Tues. Dec. 7** Dr. Doty available online  
**Final Paper due Dec. 8 by midnight**

**Wed., Dec. 15 Peer Evaluation of Participation in Team Activities & Team Assignment 2 of 2 due**

**Sat. Dec. 11 – Tues. Dec. 15**  
**Exam #2 online, not comprehensive**

**EXAMS/ASSIGNMENTS/POINT VALUES**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
<b>Participation (100)</b>		
Online activities (5pts for 6/7, one dropped)	30	Online assignments
Class Engagement	20	In-class participation
Peer Feedback on Draft	20	Sat. Nov. 18 <sup>th</sup> 11:59 pm
Peer Feedback on Presentations	30	Thurs. Dec 3 <sup>rd</sup> 11:59 pm
<b>10 Quizzes</b> (10 pts for 10/11, one dropped)	100	Weekly
<b>Individual Assignments (100)</b>		
SMART Goals and Objectives	25	Thurs. Sep. 9 <sup>th</sup> 11:59 pm
One Page Project Summary	75	Thurs., Oct. 21 <sup>st</sup> 11:59 pm
<b>Exam 1</b>	200	Thurs. Oct. 12 <sup>th</sup>
<b>Exam 2</b>	200	Sat. Dec 11 <sup>th</sup> - Wed. Dec. 15 <sup>th</sup>
<b>Group Project (300)</b>		
Logic Model/Program Development	100	Thurs. Sep. 30 11:59 pm
Grant Proposal Draft	20	Thurs. Nov 11 <sup>th</sup> 11:59 pm
Grant Proposal	100	Tues. Dec. 8 <sup>th</sup> 11:59 pm
Presentations	50	Tues. Nov. 30 & Dec 2 <sup>nd</sup>
Peer Evaluations 1	15	Thurs. Oct. 7 <sup>th</sup> 11:59 pm
Peer Evaluations 2	15	Wed. Dec. 15 <sup>th</sup> 11:59 pm
<b>Total</b>	<b>1000</b>	

NOTE: Dates and point values are subject to change.



### Participation

Students are expected to attend class on Thursdays and Tues. Nov. 30<sup>th</sup>. There will be group activities on Thursdays that will require participation—if you are not working with your group during class that day, you will not get participation points. When your classmates turn in their paper draft and present their final projects, you will have the opportunity to provide them feedback on Canvas as part of your participation in the course.

### Late Work

Typically, late quizzes will not be made up. However, the lowest grade of quizzes will be dropped (basically, you get two “freebies”). Late assignments will be accepted for up to 5 days, docking 10% for each day. Exceptions to this policy will be made on a case by case basis with documentation of a UF approved absence. Participation points are not able to be made up.

### Group Project

Your organization has the opportunity to apply for a \$200,000 seed grant to develop your proposed program. Each team will identify and study an existing organization or agency related to family, youth, or community science –OR– create a fictitious one (Be sure to specify which). Write a grant for a new organization or a consulting report about an existing organization, along with a brief presentation. In the grant proposal, you will need to justify the need for the proposed program and the specific objectives. The grant application will be judged on three main criteria: the focus and priorities of the organization, the implementation process, and the evaluation of outcomes. The following format is recommended:

1. Introduction/Project Summary, 1 page—Justify the need for the proposed program in 1-2 paragraphs that includes a problem statement, state why your organization is qualified to run this program and conduct the evaluation, and write overall program objectives.
2. Significance, ½ page—Establish the need for your project, state how your project will meet this need, and write how this project will make a difference (e.g., benefits and impact of your project). Include how your project helps the funding organization to reach their mission.
3. Innovation, ½ page—Write 3 reasons why this project is new and exciting and give evidence that each of these reasons is cutting edge or novel in some way.
4. Literature Review and Theory of Change, 2 pages—What research justifies the need for the proposed program? What theory of change guides your program (refer to your logic model)? What are the assumptions underlying your program?
5. Community Organization and Program, 2 pages—In this section, describe the program mission of your organization, an assessment of community needs, the ways your organization can meet those needs (e.g., SWOT), and how you will work with stakeholders to engage community members. Describe program, development, and activities. Describe available resources and inputs (refer to logic model) and external factors influencing implementation.
6. Research Plan, 2 pages—In detail, outline your evaluation plan for each over all program objective. Describe the sample, recruitment, design of the evaluation, measures, and the analysis you will use to determine success. You may break down outcomes into short-term, intermediate, and long-term objectives.
7. Budget and Justification, 1 page—Include a table with your proposed budget. For each line, justify the need for that cost.
8. Timeline, ½ page—Include a table specifying the timeline of implementing and evaluating the project.
9. Dissemination plan, ½ page—Discuss how you will share the results of the evaluation with the community and with other organizations.
10. Integrate research throughout the grant proposal.
11. Use APA, clear writing, good grammar.

Your group will give a presentation for the class (such as via PowerPoint) that provides highlights of the program and paper. Time allotted: approximately 10-15 minutes.

### Peer Evaluation

Group activities and assignments are truly intended to be *team* efforts, reflective of real-world professional practices. Because group assignments constitute a significant portion of the grade for this course, each person's contribution to the team will be considered so course grades can be as fair as possible. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person on the team will be considered and scores will be summed. Any scores lower than an A will result in the student receiving the percentage of your total peer evaluation points (e.g., if your team and personal evaluation results in an 83%, you will receive 83% of the total points of the final project).

**Instructions:** Assign up to 25 points to each group member based on the following criteria:

**Collaboration:** Actively listened to and valued ideas of others

**Contribution:** Contributed to team projects and submitted high quality work

**Participation:** Consistently participated in group activities

### Grading Scale & Grades

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.6-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60-63.3	D-	0.67
0-59.9	E	0.00

*A minimum grade of C is required for general education credit.*

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Note: A C minus or below is not a passing grade for FYCS majors.

- 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 for up to 5 days. This penalty starts the minute after the assignment was due.
- 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 Information

#### 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://gatorevals.aa.ufl.edu/students/>. Evaluations are typically open for students to complete during the last two or three weeks of the semester. 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Excused Absences**

Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Jen Doty via Canvas—preferably) prior to or immediately after your absence.

**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>.

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.”

**OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES****Respect**

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

**Academic Honesty**

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

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 by abiding by the Student 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.”*”

**Undergraduate Honors Program**

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first

three weeks of the semester. More information can be found at:

<https://fyics.ifas.ufl.edu/undergraduate/undergraduate-honors/>

### 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 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.

### Campus Resources:

#### 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 non-crisis 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.

### Services for Students with Disabilities

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

001 Reid Hall, 352-392-8565, <https://disability.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.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

**FYC 4622 – Planning & Evaluating Family, Youth, and Community Science Programs**

Section 3746, Fall 2022, 3 credits

*Syllabus subject to change – Most recent version will be posted on Canvas*

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**Time:**

T | Period 7 (1:55 PM - 2:45 PM)—[FAB 0105](#) Except for the first day, Tuesdays will be asynchronous. Dr. Doty will be online during this time to meet with individual students and groups.

R | Period 7 - 8 (1:55 PM - 3:50 PM)—[FAC 0127](#) Thursdays will be in person. Dr. Doty will lecture on followed by an activity, which will be online or in groups.

**Instructor:** Dr. Jennifer Doty

**Office:** 3038 D McCarty Hall D

**Email:** [jennifer.doty@ufl.edu](mailto:jennifer.doty@ufl.edu)\*

**Office Hours:** Tues. 1:55-3:50 pm

**Phone:** 352-273-3543

\*I prefer Canvas messages and typically respond within 24 hours during the week/48 hours on weekends.

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**Pre-requisite:** FYC3001

**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 these contribute to stronger social programs.

**Course Objectives:** Specifically, after completing this course, students will be able to:

***Program Planning***

- Describe key elements of program development.
- Plan and develop a grant application to implement and evaluate a program.
- Write measurable program objectives.
- Utilize effective strategies for implementing a program needs assessment.
- Develop and utilize a “logic model” for program planning purposes.
- Describe the logistics of program planning including the utilization of staff/volunteers.
- Communicate how diversity of program participants (including cultural and generational differences, preferred learning styles, etc.) affects program planning and delivery.
- Identify collaborative efforts as a means to effective community-based program development.

***Evaluation***

- Describe the purpose and uses of program evaluation and its role in the program development process.
- Describe various types of evaluation approaches and methods.
- Develop meaningful evaluation questions.
- Communicate the balance between scientific rigor and programmatic considerations in real-world evaluation.
- Identify appropriate methods for evaluating and reporting the outcomes and impacts of programs.
- Interpret evaluation findings and be a wise consumer of evaluation results.

**Teaching/Learning Methods and Expectations**

I believe that my most challenging task as your professor is to select and design those activities, assignments, and opportunities that will help you learn as much as you can while challenging you AND supporting you in the process. As you will soon experience for yourself, in this class students actively engage in the practice of program development and evaluation through group work to learn from and teach others. I take a workshop approach to this course, and I aim to be more of a facilitator of learning than a lecturer. I personally guarantee you that I will put as much of my energy and creativity into this class as I can toward making this a worthwhile learning experience. I love what I do, and you will witness this every day in class. You should know, too, that I have high expectations for all students. I expect you to work hard in this class; you may feel overwhelmed with reading sometimes, with writing other times, and with the group project at times. I guarantee if you work hard, seek help, come to class, and follow the guidelines you can do well in this class. I do need your help if we are going to make this class an honest, energizing, comfortable, and active learning environment. With your contributions, we will learn a great deal from the class and one another, all while having a pretty good time.

**Required Readings**

You will not need to purchase a textbook for this class. Required readings are drawn from a variety of sources and are listed in the syllabus and/or will be made available on Canvas. You should also be prepared to discuss these readings in class. These readings will be needed to understand certain concepts and to complete assignments. Test and quiz items will be developed from all of these readings. Supplemental reading is provided to help you better understand concepts and to complete assignments. Instructor presentation files and course announcements will also be posted to Canvas. Students will be expected to check this Canvas frequently and stay current with readings, assignments etc.

You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. Quizzes will cover all readings assigned after the previous quiz. You should expect to spend two hours on this course per credit hour outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.

Textbook for Your Reference (Not required; no reading quizzes will come from this text):

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken, New Jersey: John Wiley & Sons.

**Additional Resources**

Program Evaluation Resources: Information and links to other resources that will help you design and evaluate educational programs.

<http://njaes.rutgers.edu/evaluation/resources/>

Kids Count Data Book and other data about children & families

<http://www.aecf.org/resources/2018-kids-count-data-book/>

USA QuickFacts from the US Census Bureau, including state and county data

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

APA Formatting and Style Guide

<http://owl.english.purdue.edu/owl/resource/560/01>



**WEEKLY TOPICS/SCHEDULE/READING MATERIALS**

Unless otherwise indicated, required readings should be completed by the class date and time as indicated on the schedule. All students are expected to read and have a basic understanding of the assigned readings. Instructor presentations will generally not cover all of the contents of the required readings and are likely to introduce additional or alternative ideas that may require knowledge of the required readings to understand and fully appreciate. Because your weekly work prepares you for coming assignments, I will strive to give feedback on assignments within a week.

**Supplemental/Suggested Readings, References, Practical Examples, Tools, & Resources**

Each week has required readings and may have additional supplemental readings and resources. Although not required reading, these supplemental materials are provided because they may be useful for greater understanding of that week's topics and help with your grant writing project. Additional readings and resources will be added and posted on Canvas. **NOTE: The instructor reserves the right to change/modify this syllabus at any time. Notification to any changes in assignments and/or point values will be provided in advance on Canvas.**

**Week 1, Aug. 24- 26****What is evidence-based programming?****Objectives**

To understand the basics of the course.

To define evidence-based programming and describe the need for it.

**Tues., Aug. 24** In person introduction to the course

**Thurs., Sep. 3** In person lecture & activity

**Activity 1 due—turn in your interest assignment (individual submission)**

**Required Reading**

FYC4622 Current Course Syllabus

<https://www.straighttalkonevidence.org/2018/12/14/government-by-guesswork-is-not-solving-the-nations-social-problems-a-fundamentally-different-evidence-based-approach-is-needed-part-one-in-a-series/>

Puddy, R. W. & Wilkins, N. (2011). Understanding Evidence. *Part 1: Best Available Research Evidence*. Atlanta, GA: Centers for Disease Control and Prevention. Retrieved from [https://www.cdc.gov/violenceprevention/pdf/understanding\\_evidence-a.pdf](https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf)

**Week 2, Aug.31 – Sept. 2****Program “SMART” objectives in project summaries****Objectives**

To outline the five parts of SMART objectives

To begin analyzing SMART objectives and practicing writing them for program planning.



**Tues. Aug. 31** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 1 on Week 1 & 2 readings**

**Thurs. Sep. 2** In person lecture, practice SMART objectives, break out groups sign up for project role/  
 grant section you will each work on and upload to group page on Canvas  
**Activity 2 due—discussion on project topic (individual submission)**

### Required Reading

Diehl, D.C. & Galindo---Gonzalez, S. (June 2012). *Get SMART: Improve your Extension objectives* (FCS6018). University of Florida IFAS Extension.

Chapter 5. Common Sections of Proposals

Gitlin, L. N., & Lyons, K. J. (2013). *Successful grant writing: Strategies for health and human service professionals*. New York, NY: Springer Publishing Company.

### Supplemental Readings

Chapter 1: Introduction

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

<b>Week 3, Sept. 7 – Sep. 9</b> <b>Strategic planning &amp; Needs assessment</b>
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### Objectives

To sketch out a mission statement for their project.

To determine whether their project requires a needs assessment.

**Tues. Sep. 7** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 2 on Week 3 readings**

**Thurs. Sep. 9** In person lecture, break out groups to discuss project Smart Goals  
**Smart Goals and Objectives Due** (individual submission)

### Required Reading

Bolton, E.B, Kumaran, M. & Guest-Jelley A. (2009). *Working with nonprofit organizations in community settings: The strategic plan* (FCS 9250). University of Florida IFAS Extension. Retrieved from <https://docplayer.net/6848652-Working-with-nonprofit-organizations-in-community-settings-the-strategic-plan.html>

McCawley, P. (2009). *Methods for conducting an education needs assessment: Guidelines for cooperative extension system professionals*. Retrieved from <http://www.cals.uidaho.edu/edcomm/pdf/bul/bul0870.pdf>

### Supplemental Reading

Chapter 4: Program Planning & Evaluation

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Week 4, Sep. 14 – Sep. 16**  
**Theories of change & Logic models**

**Objectives**

To identify which theory of change works best for their project

To contrast the two sides of a logic model

**Tues. Sep. 14** Pre-recorded lecture online; Dr. Doty available online

**Quiz 3 on Week 4 readings**

**Thurs. Sep. 16** In person lecture, break out groups to discuss theory for project

**Activity 3 (5pts)—identify one or two theories to guide your project** (group submission)

**Required Reading**

Pages 1-8 of Hawkins, A. J., Clyde, T. L., Doty, J. L., & Avellar, S. (2019). Best practices in family life education program evaluation. *Family Relations*. <https://doi.org/10.1111/fare.12420>

Innovation Network. (2010). *Logic Model Workbook*. Retrieved from [http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)

**Supplemental Readings**

Logic Models --University of Wisconsin Extension Program Development and Evaluation web site: <https://fyi.uwex.edu/programdevelopment/logic-models/>

Theory at a Glance. <https://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/>

**Week 5, Sep. 21 – Sep.23**  
**Community-based culture & Volunteers.**

**Objectives**

To analyze how culture affects program delivery

To relate basic principles of volunteer management

**Tues. Sep. 21** Pre-recorded lecture online; Dr. Doty available online

**Quiz 4 on Week 5 readings**

**Thurs. Sep. 23** In person lecture, break out groups to discuss logic model

**Activity 4 (5 pts)—rough outline of your logic model (group submission)**

**Required Reading**

Janzen, R., Ochocka, J., Turner, L., Cook, T., Franklin, M., & Deichert, D. (2017). Building a community-based culture of evaluation. *Evaluation and Program Planning*, 65, 163-170.

Citizens Information Board. (n.d.). *Managing volunteers: A good practice guide* (pp. 1-32)

Retrieved from

[http://www.citizensinformationboard.ie/downloads/training/Managing\\_Volunteers\\_08.pdf](http://www.citizensinformationboard.ie/downloads/training/Managing_Volunteers_08.pdf)

**Supplemental Reading**

Chapter 2: Community and Target Population, Service Providers, and Funding Sources (p. 11-21)  
 Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Week 6, Sep. 28 – Sep. 30****Cultural differences, biases, and racism****Objectives**

To determine how a program can be culturally adapted  
 To question their own biases when approaching program planning

**Tues. Sep. 28** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 5 on Week 6 readings**

**Thurs. Sep. 30** In person lecture and discussion, break out groups to discuss culture, finalize model  
**Logic Model Assignment Due** (each group turns this in)

**Required Reading**

Lee, R. M., Vu, A., & Lau, A. (2013). Culture and evidence-based prevention programs. In F. A. Paniagua & A. Yamada (Eds.), *Handbook of multicultural mental health* (pp. 527-546). San Diego, Academic Press. (On Canvas)

Samuels, J., Schudrich, W., & Altschul, D. (2009). Toolkit for modifying evidence-based practice to increase cultural competence (pp. 18-41). Orangeburg, NY: Research Foundation for Mental Health. Retrieved from [http://www.networkofpractice.org/sites/default/files/Cul\\_Adaptation\\_ToolkitEBP.pdf](http://www.networkofpractice.org/sites/default/files/Cul_Adaptation_ToolkitEBP.pdf)

**Week 7, Oct. 5 – Oct. 7****Marketing and engagement****Objectives**

To choose marketing and engagement strategies for program recruitment and retention.

**Tues. Oct. 5** Pre-recorded lecture online; Dr. Doty available online  
 Wiki-study guide available on Canvas  
**Quiz 6 on Week 7 readings**

**Thurs. Oct. 7** In person lecture and Exam review  
**Activity 5—3 multiple choice review questions (individual submission)**  
**Peer Evaluation of Participation in Team Activities & Team Assignment 1 of 2 due**

**Required Reading**

Diem, K. G. (2008). Applying marketing concepts to non-profit/educational organizations: The youth professional's responsibilities in program marketing & promotion. *Journal of Youth Development*, 3(3). Retrieved from <https://jyd.pitt.edu/ojs/jyd/article/view/286> (Available on Canvas under Files)

**Week 8, Oct. 12 – Oct 14**  
**Why conduct program evaluation?**

**Objectives**

To articulate the need to conduct program evaluation

To apply the steps of planning an evaluation to their project over the next several weeks

**Tues. Oct. 12 Mid-term Exam Online**

**Thurs. Oct. 14** In person lecture, break out groups to discuss evaluation plan, changes to logic model

**Required Reading**

Page 8-15. Hawkins, A. J., Clyde, T. L., Doty, J. L., & Avellar, S. (2019). Best practices in family life education program evaluation. *Family Relations*. <https://doi.org/10.1111/fare.12420>

Nordrum, A. (2014). The New D.A.R.E. Program—This one Works. Retrieved from <https://www.scientificamerican.com/article/the-new-d-a-r-e-program-this-one-works/>

**Week 9, Oct. 19 – Oct. 21**  
**Research design, budget, and timeline.**

**Objectives**

To choose the best research design for their project

To apply the principles of budgeting and creating a timeline to their project

**Tues. Oct. 19** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 7 on Week 9 readings**

**Thurs. Oct. 21** In person lecture, break out groups to discuss design, budget & timeline  
**Activity 6: budget and timeline discussion or draft (group submission)**  
**One Page Project Summary Due (each person turns this in individually)**

**Required Reading**

Chapter 3. Focus the Evaluation.

Salabarría-Peña, Y, Apt, B.S., Walsh, C.M. (2014). *Practical use of program evaluation among sexually transmitted disease (STD) programs*, Atlanta (GA): Centers for Disease Control and Prevention. <https://www.cdc.gov/std/program/pupestd.htm>

Lesson 12. The budget: How much will it cost and is the cost reasonable.

Karsh, E., & Fox, A. S. (2014). *The Only Grant-Writing Book You'll Ever Need*. Basic Books a Member of Perseus Books Group.

**Supplemental Reading**

University of Wisconsin Extension (2006). Planning a Program Evaluation: Worksheet. Retrieved from: <https://learningstore.extension.wisc.edu/products/planning-a-program-evaluation-worksheet-p1034>

<b>Week 10, Oct. 26 – Oct. 28</b> <b>Questions, measures, and analysis</b>
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**Objectives**

To describe the process of choosing measures/questions

To select appropriate measures and analyses for their project

**Tues. Nov. 3** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 8 on Week 10 readings**

**Thurs. Nov. 5** In person lecture, break out groups to discuss refine measures  
**Activity 7: Measurement exercise (group submission)**

**Required Reading**

Ch 3. Basic Research Methods and Program Evaluation.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2013). *Effective grant writing and program evaluation for human service professionals*. Hoboken: New Jersey: John Wiley & Sons.

**Supplemental Reading**

**NOTE: There are a number of assessment tools in this document below that may help you in writing your evaluation plan and evaluation questions.**

Yohalem, N., Wilson---Ahlstrom, A., Fischer, S. & Shinn, M. (2009). *Measuring youth program quality: A guide to assessment tools*, 2<sup>nd</sup> Edition. Retrieved from

[http://forumfyi.org/files/MeasuringYouthProgramQuality\\_2ndEd.pdf](http://forumfyi.org/files/MeasuringYouthProgramQuality_2ndEd.pdf)

<b>Week 11, Nov. 2 – Nov. 4</b> <b>Dissemination &amp; Communicating impact</b>
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**Objectives**

To mind-map dissemination strategies for communicating impact

**Tues. Nov. 2** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 9 on Week 11 readings**

**Thurs. Nov. 4** In person lecture, break out groups to discuss dissemination  
**Activity 8 (5 pt)—Dissemination brainstorm on Mind Map (group submission)**

**Required Reading**

Wilder Foundation. (2008). *Communicating evaluation results*. Retrieved from

[https://www.wilder.org/sites/default/files/imports/crimevictimservices14\\_4-08Web.pdf](https://www.wilder.org/sites/default/files/imports/crimevictimservices14_4-08Web.pdf)

Larrem et al. (2017). *Effectively communicating evaluation findings*. Retrieved from

[https://osepideasthatwork.org/sites/default/files/CIPP2\\_Effectively\\_Communicating\\_Evaluation\\_Finding\\_s\\_2017\\_Section\\_508\\_Com...pdf](https://osepideasthatwork.org/sites/default/files/CIPP2_Effectively_Communicating_Evaluation_Finding_s_2017_Section_508_Com...pdf)

<b>Week 12, Nov. 9 – Nov. 11th</b> <b>Analyzing data &amp; Ethical considerations</b>
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**Objectives**

To articulate potential ethical problems and solutions regarding data collection  
To create a plan to organize and analyze data in a secure and appropriate manner

**Tues. Nov. 9** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 10 on Week 12 readings**

**Thurs. Nov. 11** No class veterans Day  
**Draft of Project Grant due (group submission)**

**Required Reading:**

American Evaluators Association (2018). Evaluators Ethical Guiding Principles.  
<https://www.eval.org/p/cm/ld/fid=51#:~:text=Focus%20and%20Interconnection%20of%20the,even%20conflict%20with%20one%20another.>

Wilder Foundation. (2008). *Organizing and analyzing your data*. (2008). Retrieved from  
[https://dps.mn.gov/divisions/ojp/forms-documents/Documents/Wilder\\_Program\\_Evaluation\\_13.pdf](https://dps.mn.gov/divisions/ojp/forms-documents/Documents/Wilder_Program_Evaluation_13.pdf)

**Week 13, Nov. 16 – Nov. 18**  
**Interpreting evaluation findings – Be a wise consumer.**

**Objectives**

To identify the typical mistakes people make when interpreting findings.

**Tues. Nov. 16** Pre-recorded lecture online; Dr. Doty available online  
**Quiz 11 on Week 13 readings**

**Thurs. Nov. 18** In class lecture, peer review discussion  
**Peer Review of Another Groups Draft Due before class**

**Required Reading:**

Pyrzczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation*. Glendale, CA: Pyrczak Publishing. Chapter 1, pp. 1--12. Background for evaluating research reports. (Available on Canvas)

**Supplemental Reading.**

Patton, M. Q. (2008). *Utilization-focused evaluation*. Evaluation use: Both challenge and mandate. Sage publications.

**Week 14, Nov. 23 – Nov. 25**  
**Preparing final presentation and submission**

**Objectives**

To prepare a professional final presentation and grant submission

**Tues. Nov. 23** Pre-recorded lecture online; Dr. Doty available online

**Thurs. Nov. 25** No class. Happy Thanksgiving!!

**Week 15, Nov. 30-Dec. 2****Objectives**

To demonstrate successful collaboration through a polished group presentation

**Tues. Nov. 30 Group Presentations** (group submission of assignment and discussion post)

**Thurs. Dec. 3 Group Presentation** (individual feedback on submissions)

**Week 16, Dec. 7****Objectives**

To synthesize course information by presenting a polished, integrated grant proposal

**Tues. Dec. 7** Dr. Doty available online  
**Final Paper due Dec. 8 by midnight**

**Wed., Dec. 15 Peer Evaluation of Participation in Team Activities & Team Assignment 2 of 2 due**

**Sat. Dec. 11 – Tues. Dec. 15**  
**Exam #2 online, not comprehensive**

**EXAMS/ASSIGNMENTS/POINT VALUES**

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
<b>Participation (100)</b>		
Online activities (5pts for 6/7, one dropped)	30	Online assignments
Class Engagement	20	In-class participation
Peer Feedback on Draft	20	Sat. Nov. 18 <sup>th</sup> 11:59 pm
Peer Feedback on Presentations	30	Thurs. Dec 3 <sup>rd</sup> 11:59 pm
<b>10 Quizzes (10 pts for 10/11, one dropped)</b>	100	Weekly
<b>Individual Assignments (100)</b>		
SMART Goals and Objectives	25	Thurs. Sep. 9 <sup>th</sup> 11:59 pm
One Page Project Summary	75	Thurs., Oct. 21 <sup>st</sup> 11:59 pm
<b>Exam 1</b>	200	Thurs. Oct. 12 <sup>th</sup>
<b>Exam 2</b>	200	Sat. Dec 11 <sup>th</sup> - Wed. Dec. 15 <sup>th</sup>
<b>Group Project (300)</b>		
Logic Model/Program Development	100	Thurs. Sep. 30 11:59 pm
Grant Proposal Draft	20	Thurs. Nov 11 <sup>th</sup> 11:59 pm
Grant Proposal	100	Tues. Dec. 8 <sup>th</sup> 11:59 pm
Presentations	50	Tues. Nov. 30 & Dec 2 <sup>nd</sup>
Peer Evaluations 1	15	Thurs. Oct. 7 <sup>th</sup> 11:59 pm
Peer Evaluations 2	15	Wed. Dec. 15 <sup>th</sup> 11:59 pm
<b>Total</b>	<b>1000</b>	

NOTE: Dates and point values are subject to change.

### Participation

Students are expected to attend class on Thursdays and Tues. Nov. 30<sup>th</sup>. There will be group activities on Thursdays that will require participation—if you are not working with your group during class that day, you will not get participation points. When your classmates turn in their paper draft and present their final projects, you will have the opportunity to provide them feedback on Canvas as part of your participation in the course.

### Late Work

Typically, late quizzes will not be made up. However, the lowest grade of quizzes will be dropped (basically, you get two “freebies”). Late assignments will be accepted for up to 5 days, docking 10% for each day. Exceptions to this policy will be made on a case by case basis with documentation of a UF approved absence. Participation points are not able to be made up.

### Group Project

Your organization has the opportunity to apply for a \$200,000 seed grant to develop your proposed program. Each team will identify and study an existing organization or agency related to family, youth, or community science –OR– create a fictitious one (Be sure to specify which). Write a grant for a new organization or a consulting report about an existing organization, along with a brief presentation. In the grant proposal, you will need to justify the need for the proposed program and the specific objectives. The grant application will be judged on three main criteria: the focus and priorities of the organization, the implementation process, and the evaluation of outcomes. The following format is recommended:

1. Introduction/Project Summary, 1 page—Justify the need for the proposed program in 1-2 paragraphs that includes a problem statement, state why your organization is qualified to run this program and conduct the evaluation, and write overall program objectives.
2. Significance, ½ page—Establish the need for your project, state how your project will meet this need, and write how this project will make a difference (e.g., benefits and impact of your project). Include how your project helps the funding organization to reach their mission.
3. Innovation, ½ page—Write 3 reasons why this project is new and exciting and give evidence that each of these reasons is cutting edge or novel in some way.
4. Literature Review and Theory of Change, 2 pages—What research justifies the need for the proposed program? What theory of change guides your program (refer to your logic model)? What are the assumptions underlying your program?
5. Community Organization and Program, 2 pages—In this section, describe the program mission of your organization, an assessment of community needs, the ways your organization can meet those needs (e.g., SWOT), and how you will work with stakeholders to engage community members. Describe program, development, and activities. Describe available resources and inputs (refer to logic model) and external factors influencing implementation.
6. Research Plan, 2 pages—In detail, outline your evaluation plan for each over all program objective. Describe the sample, recruitment, design of the evaluation, measures, and the analysis you will use to determine success. You may break down outcomes into short-term, intermediate, and long-term objectives.
7. Budget and Justification, 1 page—Include a table with your proposed budget. For each line, justify the need for that cost.
8. Timeline, ½ page—Include a table specifying the timeline of implementing and evaluating the project.
9. Dissemination plan, ½ page—Discuss how you will share the results of the evaluation with the community and with other organizations.
10. Integrate research throughout the grant proposal.
11. Use APA, clear writing, good grammar.



Your group will give a presentation for the class (such as via PowerPoint) that provides highlights of the program and paper. Time allotted: approximately 10-15 minutes.

### Peer Evaluation

Group activities and assignments are truly intended to be *team* efforts, reflective of real-world professional practices. Because group assignments constitute a significant portion of the grade for this course, each person's contribution to the team will be considered so course grades can be as fair as possible. Peer Evaluations are the opportunity for each team to provide the instructor insight into the contributions of each member of the group. (A team could receive a good grade on a group project but it does not assume that all members contributed equally.) Evaluative comments of each person on the team will be considered and scores will be summed. Any scores lower than an A will result in the student receiving the percentage of your total peer evaluation points (e.g., if your team and personal evaluation results in an 83%, you will receive 83% of the total points of the final project).

**Instructions:** Assign up to 25 points to each group member based on the following criteria:

**Collaboration:** Actively listened to and valued ideas of others

**Contribution:** Contributed to team projects and submitted high quality work

**Participation:** Consistently participated in group activities

### Grading Scale & Grades

Percent	Grade	Grade Points
93.4-100	A	4.00
90.0-93.3	A-	3.67
86.7-89.9	B+	3.33
83.4-86.6	B	3.00
80.0-83.3	B-	2.67
76.6-79.9	C+	2.33
73.4-76.6	C	2.00
70.0-73.3	C-	1.67
66.7-69.9	D+	1.33
63.4-66.6	D	1.00
60-63.3	D-	0.67
0-59.9	E	0.00

*A minimum grade of C is required for general education credit.*

More information on grades and grading policies is here: [link to the university grades and grading policies](#).

Note: A C minus or below is not a passing grade for FYCS majors.

- 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 for up to 5 days. This penalty starts the minute after the assignment was due.
- 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 Information

#### Online Course Evaluation Process

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.ua.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/>.

**Excused Absences**

Excused absences will include: sick days (documented by a medical practitioner), death of an immediate family member, conferences, or authorized UF travel. Submit excused absence requests to Dr. Jen Doty via Canvas—preferably) prior to or immediately after your absence.

**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: [Click here to read the university 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.”

**OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES****Respect**

Treat the other students, the TA, and the instructor with respect and expect to be treated with respect. During lecture and classroom activities, side conversations, inappropriate remarks, and other rude activities will not be tolerated.

**Academic Honesty**

The University of Florida holds its students to the highest standards, and we encourage students to read the University of Florida Student Honor Code and Student Conduct Code (Regulation 4.040), so they are aware of our standards. Any violation of the Student Honor Code will result in a referral the Student Conduct and Conflict Resolution and may result in academic sanctions and further student conduct action. The two greatest threats to the academic integrity of the University of Florida are cheating and plagiarism. Students should be aware of their faculty’s policy on collaboration, should understand how to properly cite sources, and should not give nor receive an improper academic advantage in any manner through any medium. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

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 by abiding by the Student 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.”*

**Undergraduate Honors Program**

I encourage students who are interested and meet the basic requirements of 60 credit hours and a GPA of at least 3.75 to consider joining the Undergraduate Honors Program, especially if you are continuing onto graduate school. Participation in the honors program for this course requires a contract within the first

three weeks of the semester. More information can be found at:

<https://fycs.ifas.ufl.edu/undergraduate/undergraduate-honors/>

### 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 Resources:

#### 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 non-crisis 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.

#### 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.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

Proposed

## Cover Sheet: Request 16749

### Change in Prereqs for FYC4660

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/2/2021 10:51:41 AM
Updated	11/3/2021 7:36:35 AM
Description of request	The department has reworked the curriculum and the class currently listed, FYC3101 is no longer a required introductory course for the department and the proposed new prerequisite course, FYC3112 is the better option because it is a survey and it serves as a new required introductory course for the major in family science. We are also removing the option of SYG2430 as a prerequisite as there is a suitable required course within the major and sufficient teaching load to accommodate enrollment demand.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/2/2021
FYC4660_Proposed.docx					11/2/2021
FYC4660_26413_Duncan Fall 2021.pdf					11/2/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/2/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16749

### Info

**Request:** Change in Prereqs for FYC4660

**Description of request:** The department has reworked the curriculum and the class currently listed, FYC3101 is no longer a required introductory course for the department and the proposed new prerequisite course, FYC3112 is the better option because it is a survey and it serves as a new required introductory course for the major in family science. We are also removing the option of SYG2430 as a prerequisite as there is a suitable required course within the major and sufficient teaching load to accommodate enrollment demand.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/2/2021 11:11:59 AM

**Form version:** 2

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 660

**Lab Code** None

**Course Title** Family Policy

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** FYC3101 or SYG2430

**Proposed Prerequisites** FYC3112

**Change Co-requisites?** No

**Rationale** The department has reworked the curriculum and FYC3101 is no longer the required introductory course for family science area in FYCS and the proposed new prerequisite course, FYC3112 is a survey course and it serves as a new required introductory course for the family science area. We are also removing the option of SYG2430 as a prerequisite as there is a suitable required course within the major and sufficient teaching load to accommodate enrollment demand.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

JD It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

JD Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

JD The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.



JD The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf) ). Do not use the words demonstrate or understand when listing learning objectives.

JD The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

JD Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

JD Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

JD Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

JD The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

JD The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

## FYC 4660: Family Policy Spring 2021

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### Course basics:

*Times:* M W F |Period 5 (11:45 AM - 12:35 PM)

*Location:* 1108 McCarty Hall B

### Instructor

Jeneé Duncan, Ph.D., CFLE

3025B McCarty D

352-273-3512

Canvas email (preferred)

[j.duncan1@ufl.edu](mailto:j.duncan1@ufl.edu)

Office Hours:

Wednesdays: 9:30 -11:30AM (in person or via Zoom)

### Course Information:

#### *Course Description (UF Catalog):*

This course covers major areas of social policy pertaining to families. Key legislation affecting families are highlighted. Emphasis is placed on providing opportunities for students to think critically and engage in discussions about trends and controversies in family policy.

*Course Goal:* The overall goal of this course is to help students develop the conceptual, analytic, and practical skills for understanding and influencing family policy. The primary aim of this course is to answer the question, “How can family policy be used to strengthen all families?” To answer this question, it will be important to understand contemporary families, what family policy is, and various ways to influence policy decisions.

#### *Course Objectives:*

When you successfully complete this course, you will:

1. **Define family policy**, based on accepted scholarly definitions and new thinking in the field.
2. **Engage in critical thinking** in discussions and presentations, analyzing key family policies in light of changing families and assumptions about families.
3. **Engage in objective discussions with peers about policy issues.**
4. **Describe how policy is made and apply this knowledge to policy examples.**
5. **Identify ways to engage in family policy**, based on examples of research, advocacy, and community participation.

**A note on critical thinking:** In activities, discussion, and participation, you will have opportunities to practice critical-thinking skills. These are essential when it comes to understanding and working with

policy. This means to be aware of your own views, assumptions, and values; to contribute to a safe environment for all to cultivate awareness; to challenge your thinking through group discussions and in- and out-of-class activities; and to analyze policies for their assumptions and biases. (Critical thinking does not mean to criticize other people. In fact, we will be encouraging dialogue and discussion rather than debate.)

#### *Required Readings:*

- Roberts, T. W. (2019). Social policy for child and family development, 2<sup>nd</sup> edition. Paperback 978-1-5165-4616-9. This book is also available as a digital copy.
- Read the Miami Herald, the New York Times, or Washington Post. NPR News, and/or PBS Nightly News are highly recommended.
- Other readings are listed on the course calendar and available through electronic course reserves, in the Marston library, or through the Internet.

#### *Other Readings:*

- Subscribe to a Florida government news feed for the relevant Senate and House committees and follow committee activities.
- Subscribe to The Children's Campaign Current <http://iamforkids.org/> .
- You may also want to subscribe to Sayfie Review for more Florida legislative and political news. <http://www.sayfiereview.com/>

#### *Technology Requirements:*

For this class you will need access to a computer and sufficient wifi/data to stream. Please contact Dr. Duncan if you are having trouble meeting these requirements.

#### *Certified Family Life Education (CFLE):*

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 (CFLE) Program in the Department of Family, Youth and Community Sciences. 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. *See Dr. Duncan if you are interested in becoming a CFLE.*

### **Course Expectations:**

1. **Attend lectures:** You are expected to attend class either in-person or electronically (depending on which section you are registered for) on Mondays and Wednesdays. If you are attending class online, to maximize discussion on these days, please keep your Zoom camera on and your mic muted unless talking. If you have a personal reason for keeping your Zoom camera off, please let me know why you need to keep it off. Zoom lectures on synchronous days will be recorded. If you have any concerns with being recorded, please contact me.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. **Readings & Effort:** You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
4. **Exams:** Missed tests and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email or call the instructor no later than 8 a.m. the morning of the test or

presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.

- a. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within the work week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams ONLY as a result of an incapacitating illness (i.e., you are not physically able to come in to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO.
5. **Late work:** Typically, late quizzes and in-class assignments will not be made up. However, the lowest two grade of quizzes and in-class assignments will be dropped. Late assignments will be not be accepted, except on a case by case basis and will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. Participation points are not able to be made up.
6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. I am happy to go over all assignments/exams with you in an individual Zoom meeting.
7. **Communicating with the Instructor:** Please communicate with both the Instructor and TA through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both the Instructor and TA. *Please note, it is my goal to respond to emails within 24 hrs. Emails sent after 5pm, on weekdays, will be responded to the following business day. Emails sent during the weekend will be responded to on Monday.*

## Tentative Course Calendar:

**Note: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.** There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.

Date	Topic
Week 1	Family policy and changing families
Week 2	Government structure and how an idea becomes law Competing world views and family ideologies
Week 3	Beyond gridlock: Process model for child and family development policy
Week 4	Family development and family policy
Week 5	Social Policy and Children  Student Led Roundtables 1
Week 6	Child abuse and neglect
Week 7	Family Law Exam 1
Week 8	Social Policy and Intimate Partner Violence

Week 9	Social Policy and Diverse Families
Week 10	Social Policy and Poverty; Health Care Policy
Week 11	Immigration and Family Policy
Week 12	Family Impact Analysis
Week 13	Work and Family Policy
Week 14	Professional roles in family policy: Research, Advocacy, Policy Education
Week 15	Exam 2
Week 16	Student-led roundtable 2

### Assignments and Grading:

Assignment	Points
Exams (2 @ 100)	200
Student-led roundtable discussions of news article on family policy or family issue (2@50)	100
Getting involved: Policy-maker interview and community activity papers; in-class presentation (25 each)	50
In-class work	25
Family Impact Analysis	25
TOTAL	400

**Exams:** All exams will be online, open-book, timed exams. If you need extra time, please present me with an accommodation at the beginning of the semester so we can assign you extra time. The final exam will be a comprehensive online exam. Exams will cover any readings, videos, discussions of key concepts, speakers and notes, and all lecture notes. A wiki study guide will be provided 1 week before the first and second exams.

### Student-led “roundtable” discussion:

On specific days, the class will meet in small groups (“roundtables”). EVERY STUDENT will be responsible for leading TWO small group discussions of two noteworthy news articles. Students will be expected to:

- Find a current (published since January 1, 2021) resource (news article, policy or research brief, podcast, etc.) to share with your small group.
- Submit a brief paper summarizing the article and highlighting its significance to family policy.
- Create 3-5 discussion questions based on the article to be discussed in your small groups.
- Facilitate a 10-minute discussion based on your article.

More detailed instructions will be posted on Canvas.

### Getting involved (50 points)

This category includes:

1. Policy maker interview, written summary, and an in-class presentation (25)
2. Attendance at a community or campus educational, cultural, or political event, a written summary and reflection, and an in-class presentation (25).

### Family Impact Analysis:

The FIA is an important tool for analyzing family policies. Even if you don't go into policy work, this tool can help you think critically about how policies and programs influence families. We will practice using the FIA in class. Students will be assigned a policy and will submit their individual answers to a set of critical-thinking questions about the policy. Then, small groups will analyze the policy according to one or two criteria; and each group will report their results in class. This assignment will acquaint you with the FIA, which is an important approach in family policy studies, and will give you an opportunity to apply critical thinking skills to a real family policy example. The choice of policy will depend on the class's interests and current policy developments.

### Grades and Grade Points

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Grading Scale

Percentage	Grade
93	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
<60	E

### Other Information:

#### FYCS Diversity, Equity, and Inclusion Statement

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. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

### **In-Class Recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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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>.

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.”



## OTHER CLASSROOM POLICIES, PROCEDURES, AND RESOURCES

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Practice professionalism in your demeanor and communication. Above all, this means being respectful of each other and the instructor. Please be on time and ready to work; do not leave early. Both of these are disruptive and disrespectful to everyone. Keep conversations with others at a minimum during class time. Keep the dialogue respectful of your peers *and* of the instructor. Be sure to be objective, nonjudgmental, and non-confrontational.

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- *UMatter, We care* <https://care.dso.ufl.edu/>
- *University Counseling & Wellness Center, 3190 Radio Road, 352---392---1575, [www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/)* Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library Training Programs, Community Provider Database
- *Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit <https://shcc.ufl.edu/>*
- *GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/>*
- *Career Resource Center, First Floor JWRU, 392---1601, [www.crc.ufl.edu/](http://www.crc.ufl.edu/)*

### **Services for Students with Disabilities**

Students with disabilities requesting accommodations should first register with the UF Disability Resource Center (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.

001 Reid Hall, 352-392-8565, <https://disability.ufl.edu>

## FYC 4660: Family Policy Spring 2021

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### Course basics:

*Times:* M W F |Period 5 (11:45 AM - 12:35 PM)

*Location:* 1108 McCarty Hall B

### Prerequisites: FYC3112

#### Instructor

Jeneé Duncan, Ph.D., CFLE

3025B McCarty D

352-273-3512

Canvas email (preferred)

[j.duncan1@ufl.edu](mailto:j.duncan1@ufl.edu)

Office Hours:

Wednesdays: 9:30 -11:30AM (in person or via Zoom)

### Course Information:

#### *Course Description (UF Catalog):*

This course covers major areas of social policy pertaining to families. Key legislation affecting families are highlighted. Emphasis is placed on providing opportunities for students to think critically and engage in discussions about trends and controversies in family policy.

*Course Goal:* The overall goal of this course is to help students develop the conceptual, analytic, and practical skills for understanding and influencing family policy. The primary aim of this course is to answer the question, “How can family policy be used to strengthen all families?” To answer this question, it will be important to understand contemporary families, what family policy is, and various ways to influence policy decisions.

#### *Course Objectives:*

When you successfully complete this course, you will:

1. **Define family policy**, based on accepted scholarly definitions and new thinking in the field.
2. **Engage in critical thinking** in discussions and presentations, analyzing key family policies in light of changing families and assumptions about families.
3. **Engage in objective discussions with peers about policy issues.**
4. **Describe how policy is made and apply this knowledge to policy examples.**
5. **Identify ways to engage in family policy**, based on examples of research, advocacy, and community participation.

**A note on critical thinking:** In activities, discussion, and participation, you will have opportunities to practice critical-thinking skills. These are essential when it comes to understanding and working with

policy. This means to be aware of your own views, assumptions, and values; to contribute to a safe environment for all to cultivate awareness; to challenge your thinking through group discussions and in- and out-of-class activities; and to analyze policies for their assumptions and biases. (Critical thinking does not mean to criticize other people. In fact, we will be encouraging dialogue and discussion rather than debate.)

*Required Readings:*

- Roberts, T. W. (2019). Social policy for child and family development, 2<sup>nd</sup> edition. Paperback 978-1-5165-4616-9. This book is also available as a digital copy.
- Read the Miami Herald, the New York Times, or Washington Post. NPR News, and/or PBS Nightly News are highly recommended.
- Other readings are listed on the course calendar and available through electronic course reserves, in the Marston library, or through the Internet.

*Other Readings:*

- Subscribe to a Florida government news feed for the relevant Senate and House committees and follow committee activities.
- Subscribe to The Children's Campaign Current <http://iamforkids.org/>.
- You may also want to subscribe to Sayfie Review for more Florida legislative and political news. <http://www.sayfiereview.com/>

*Technology Requirements:*

For this class you will need access to a computer and sufficient wifi/data to stream. Please contact Dr. Duncan if you are having trouble meeting these requirements.

*Certified Family Life Education (CFLE):*

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 (CFLE) Program in the Department of Family, Youth and Community Sciences. 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. *See Dr. Duncan if you are interested in becoming a CFLE.*

## Course Expectations:

1. **Attend lectures:** You are expected to attend class either in-person or electronically (depending on which section you are registered for) on Mondays and Wednesdays. If you are attending class online, to maximize discussion on these days, please keep your Zoom camera on and your mic muted unless talking. If you have a personal reason for keeping your Zoom camera off, please let me know why you need to keep it off. Zoom lectures on synchronous days will be recorded. If you have any concerns with being recorded, please contact me.
2. **Working independently:** Please note that all written work should be completed by you personally. Assistance from others in completing assignments or exams is considered cheating, and any known instances of cheating will be referred to the Dean of Students office.
3. **Readings & Effort:** You will be assigned up to 30 or 40 pages of reading a week, which should be complete at the beginning of the week to get maximum benefit from the lectures. You should expect to spend two hours on this course outside of class time. Since we are in class 2 ½ hours per week, you should expect to spend about 7 hours a week reading, studying, and working on assignments.
4. **Exams:** Missed tests and presentations will result in a grade of zero, unless you provide written, professional documentation for your absence with a reason consistent with UF policy. You **MUST** provide written, verifiable proof of your need to miss the exam or presentation before your absence or the day you return. Email or call the instructor no later than 8 a.m. the morning of the test or

presentation to explain why you are going to be absent. Provide documentation the first day you return to class that states in writing the date that you are cleared to return to class.

- a. Make-up exams will be given at the instructor's discretion, but if given, they must be completed within the work week of the student's return to class. Make-up exams will not be given after this time frame. You will be expected to take the exam as soon as you return to school; this may be before the next time the class meets, but you must take the exam immediately upon your return; you are responsible for arranging a make-up exam with the instructor. You are allowed to make up exams ONLY as a result of an incapacitating illness (i.e., you are not physically able to come in to class for the exam or perform work) or other unanticipated circumstances warranting a written excuse (e.g., death in the family), consistent with UF policy. Written and verifiable documentation is required. Examinations missed for any other reason will receive a grade of ZERO.
5. **Late work:** Typically, late quizzes and in-class assignments will not be made up. However, the lowest two grade of quizzes and in-class assignments will be dropped. Late assignments will be not be accepted, except on a case by case basis and will receive 10% off per day for up to 5 days unless the absence is documented as excused per UF policy. Participation points are not able to be made up.
6. **Grades are important to students, so I will do my best to grade your work as soon as possible.** Assignments submitted will be returned to you with feedback online, usually within a week. I am happy to go over all assignments/exams with you in an individual Zoom meeting.
7. **Communicating with the Instructor:** Please communicate with both the Instructor and TA through the Canvas messaging system. If you are submitting documentation for an excused absence, scheduling a make-up exam, or have questions about grades or assignments, send a message to both the Instructor and TA. *Please note, it is my goal to respond to emails within 24 hrs. Emails sent after 5pm, on weekdays, will be responded to the following business day. Emails sent during the weekend will be responded to on Monday.*

## Tentative Course Calendar:

**Note: The instructor reserves the right to correct or adjust the syllabus and calendar as needed.**

There may be changes made over the course of the semester. You are responsible for keeping up with updates made on the Canvas site and with announcements.

Date	Topic
Week 1	Family policy and changing families
Week 2	Government structure and how an idea becomes law Competing world views and family ideologies
Week 3	Beyond gridlock: Process model for child and family development policy
Week 4	Family development and family policy
Week 5	Social Policy and Children  Student Led Roundtables 1
Week 6	Child abuse and neglect
Week 7	Family Law Exam 1
Week 8	Social Policy and Intimate Partner Violence

Week 9	Social Policy and Diverse Families
Week 10	Social Policy and Poverty; Health Care Policy
Week 11	Immigration and Family Policy
Week 12	Family Impact Analysis
Week 13	Work and Family Policy
Week 14	Professional roles in family policy: Research, Advocacy, Policy Education
Week 15	Exam 2
Week 16	Student-led roundtable 2

### Assignments and Grading:

Assignment	Points
Exams (2 @100)	200
Student-led roundtable discussions of news article on family policy or family issue (2@50)	100
Getting involved: Policy-maker interview and community activity papers; in-class presentation (25 each)	50
In-class work	25
Family Impact Analysis	25
TOTAL	400

**Exams:** All exams will be online, open-book, timed exams. If you need extra time, please present me with an accommodation at the beginning of the semester so we can assign you extra time. The final exam will be a comprehensive online exam. Exams will cover any readings, videos, discussions of key concepts, speakers and notes, and all lecture notes. A wiki study guide will be provided 1 week before the first and second exams.

### Student-led “roundtable” discussion:

On specific days, the class will meet in small groups (“roundtables”). EVERY STUDENT will be responsible for leading TWO small group discussions of two noteworthy news articles. Students will be expected to:

- Find a current (published since January 1, 2021) resource (news article, policy or research brief, podcast, etc.) to share with your small group.
- Submit a brief paper summarizing the article and highlighting its significance to family policy.
- Create 3-5 discussion questions based on the article to be discussed in your small groups.
- Facilitate a 10-minute discussion based on your article.

More detailed instructions will be posted on Canvas.

### Getting involved (50 points)

This category includes:

1. Policy maker interview, written summary, and an in-class presentation (25)
2. Attendance at a community or campus educational, cultural, or political event, a written summary and reflection, and an in-class presentation (25).

### Family Impact Analysis:

The FIA is an important tool for analyzing family policies. Even if you don't go into policy work, this tool can help you think critically about how policies and programs influence families. We will practice using the FIA in class. Students will be assigned a policy and will submit their individual answers to a set of critical-thinking questions about the policy. Then, small groups will analyze the policy according to one or two criteria; and each group will report their results in class. This assignment will acquaint you with the FIA, which is an important approach in family policy studies, and will give you an opportunity to apply critical thinking skills to a real family policy example. The choice of policy will depend on the class's interests and current policy developments.

### Grades and Grade Points

For information on current UF policies for assigning grade points, see

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Grading Scale

Percentage	Grade
93	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
<60	E

### Other Information:

#### FYCS Diversity, Equity, and Inclusion Statement

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. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

### **In-Class Recording**

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- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](http://Homepage - UF Counseling and Wellness Center (CWC) (ufl.edu))
- 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. [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](http://Student Health Care Center » College of Medicine » University of Florida (ufl.edu))
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies). [UF Police Department \(ufl.edu\)](http://UF Police Department (ufl.edu))
- 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. [UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health](http://UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health)
- 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. [gatorwell.ufsa.ufl.edu](http://gatorwell.ufsa.ufl.edu) | [GatorWell Health Promotion Services](http://GatorWell Health Promotion Services)

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001 Reid Hall, 352-392-8565, <https://disability.ufl.edu>

### **Student 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). [Computing Help Desk » University of Florida \(ufl.edu\)](http://Computing Help Desk » University of Florida (ufl.edu))
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. [Career Connection Center Main - career.ufl.edu](http://Career Connection Center Main - career.ufl.edu)
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. [George A. Smathers Libraries » UF Libraries » University of Florida](http://George A. Smathers Libraries » UF Libraries » University of Florida)
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [Teaching Center – College of Liberal Arts & Sciences \(ufl.edu\)](http://Teaching Center – College of Liberal Arts & Sciences (ufl.edu))
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [Writing Studio – University Writing Program \(ufl.edu\)](http://Writing Studio – University Writing Program (ufl.edu))
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code

webpage for more information. [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#)

- On-Line Students Complaints: View the Distance Learning Student Complaint Process. [State Authorization Status - Distance Learning - University of Florida \(ufl.edu\)](#)

## Cover Sheet: Request 16751

### Change in Prereq to FYC4931

#### Info

Process	Course Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/2/2021 11:43:27 AM
Updated	11/16/2021 11:04:40 AM
Description of request	Request to change current prerequisite listed (FYC3101) to FYC3112.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/2/2021
Henderschiedt FYC 4931 Fall 2021[91].docx					11/2/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/2/2021
No document changes					
University Curriculum Committee					
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 16751

### Info

**Request:** Change in Prereq to FYC4931

**Description of request:** Request to change current prerequisite listed (FYC3101) to FYC3112.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/2/2021 11:12:48 AM

**Form version:** 1

### Responses

**Current Prefix** FYC

**Course Level** 4

**Number** 931

**Lab Code** None

**Course Title** Family, Youth and Community Sciences Professional Development

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Course Type** Lecture

**Change Rotating Topic Designation?** No

**Change Repeatable Credit?** No

**Change Course Description?** No

**Change Prerequisites?** Yes

**Current Prerequisites** FYC 3001 and (FYC 3101 or SYG 2430) and FYC 3201 and FYC 3401 (taken from current catalog)

**Proposed Prerequisites** FYC 3001 & FYC3112 & FYC 3201 & FYC 3401

**Change Co-requisites?** No

**Rationale** The department has reworked the curriculum and FYC3101 is no longer the required introductory course for family science area in FYCS and the proposed new prerequisite course, FYC3112 is a survey course and it serves as a new required introductory course for the family science area.

# CALS Curriculum Committee

## Submission Checklist

**NOTE: This checklist must be included with all course and certificate submissions.**

The checklist below is intended to facilitate course and certificate submissions to the University of Florida Academic Approval Tracking System (<https://approval.ufl.edu/>). The checklist consists of the most common items that can cause a submission to require changes or be recycled. Contrary to information provided on the UF approval site, the CALS Curriculum Committee requires a syllabus be submitted with each new course or course modification request. Please note that submitters are encouraged to attend the CALS CC meeting at which their item is being reviewed. This allows the submitter to answer any potential questions that may arise that could cause the item to not be approved. Also, be aware that when completing the UCC form the section Description of Request is asking for a brief statement about what you are doing. This is **not** the place for a course description. A statement such as “Proposal of a new undergraduate course” is all that is needed. Please do not submit documents in pdf format. All documents should be submitted in Word to facilitate editing on our end if necessary.

**CHECKLIST: PLEASE INITIAL OR MARK N/A FOR EACH STATEMENT TO INDICATE YOUR COMPLIANCE.**

GH It is required when making a submission that you consult your department’s representative to the CALS CC. A list of current members can be found on the committee site located at: <https://cals.ufl.edu/faculty-staff/committees/>.

GH Review the CALS Syllabus Policy. This document can be viewed at the committee site (<https://cals.ufl.edu/faculty-staff/committees/>) by clicking on the Curriculum Committee – Information & Documents heading and scrolling down to Forms, Checklists, and Other documents. The other items included here are all very helpful when making a curriculum submission. Some will be mentioned in other checklist items below.

n/a Joint course submissions must include both graduate and undergraduate syllabuses and a separate statement outlining the substantial (more than one) differences in assignments between the two courses. These assignments must account for at least a 15% difference in graded material between the two levels. If this is a new course submission both courses must be submitted for approval simultaneously.

GH The course description on the UCC form and in the syllabus must match. Any other information you wish to include needs to be under a different heading such as background or additional information.

GH The course learning objectives must be consistent with Bloom's taxonomy. Please see the following link at the CALS Curriculum site. ([https://cals.ufl.edu/content/PDF/Faculty\\_Staff/cals-course-objectives.pdf](https://cals.ufl.edu/content/PDF/Faculty_Staff/cals-course-objectives.pdf)). Do not use the words demonstrate or understand when listing learning objectives.

GH The course schedule should be concise and include the appropriate number of weeks in the semester.

n/a All graduate course submissions must include a reading list if a textbook is not required. The reading list should include at least some current readings (within the last 5 years). All readings do not need to be current.

GH Outside consultations are required if there is a possibility of the proposed course covering material taught in another department or college on campus. There must be a consult form completed by the chair of the department from who you are seeking the consult. Instructors may provide additional consults. The form can be found at: <https://registrar.ufl.edu/pdf/uccconsult.pdf>.

GH Prerequisite courses are required for 3000 and 4000 level courses. This line of the approval form cannot be "none" or left blank. Junior or senior standing is an acceptable option. A phrase such as "a course in basic biology" is not acceptable.

GH Decimal points must be included in the grading scale if grade cut-offs are based on percentages. While this is not a university policy it is a CALS standard practice to avoid any confusion when final grades for the course are determined.

GH The attendance and make-up policy in a syllabus cannot contradict the university's policy. Do not include any additional wording to this policy. A statement and link regarding this is included in the CALS Syllabus Statements. For the approval process the college suggests a less is more view when it comes to this policy.

GH The most recent version of the CALS Syllabus Statements boiler plate must be included in all syllabuses. This document is included in the CALS Syllabus Policy and can be copied and pasted to the syllabus. Do not use the boilerplate statements from an old syllabus as they are likely to be out of date.

## **Certificates**

If proposing a new undergraduate or graduate level certificate that includes any courses outside of the submitters department a statement regarding any possible impact on those courses needs to be included. An email from the instructor is acceptable. Also, any courses required for the certificate must have permanent prefixes and course numbers.

## FYC 4931 –Fall 2021

### Family, Youth and Community Sciences Professional Development

**Section:** 14376

**Office:** G086A, McCarty Hall B

**Instructor:** Gregg Henderschiedt, M.S.Ed.

**Office Hours:** By appointment

**Credits:** 3

**Office Phone:** 352.273.3514

**Class Location:** Little Hall 113

**Email:** [ghenderschiedt@ufl.edu](mailto:ghenderschiedt@ufl.edu) (use Canvas email)

**Prerequisites:** FYC3001, FYC3112, FYC3115, FYC3201, FYC3401, FYC4114, FYC4622, and FYC4801,

**Meeting Time:** Tuesday 4 (10:40 am – 11:30 am), Thursday 4-5 (10:40 am -12:35 pm)

**Text Book:** None required.

**Course Description:** To provide a professional development experience for students in FYCS including: search for employment during their final semesters of undergraduate study and information regarding graduate education and research possibilities. Emphasis is placed on career placement, graduate education, practicum readiness, professional business etiquette and elements for a successful transition to the workforce.

**Course Goal:** Assist students in transition for the professional practicum experience and from college life to graduate and/or professional life.

**Course Objectives:** After completing this course students will be able to...

- Access information on the many career options in family, youth and community science professions
- Conduct job searches, write resumes/cover letters, request recommendations and prepare for interviews.
- Explore options for graduate education, be better prepared for the Graduate Record Examination (GRE), thesis, comprehensive exam requirements and final projects.

**Grading:** Grading for this course will be A-E and is determined by attendance, participation and class assignments. Your grade will be based on the following point/percentage breakdown;

#### Grade Scale:

A	93-100%	465-500	C	73-76%	365-384
A-	90-92%	450-464	C-	70-72%	350-364
B+	87-89%	435-449	D+	67-69%	335-349
B	83-86%	415-434	D	63-66%	315-334
B-	80-82%	400-414	D-	60-62%	300-314
C+	77-79%	385-399	E	59%-	299 or below

#### Grade Breakdown:

In class quizzes	15% (75 points)
Professional portfolio	15% (75 points)
Career Reflection paper	10% (50 points)
Elevator Speech	5% (25 points)
Resume	10% (50 points)
Hot Topics Group Project	15% (75 points)
Practicum Assignment	10% (50 points)
Attendance/Participation	20% (100 points)
<b>Total</b>	<b>100% (500 points)</b>



**Quizzes:** There will be series of unannounced quizzes at the beginning of some classes throughout the semester. Quizzes must be completed during the allotted time at the beginning of class and cannot be made up for being late to class. They are closed book and students cannot use notes while taking the quiz. If you have a documented, excused absence for the day, you can make arrangements to make up the quiz arranged with the instructor.

**Assignments:** Assignments are due **at the beginning of class** on the due date. Detailed instructions for individual assignments will be given at a later date. There will be an automatic 10% reduction of points for any late work, regardless of how late it is. This includes coming late to class on the day it is due. *Late assignments will be accepted no later than one week after the due date.*

**Participation in Classroom Activities:** Students are expected to play an active, positive role in the class (ask and answer questions, discuss subject content, etc.). ***Laptops and phones can only be used in class for active notetaking. No surfing, Facebooking or working on other classes is allowed.*** Discourteous, argumentative, disrespectful or other unprofessional behavior is not acceptable.

Date	Topic	Assignment Due
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Aug 31	Grad Student Panel of Speakers	
Sep 2	Hot Topics Assignments	
Sep 7	FYCS Practicum	
Sep 9	Personal Statement Writing	
Sep 14	Marketing the FYCS Degree	
Sep 16	FYCS Practicum	
Sep 21	Objective Writing	
Sep 23	Human Services Careers	Practicum Assignment Due
Sep 28	Personal Expression and Influences	
Sep 30	Human Services Communications skills and practice	
Oct 5	Job Search Basics	Career Reflection Paper Due
Oct 7	Resumes/Hot Topics 1	

Oct 12	Hot Topics 2	
Oct 14	Interviews and Practice	
Oct 19	Hot Topics 3	
Oct 21	Networking/Hot Topics 4	
Oct 26	Peer Resume Review	Elevator Speech Due
Oct 28	Career Center Tour	
Nov 2	Portfolios Explained	Resumes Due
Nov 4	Alumni Module	
Nov 9	Hot Topics 5	
Nov 11	Holiday – No Class	
Nov 16	Hot Topics 6	
Nov 18	Etiquette/Ethics	
Nov 23	International Careers	
Nov 25	Thanksgiving – no class	
Nov 30	Portfolio Peer Review	
Dec 2	Open Topic	Portfolios due
Dec 7	Class Wrap Up	

**\*Minor changes may be made by the instructor during the semester, if needed.**

**Attendance Policy:** Each student brings a unique mix of knowledge and experiences to the classroom environment that enriches and facilitates discussion; therefore, it is important to be present at all class sessions. Attendance will be taken randomly throughout the semester and used for the attendance/participation points for the final grade. There are times, however, when missing class is unavoidable. *If a student misses class (whether excused or not), it is her/his responsibility to get the materials, notes, handouts and assignments from a classmate.* Absences from class will be excused only for valid reasons (e.g., illness, family death, religious holiday) and must be supported by appropriate documentation, if appropriate. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [Policy on Course Syllabi \(ufl.edu\)](http://ufl.edu)

### **FYCS Diversity, Equity and Inclusion Statement**

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. Intentional effort is made to providing access and equity to underrepresented, underserved, marginalized, and minoritized people in Florida and beyond.

### ***Students Requiring Accommodations***

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

### ***Course Evaluation***

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 [ufl.bluer.com/ufl/](http://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### ***University 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 Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### ***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, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

### ***Student Privacy***

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### ***In-Class Recording***

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

## ***Campus Resources:***

### **Health and Wellness**

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- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. [Homepage - UF Counseling and Wellness Center \(CWC\) \(ufl.edu\)](http://Homepage - UF Counseling and Wellness Center (CWC) (ufl.edu))
- 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. [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](http://Student Health Care Center » College of Medicine » University of Florida (ufl.edu))
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies). [UF Police Department \(ufl.edu\)](http://UF Police Department (ufl.edu))
- 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. [UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health](http://UF Health Shands Emergency Room / Trauma Center | UF Health, University of Florida Health)
- 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. [gatorwell.ufsa.ufl.edu](http://gatorwell.ufsa.ufl.edu) | [GatorWell Health Promotion Services](http://GatorWell Health Promotion Services)

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- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. [Career Connection Center Main - career.ufl.edu](http://Career Connection Center Main - career.ufl.edu)
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. [George A. Smathers Libraries » UF Libraries » University of Florida](http://George A. Smathers Libraries » UF Libraries » University of Florida)
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [Teaching Center – College of Liberal Arts & Sciences \(ufl.edu\)](http://Teaching Center – College of Liberal Arts & Sciences (ufl.edu))
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [Writing Studio – University Writing Program \(ufl.edu\)](http://Writing Studio – University Writing Program (ufl.edu))
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](http://Student Honor Code and Student Conduct Code | SCCR (ufl.edu))
- On-Line Students Complaints: View the Distance Learning Student Complaint Process. [State Authorization Status - Distance Learning - University of Florida \(ufl.edu\)](http://State Authorization Status - Distance Learning - University of Florida (ufl.edu))

## FYC 4931 –Fall 2021

### Family, Youth and Community Sciences Professional Development

**Section:** 14376

**Instructor:** Gregg Henderschiedt, M.S.Ed.

**Credits:** 3

**Class Location:** Little Hall 113

**Email:** [ghenderschiedt@ufl.edu](mailto:ghenderschiedt@ufl.edu) (use Canvas email)

**Prerequisites:** FYC3001, FYC3112, FYC3201, and FYC3401

**Office:** G086A, McCarty Hall B

**Office Hours:** Tuesdays 2:00-3:00pm

**Office Phone:** 352.273.3514

**Meeting Time:** Tuesday 4 (10:40 am – 11:30 am), Thursday 4-5 (10:40 am -12:35 pm)

**Text Book:** None required.

**Course Description:** To provide a professional development experience for students in FYCS including: search for employment during their final semesters of undergraduate study and information regarding graduate education and research possibilities. Emphasis is placed on career placement, graduate education, practicum readiness, professional business etiquette and elements for a successful transition to the workforce.

**Course Goal:** Assist students in transition for the professional practicum experience and from college life to graduate and/or professional life.

**Course Objectives:** After completing this course students will be able to...

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- 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. [Student Health Care Center » College of Medicine » University of Florida \(ufl.edu\)](http://Student Health Care Center » College of Medicine » University of Florida (ufl.edu))
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- 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). [Computing Help Desk » University of Florida \(ufl.edu\)](http://Computing Help Desk » University of Florida (ufl.edu))
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. [Career Connection Center Main - career.ufl.edu](http://Career Connection Center Main - career.ufl.edu)
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. [George A. Smathers Libraries » UF Libraries » University of Florida](http://George A. Smathers Libraries » UF Libraries » University of Florida)
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. [Teaching Center – College of Liberal Arts & Sciences \(ufl.edu\)](http://Teaching Center – College of Liberal Arts & Sciences (ufl.edu))
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [Writing Studio – University Writing Program \(ufl.edu\)](http://Writing Studio – University Writing Program (ufl.edu))
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](http://Student Honor Code and Student Conduct Code | SCCR (ufl.edu))
- On-Line Students Complaints: View the Distance Learning Student Complaint Process. [State Authorization Status - Distance Learning - University of Florida \(ufl.edu\)](http://State Authorization Status - Distance Learning - University of Florida (ufl.edu))

## Cover Sheet: Request 16765

### Changes to course requirements for the FYCS degree

#### Info

Process	Major Curriculum Modify Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Kathryn Ivey kbeaty@ufl.edu
Created	11/3/2021 12:05:22 PM
Updated	11/16/2021 11:22:59 AM
Description of request	After a three-year curriculum review, the department of Family, Youth and Community Sciences (FYCS) is proposing a revised framework that guides undergraduates to a degree in FYCS. We are asking the committee to review and approve the new curriculum plan.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Family, Youth and Community Sciences 60320000	Tracy Irani		11/3/2021
Current Catalog_8-semester plan_2021-2022.docx					11/3/2021
Future FYCS Plan of Study_New Curriculum .docx					11/3/2021
FYCS Graduate Statements and SLOs.docx					11/3/2021
FYCS_UG_Academic Learning Compact changes.docx					11/3/2021
College	Pending	CALS - College of Agricultural and Life Sciences			11/3/2021
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

## Major|Modify\_Curriculum for request 16765

### Info

**Request:** Changes to course requirements for the FYCS degree

**Description of request:** After a three-year curriculum review, the department of Family, Youth and Community Sciences (FYCS) is proposing a revised framework that guides undergraduates to a degree in FYCS. We are asking the committee to review and approve the new curriculum plan.

**Submitter:** Kathryn Ivey kbeaty@ufl.edu

**Created:** 11/3/2021 9:41:16 AM

**Form version:** 1

### Responses

**Major Name** Family, Youth and Community Sciences

**Major Code** FYC

**Degree Program Name** Family, Youth and Community Sciences

**Undergraduate Innovation Academy Program No**

**Effective Term** Summer

**Effective Year** 2022

**Current Curriculum for Major** Tracking:

BSC2005 and Lab

STA2023

Economics: AEB2014 or ECO2013 or ECO2023 or AEB3103

PSY2012

SYG2000

FYCS Core and Elective Requirements

FYC Prerequisite courses

MAC1105 or higher (3cr)

Physical Science (3cr)

FYCS Core Requirements

FYC3001 (3cr)

FYC3101 or SYG2430 (3cr)

FYC3201 (3cr)

FYC3401 (3cr)

Choose 2 (6cr): FYC3112, FYC4126, FYC4212

FYC4622 (3cr)

FYC4801 (4cr)

FYC4931 (3cr)

FYC4941 (3cr)

FYCS Upper Division Courses (12cr)

FYC Specialization Electives (6cr)

FYC Advisor Approved Electives

FYC Minor or Area of Specialization (15cr)

Minor or Specialization Coursework

**Proposed Curriculum Changes** Summary description of changes:

We are proposing a new set of required coursework from among the existing course offerings within FYCS. The current requirements have not been updated in over 20 years and after an extensive curriculum review process, the FYCS faculty have voted to adopt this new framework which is more reflective of the field and current demands of future employers for our graduates. The revised curriculum does not change the footprint of the major or add any new courses that are not currently listed in the undergraduate catalog. At the conclusion of the curriculum review process, we revised teaching allocations properly to ensure adequate coverage for this new curriculum and maintain current class sizes. We also adjusted the annual availability of courses to ensure students would be

able to complete the new curriculum by their expected degree completion.

From a content perspective, the core curriculum still addresses the same theoretical underpinnings and allows students to focus their coursework in specific areas within the scope of departmental expertise at a deeper level than was possible with the current curriculum. The new curriculum also emphasizes the development of professional skills required to be successful in the fields of family, youth and community sciences.

We reorganized the degree audit according to the purpose for the coursework included. There is a strain of coursework that takes the student through series of introductory and advanced theories and topics and another strain that focuses on the aspects and skills of family, youth and community sciences as a profession.

Highlights of the changes include:

- Removal of the prerequisites of MAC1105 or higher and Physical Science: The department is satisfied with the Gen Ed and CALS requirements related to math and science .
- Removal of 6 credits of advisor approved electives from courses outside FYC: Replacing these hours with internal coursework allows students to go more in-depth in advanced topics within the field.
- Revised the Practicum from 3 credits to 6 credits: This does not change the number of field hours for the student but adds an additional intellectual capstone component to the course.
- Ethics and Human Services are now part of the required curriculum rather than optional electives: This increases the emphasis on FYCS as professional field.
- Rather than 12 credit hours of upper division electives and 6 credits of advisor approved electives (typically taken outside of FYCS), students are taking 9 credit hours of intentionally chosen advanced topics courses and 6 credit hours of internal electives of their choosing: This allows students to go more in-depth in advanced topics within the field and still provides an opportunity to explore their own interests.

More detailed plans of the curriculum have been attached for review.

#### **UF Online Curriculum Change No**

**Pedagogical Rationale/Justification** The current curriculum has not been updated in over 20 years. We underwent an extensive three-year curriculum review process which included all departmental faculty and stakeholder input. The result of the review provides a new framework that is more reflective of the historical foundations in the fields yet also prepares students to address emerging issues with skills future employers for our graduates have identified as essential.

From a content perspective, the core curriculum still addresses the same theoretical underpinnings and allows students to focus their coursework in specific areas within the scope of departmental expertise at a deeper level than was possible with the current curriculum. The new curriculum also emphasizes the development of professional skills required to be successful in the fields of family, youth and community sciences.

We reorganized the degree audit according to the purpose for the coursework included. After taking a foundational course, students progress through introductory and advanced courses addressing theories and emerging trends in the fields. In addition to theories, a set of five courses provide a foundation to the aspects and skills of family, youth and community sciences as a profession. The major culminates with a significant practical experience that combines application with intellectual exploration.

**Impact on Enrollment, Retention, Graduation** For students who come in under the new curriculum, we revised teaching allocations properly to ensure adequate coverage for this new curriculum and maintain current class sizes. We also adjusted the annual availability of courses to ensure students would be able to complete the new curriculum by their expected degree completion.

For students within the current curriculum, the new curriculum satisfies all requirements within the current curriculum and the addition of academic year offerings provides current students more opportunities to enroll, improving overall time to completion. Practicum is now a variable credit (3 or 6 credits) option allowing all students to complete the appropriate number of credits for their catalog

year.

**Assessment Data Review** The current curriculum has not been updated in over 20 years. We underwent an extensive three-year curriculum review process which included all departmental faculty and stakeholder input.

The process started with faculty focus groups identifying the theoretical underpinnings, emerging issues, and skills and dispositions necessary for professionals in their respective fields. The results of these focus groups served as the foundation for the development of competency statements defining a FYCS graduate. From these competency statements, faculty working groups created the program SLOs establishing the new curriculum. The same working groups identified existing courses within the department that contributed to developing students' ability to achieve each program level SLO. This process resulted in a set of courses that would be required in the new curriculum. We then organized these courses according to their purpose in the curriculum. The competency statements, program SLOs, and mapped courses are attached.

The program SLOs resulting from the process described above are more granular in nature than the SLOs reported on for SACSCOC, but the program SLOs for SACSCOC represent the same desired outcomes. No changes to SACSCOC are necessary at this time. The program goals and SLOs remain relevant to the revised curriculum. As we implement the curriculum, we will revisit the assessment plan for SACSCOC.

**Academic Learning Compact and Academic Assessment Plan** We updated the ALC to reflect the new curriculum and previously approved changes to SACSCOC SLOs in our academic assessment plan. New ALC is attached.

**Catalog Copy** Yes

## Current FYCS Curriculum:

Family, Youth and Community Sciences Prerequisites					
Role in New Curriculum	Course	Credits	Name	Semester offered	Pre/Co-Req
No longer required prerequisites to major; credits required as either CALS or UF Gen-Ed coursework. (Toby to remove in new degree audit).	MAC1105 or higher	3-4	College Algebra or Higher	All Semesters	ALEKS exam
	Physical Science	3	Various	All Semesters	Varies
Family, Youth and Community Sciences Core Requirements					
Still Required	FYC3001	3	Principles of Family, Youth and Community Sciences	All Semesters	PSY2012 or SYG2000
FYC3101 is now an optional advanced topics class; SYG2430 has been removed as an optional replacement for FYC3101 in the proposed curriculum	FYC3101 or SYG2430	3	Parenting and Family Development or Marriage and the Family	Fall/Spring All Semesters	FYC3001 (C) None
Still Required	FYC3201	3	Foundations of Youth Development	All semesters	FYC3001 (C)
Still Required	FYC3401	3	Intro to Social and Economic Perspectives on the Community	All semesters	FYC3001 (C)
Still Required	FYC4941	3	Practical Work Experience	All Semesters	FYC3001, 3101, 3201, 3401, 4622, 4801, & 4931)
Still Required	FYC4931	3	Professional Development	Fall/Spring	FYC3001, 3101 or SYG2430, FYC3201 and FYC3401 (P)
Still Required	FYC4622	3	Planning and Evaluating Family, Youth and Community Science Programs	Fall/Spring	None
Still Required	FYC4801	4	Applied Social Research Methods	Fall/Spring	FYC3001 or STA2023 (P)
FYC3112 is now a required course. FYC4126 and FYC4212 are options for 9 hours of Advanced Topics coursework.	Choose 2: FYC3112, FYC4126, FYC4212	6	3112: Contemporary Family Problems and Interventions 4126: Urban and Rural America in Transition 4212: Contemporary Youth Problems and Solutions	<ul style="list-style-type: none"> <li>FYC3112— Fall/Spring</li> <li>FYC4126— Fall only</li> </ul>	FYC3001, FYC3101 or SYG2430 and SYG2000  FYC4126-- SYG2000,

				<ul style="list-style-type: none"> <li>FYC4212— Fall/Spring</li> </ul>	FYC3101 and FYC3401  FYC4212-- FYC3001, 3201 and SYG2000
	FYC Upper Division Electives	12	Varies	Varies	Varies
<b>FYCS Advisor Approved Electives: Must be 3000 level or above</b>					
No longer required; credits reallocated to internal coursework		3	Various topics	All Semesters	Varies
		3	Various topics	All Semesters	Varies
<b>FYCS Advisor Minor or Area of Specialization: 15 credits</b>					
Still Required		3	Various topics	Varies	Varies
		3	Various topics	Varies	Varies
		3	Various topics	Varies	Varies
		3	Various topics	Varies	Varies
		3	Various topics	Varies	Varies

## Future FYCS Plan of Study

*To be implemented as of 2022-2023 Catalog Year*

Course	Credits	Name	Semester offered	Pre/Co-Reqs
<b>Foundational Course (3 credits)</b>				
FYC3001	3	Principles of Family, Youth and Community Sciences	All semesters	PSY2012 or SYG2000
<b>The Profession (16 credits): All courses required.</b>				
FYC3115	3	Human Services	Fall and Spring	FYC3001
FYC4114	3	Ethical Issues in Family, Youth and Community Sciences	Fall only as of now; will go to Fall and Spring	Junior standing
FYC4622	3	Planning and Evaluating Family, Youth and Community Science Programs	Fall and Spring	FYC3001
FYC4801	4	Applied Social Research Methods	Fall and Spring	FYC3001 or STA2023
FYC4931	3	Professional Development	Fall and Spring	FYC3001, 3112, 3201, 3401
<b>Conceptual Knowledge: Introductory Coursework (9 credits): All courses are required</b>				
FYC3112	3	Contemporary Family Problems and Interventions	Fall and Spring	3001 co-req
FYC3201	3	Foundations of Youth Development	All semesters	3001 co-req
FYC3401	3	Intro to Social and Economic Perspectives on the Community	All Semesters	3001 co-req
<b>Conceptual Knowledge: Advanced Topics Coursework (9 credits): Pick from below.</b>				
FYC3101	3	Parenting and Family Development	Fall and Spring	Pre-req: FYC3112
FYC4126	3	Urban and Rural America in Transition	Fall only	SYG2000, 3001, and 3401
FYC4202	3	Youth and Family Relationships	Spring only	FYC3001, 3112 and 3201 *add last 2 as pre-reqs (need to put through approval)

FYC4204	3	Positive Youth Development for the Youth Professional	Fall only	FYC3001, 3201, and 4212
FYC4210	3	Children: Trauma and Resiliency	Spring only	FYC3001 and 3112
FYC4212	3	Contemporary Youth Problems and Solutions	Fall and Spring	FYC3001, 3201 and SYG2000
FYC4301	3	Engaging Communities for Decision Making and Action	Spring only	None; pre-reqs to be added in future FYC3001 and FYC3401
FYC4409	3	Working with Nonprofit Organizations in Community Settings	Fall and Spring	Junior/Senior standing
FYC4660	3	Family Policy	Fall only	FYC3112
<b>Electives in FYC (6 credits): Pick from below</b>				
FYC3005	3	Introduction to Personal and Family Financial Planning	All semesters	Sophomore standing
FYC3521	3	Community Food Systems	Summer	Junior Standing
FYC4003	3	Personal and Family Financial Counseling	Spring only	FYC3005
FYC4408	3	Organizational Leadership for Nonprofits	Fall and Spring only	Prereqs: FYC4409
FYC4410	3	Fundraising for Nonprofits	Spring only	Coreq: FYC4409
FYC4426	3	Risk Management for Nonprofits	Fall only	Coreq: FYC4409
FYC4428	3	Human Resource Management for Nonprofits	Spring only	Coreq: FYC4409
FYC4503	3	Methods of Family Life Education	Spring only	Prereq: (FYC3101, 3201) or SYG2430
FYC4803	3	Advanced Social Research Methods	Spring only	FYC4801 or instructor approval
FYC4905	1-3	Individual Study in FYCS (letter grade)	All semesters	Junior Standing and instructor approval
FYC4932	3	Special Topics in FYCS	All semesters	Sophomore standing
FYC4940	1-3	Externship	All semesters	To be created
<b>Intellectual &amp; Practical Application (6 credits) required in final semester</b>				
FYC4941	3-6; credits enrolled determined by Catalog Year.	FYCS Practicum and Capstone	All semesters	Prereq: 3001, 3115, 3112, 3201, 3401, 4114, 4622, 4801 and 4931
<b>Minor or Specialization/Area of Focus (15 credits): Work with your advisor to determine courses</b>				
	3			
	3			
	3			
	3			
	3			



To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

## Plan of Study Grid

### SEMESTER ONE CREDITS

Quest 1 (Gen Ed Humanities) 3

BSC 2005

& 2005L Biological Sciences

and Laboratory in Biological Sciences (Critical Tracking; State Core Gen Ed Biological Sciences) 4

State Core Gen Ed Composition; Writing Requirement 3

Elective 3

Credits 13

### SEMESTER TWO

Select one: 3-4

MAC 1147

Precalculus Algebra and Trigonometry (State Core Gen Ed Mathematics)

MAC 1140

Precalculus Algebra (State Core Gen Ed Mathematics)

MAC 1105

Basic College Algebra (State Core Gen Ed Mathematics)

SYG 2000 Principles of Sociology (Critical Tracking; State Core Gen Ed Social and Behavioral Sciences) 3

Electives 6

Gen Ed Physical Sciences 3

Credits 15-16

### SEMESTER THREE

Select one: 3-4

AEB 2014

Economic Issues, Food and You (Critical Tracking)

ECO 2023

Principles of Microeconomics (Critical Tracking)

ECO 2013

Principles of Macroeconomics (Critical Tracking; Gen Ed Social and Behavioral Sciences)

AEC 3030C

or SPC 2608

Effective Oral Communication

or Introduction to Public Speaking

3

PSY 2012 General Psychology (Critical Tracking; Gen Ed Social and Behavioral Sciences) 3

Gen Ed Composition 3

State Core Gen Ed Humanities 3

Credits 15-16

#### SEMESTER FOUR

Quest 2 (Gen Ed Biological or Physical Sciences) 3

Select one: 3

AEC 3033C

Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)

ENC 2210

Technical Writing

STA 2023 Introduction to Statistics 1 (Critical Tracking; Gen Ed Mathematics) 3

Electives 4

Credits 13

#### SEMESTER FIVE

FYC 3001 Principles of Family, Youth and Community Sciences (Gen Ed Social and Behavioral Sciences) 3

Select one: 3

FYC 3101

Parenting and Family Development

SYG 2430

Marriage and Family (Gen Ed Social and Behavioral Sciences and Diversity)

FYC 3201 Foundations of Youth Development 3

FYC 4622 Planning and Evaluating Family, Youth and Community Science Programs 3

Minor or Specialization (Critical Tracking) 3

Credits 15

#### SEMESTER SIX

FYC 3401 Introduction to Social and Economic Perspectives on the Community 3

FYC 3112

or FYC 4212

Contemporary Family Problems and Interventions

or Contemporary Youth Problems and Solutions

3

FYC 4801 Applied Social Research Methods 4

FYC course (Critical Tracking) 3

Credits 13

#### SUMMER AFTER SEMESTER SIX

FYC course (Critical Tracking) 3

Minor or Specialization (Critical Tracking) 3

Credits 6

#### SEMESTER SEVEN

Select one: 3

FYC 3112

Contemporary Family Problems and Interventions

FYC 4212

Contemporary Youth Problems and Solutions

FYC 4126

Urban and Rural America in Transition

FYC 4931      Family, Youth, and Community Sciences Professional Development      3

FYC course (Critical Tracking)      3

Specialization elective (3000/4000 level; Critical Tracking)      3

Minor or Specialization Critical Tracking)3

Credits 15

#### SEMESTER EIGHT

FYC 4941      Practicum in Family, Youth and Community Sciences      3

FYC course (Critical Tracking)      3

Specialization elective (Critical Tracking)3

Minor or Specialization (Critical Tracking)      6

Credits 15

Total Credits      120

Specialization electives must be at the 3000/4000 level and students must attain minimum grades of C.

## Future FYCS Plan of Study

*To be implemented as of 2022-2023 Catalog Year*

Course	Credits	Name	Semester offered	Pre/Co-Reqs
<b>Foundational Course (3 credits)</b>				
FYC3001	3	Principles of Family, Youth and Community Sciences	All semesters	PSY2012 or SYG2000
<b>The Profession (16 credits): All courses required.</b>				
FYC3115	3	Human Services	Fall and Spring	FYC3001
FYC4114	3	Ethical Issues in Family, Youth and Community Sciences	Fall only as of now; will go to Fall and Spring	Junior standing
FYC4622	3	Planning and Evaluating Family, Youth and Community Science Programs	Fall and Spring	FYC3001
FYC4801	4	Applied Social Research Methods	Fall and Spring	FYC3001 or STA2023
FYC4931	3	Professional Development	Fall and Spring	FYC3001, 3112, 3201, 3401
<b>Conceptual Knowledge: Introductory Coursework (9 credits): All courses are required</b>				
FYC3112	3	Contemporary Family Problems and Interventions	Fall and Spring	3001 co-req
FYC3201	3	Foundations of Youth Development	All semesters	3001 co-req
FYC3401	3	Intro to Social and Economic Perspectives on the Community	All Semesters	3001 co-req
<b>Conceptual Knowledge: Advanced Topics Coursework (9 credits): Pick from below.</b>				
FYC3101	3	Parenting and Family Development	Fall and Spring	Pre-req: FYC3112
FYC4126	3	Urban and Rural America in Transition	Fall only	SYG2000, 3001, and 3401
FYC4202	3	Youth and Family Relationships	Spring only	FYC3001, 3112 and 3201 *add last 2 as pre-reqs (need to put through approval)
FYC4204	3	Positive Youth Development for the Youth Professional	Fall only	FYC3001, 3201, and 4212
FYC4210	3	Children: Trauma and Resiliency	Spring only	FYC3001 and 3112
FYC4212	3	Contemporary Youth Problems and Solutions	Fall and Spring	FYC3001, 3201 and SYG2000

FYC4301	3	Engaging Communities for Decision Making and Action	Spring only	None; pre-reqs to be added in future FYC3001 and FYC3401
FYC4409	3	Working with Nonprofit Organizations in Community Settings	Fall and Spring	Junior/Senior standing
FYC4660	3	Family Policy	Fall only	FYC3112
<b>Electives in FYC (6 credits): Pick from below</b>				
FYC3005	3	Introduction to Personal and Family Financial Planning	All semesters	Sophomore standing
FYC3521	3	Community Food Systems	Summer	Junior Standing
FYC4003	3	Personal and Family Financial Counseling	Spring only	FYC3005
FYC4408	3	Organizational Leadership for Nonprofits	Fall and Spring only	Prereqs: FYC4409
FYC4410	3	Fundraising for Nonprofits	Spring only	Coreq: FYC4409
FYC4426	3	Risk Management for Nonprofits	Fall only	Coreq: FYC4409
FYC4428	3	Human Resource Management for Nonprofits	Spring only	Coreq: FYC4409
FYC4503	3	Methods of Family Life Education	Spring only	Prereq: (FYC3101, 3201) or SYG2430
FYC4803	3	Advanced Social Research Methods	Spring only	FYC4801 or instructor approval
FYC4905	1-3	Individual Study in FYCS (letter grade)	All semesters	Junior Standing and instructor approval
FYC4932	3	Special Topics in FYCS	All semesters	Sophomore standing
FYC4940	1-3	Externship	All semesters	To be created
<b>Intellectual &amp; Practical Application (6 credits) required in final semester</b>				
FYC4941	3-6	FYCS Practicum a Capstone	All semesters	Prereq: 3001, 3115, 3112, 3201, 3401, 4114, 4622, 4801 and 4931
<b>Minor or Specialization/Area of Focus (15 credits): Work with your advisor to determine courses</b>				
	3			
	3			
	3			
	3			
	3			

**FYCS Graduate Statement:** FYCS graduates are well-rounded professionals who provide service and seek to contribute to the common good. They solicit and respect the diverse contribution of others to reduce inequities and foster inclusive communities. They make reasoned decisions based on a solid foundation of ethics, knowledge, and skills and continue to expand their capabilities throughout their careers. They seek and use scientific discovery to expand our collective knowledge. When looking to the future of our society, they recognize and adapt their individual contributions to the needs of the public and profession.

**1.0 Statement of Conceptual Knowledge:** FYCS graduates have the knowledge and expertise to find, review, interpret, and apply appropriate theoretical models to address the challenges of individuals, families, and communities in a global society.

**Student Learning Outcomes (*Program Level*)**

1.1 Students interpret social issues, disparities, and inequities using a critical perspective.

1.2 Students apply evidence-based prevention and intervention approaches and techniques to address negative outcomes.

1.3 Students predict or explain behavior or outcomes using discipline-specific theories and models.

**2.0 Statement of Communication Skills:** FYCS graduates use culturally appropriate and effective interpersonal communication and active listening skills for the benefit and welfare of the diverse groups they serve, their colleagues, and fellow community members. They use inclusive modes of communication, including effective oral and written communication in both public and professional venues.

**Student Learning Outcomes (*Program Level*)**

2.1 Students apply critical thinking skills to develop culturally and contextually appropriate materials for outreach and engagement, research, and evaluation.

2.2 Students apply core verbal and nonverbal communication skills in culturally and contextually appropriate ways.

2.3 Students use appropriate, discipline-specific, professional terminology to communicate effectively.

2.4 Students apply the fundamentals of oral presentation and written communication in different contexts, including research, evaluation, outreach, and engagement.

**3.0 Statement of Professional Skills:** FYCS graduates are respectful, consider diverse perspectives, and practice with the highest standards and ethics in both public and professional venues to promote equity and foster inclusive communities. They possess reflective capacities that they use for personal and professional growth, including setting and recognizing boundaries, practicing coping skills, and demonstrating empathy to others. They demonstrate professionalism and acknowledge the limitations of their training.

**Student Learning Outcomes (*Program Level*)**

- 3.1 Students foster inclusive communities.
- 3.2 Develop, modify, adapt, & implement a plan of action with limited guidance to achieve personal and/or professional goal(s).
- 3.3 Students will build meaningful connections for personal and professional development.
- 3.4 Students work within their areas of professional expertise and defer to other professionals when needed.
- 3.5 Students practice professional boundary setting for themselves and recognize and respect the boundaries others have established.
- 3.6 Students anticipate potential conflict and employ appropriate conflict management skills to prevent, diffuse, or resolve it.
- 3.7 Students demonstrate empathy through self-reflection and perspective taking.
- 3.8 Students recognize their wellness needs and evaluate the effectiveness of the coping strategies they employ to promote self-care.
- 3.9 Students recognize others' wellness needs and recommend appropriate coping strategies to promote self-care.
- 3.10 Students identify ethical principles salient in a situation and practice ethical decision-making.
- 3.11 Students practice effective collaboration skills.
- 3.12 Students practice self-reflection for personal accountability and social responsibility.
- 3.13 Students apply appropriate professional standards.
- 3.14 Students provide constructive feedback that is both motivating and critical.
- 3.15 Students objectively consider, reflect on, and appropriately respond to feedback they receive and decide how to act upon it, if at all.
- 3.16 Students incorporate perspectives other than their own in decision-making.



**4.0 Statement of Technical Skills:** FYCS graduates possess a solid foundation of knowledge, technical, and research skills that prepare them to make evidence-based decisions that enhance society, reduce inequity, and foster inclusive communities.

**Student Learning Outcomes (*Program Level*)**

4.1 Students apply appropriate planning strategies to propose evidence-based programs.

4.2 Students propose appropriate strategies to evaluate programs.

4.3 Students demonstrate proficiency in an appropriate suite of professional software programs.

4.4 Students conduct, read and critique social research.

This major takes an interdisciplinary approach to the applied social sciences and prepares students for a career in professions that strengthen families, children, youth and communities. Students' knowledge and skills will be developed through foundation courses in sociology, psychology and economics; through advanced courses in family, youth and community development; and through specialized courses in prevention and intervention. Students will be able to evaluate strategies, integrate knowledge of ethical standards and use professional skills for handling contemporary problems.

## BEFORE GRADUATING STUDENTS MUST

- ~~• Pass an exam on fundamental concepts given as part of [FYC 4931](#).~~
- ~~• Achieve minimum grades of C in [AEC 3030C](#) and [AEC 3033C](#). These courses are graded using rubrics developed by a faculty committee.~~
- Complete a final project in [FYC 4931](#), including a written report and oral presentation.
- Complete the practicum course [FYC 4941](#) with performance evaluations completed by agency supervisors.
- Complete requirements for the baccalaureate degree, as determined by faculty.

**Commented [IB1]:** Removed this exam several years ago during SACS revisions

**Commented [IB2]:** These are CALS requirements not FYCS

## STUDENTS IN THE MAJOR WILL LEARN TO

### Student Learning Outcomes (SLOs)

#### Content

- ~~1. Apply the guiding framework of human ecology and other related theories to contribute to positive outcomes for diverse families, youth and communities at home and abroad.~~
- ~~1. Apply the guiding framework of Family, Youth and Community Sciences disciplines to contribute to positive outcomes.~~
2. Apply strategies for prevention and intervention in contemporary family, youth and community problems and issues.

**Commented [IB3]:** FYCS adjusted our SLOs in recent years via the Approval system for SACS Accreditation and we failed to update the ALC. The University Assessment Committee has already approved the SLOs in February 2020.

#### Critical Thinking

3. Apply current research findings relevant to families, youth and communities.
- ~~4. Integrate professional skills, ethical standards and knowledge needed to participate in and to provide leadership in civic and professional life.~~

#### Communication

- ~~4. Students interpret and analyze data and text and apply speaking skills to communicate their findings in formal settings related to family, youth and community sciences organizations using multimedia software.~~

5. Students interpret and analyze data and text and apply this to write effectively in a manner appropriate to conventions of social science research.

~~5. Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences and in family, youth and community sciences.~~

## Curriculum Map

*I = Introduced; R = Reinforced; A = Assessed*

Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
<u>AEG 3030G</u>					I
<u>AEG 3033G</u>					I
<u>FYC 3001</u>	I	I	I	I	I
<u>FYC 3101 or SYG 2403</u>	I	R	I		R
<u>FYC 3112</u>	IR	IR	IR	I	A
<u>FYC3115</u>	R	R	R	R	R
<u>FYC 3201</u>	I	I	I	I	IR
<u>FYC 3401</u>	I	I	I	I	IR
<u>FYC4114</u>	R	R	R	R	R
<u>FYC 4126</u>	R	R			
<u>FYC 4212</u>	R	R	R		A
<u>FYC 4622</u>	R	A	R	A	R
<u>FYC 4801</u>	R	R	A	R	A
<u>FYC 4931</u>	AR	R	R	R	R
<u>FYC 4941</u>	A	R	R	AR	R
<u>Academic Learning Compact 5</u>					

Commented [IB4]: Change from A to I

Commented [IB5]: Added A

Commented [IB6]: Changed from A to R

Commented [IB7]: Added A

Commented [IB8]: Changed from A to R

## ASSESSMENT TYPES

- Final paper

- Project
- Presentation
- Practicum Supervisor's Performance Evaluations

# FAMILY, YOUTH AND COMMUNITY SCIENCES

## MAJOR

- [Home](#)
- [Undergraduate Catalog](#)
- [Colleges and Schools](#)
- [Agricultural and Life Sciences, College of](#)
- Family, Youth and Community Sciences

This social science major prepares students to address predictable human developmental changes, unpredictable events such as natural disasters, and persistent problems such as poverty and nutrition. Family, Youth and Community Sciences students study sociology, psychology, and economics as well as advanced topics in youth, family, and community development.

## ABOUT THIS PROGRAM

- **College:** [Agricultural and Life Sciences](#)
- **Degree:** Bachelor of Science
- **Credits for Degree:** 120
- [More Info](#)

*To graduate with this major, students must complete all university, college, and major requirements, [which include a minor or area of specialization.](#)*

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

*This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.*

SEMESTER ONE		CREDITS
Quest 1 (Gen Ed Humanities)		3
<b>BSC 2005 &amp; 2005L</b>	<b>Biological Sciences and Laboratory in Biological Sciences (Critical Tracking; State Core Gen Ed Biological Sciences)</b>	4
State Core Gen Ed Composition; Writing Requirement		3
Elective		3
Credits		13
SEMESTER TWO		
Select one: Gen. Ed Mathematics		3-43
<u>MAC 1147</u>	<u>Precalculus Algebra and Trigonometry (State Core Gen Ed Mathematics)</u>	-
<u>MAC 1140</u>	<u>Precalculus Algebra (State Core Gen Ed Mathematics)</u>	-
<u>MAC 1105</u>	<u>Basic College Algebra (State Core Gen Ed Mathematics)</u>	-
<b>SYG 2000</b>	<b>Principles of Sociology (Critical Tracking; State Core Gen Ed Social and Behavioral Sciences)</b>	3
General Electives		61
Gen Ed Physical Sciences <u>Quest 2</u>		3
<u>Gen Ed International (N))</u>		3
Credits		1315-16
SEMESTER THREE		
Select one:		3-4
<u>AEB 2014</u>	<u>Economic Issues, Food and You (Critical Tracking)</u>	-
<u>ECO 2023</u>	<u>Principles of Microeconomics (Critical Tracking)</u>	-
<u>ECO 2013</u>	<u>Principles of Macroeconomics (Critical Tracking; Gen Ed Social and Behavioral Sciences)</u>	-
<u>AEC 3030C</u> or <u>SPC 2608</u>	Effective Oral Communication or Introduction to Public Speaking	3
<b>PSY 2012</b>	<b>General Psychology (Critical Tracking; Gen Ed Social and Behavioral Sciences)</b>	3

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Gen Ed Composition	3	
<u>State Core Gen Ed Humanities</u>	3	Formatted: Font: (Default) Arial, 12 pt
<u>Gen Ed Diversity</u>	<u>3</u>	
	<b>Credits</b>	<b>15-16</b>
<b>SEMESTER FOUR</b>		Formatted: Font: Arial
<del>Quest 2</del> (Gen Ed Biological or Physical Sciences)	3	Formatted: Right
Select one:	3	Formatted Table
<u>AEC 3033</u> Research and Business Writing in Agricultural and Life Sciences (Writing Requirement)		Formatted: Font: (Default) Arial, 12 pt
<u>ENC 2210</u> Technical Writing (Writing Requirement)		Formatted: Indent: First line: 0.17"
<u>ENC 3254</u> Professional Writing in the Discipline (Writing Requirement)		Formatted: Indent: First line: 0.17"
<u>STA 2023</u> Introduction to Statistics 1 (Critical Tracking; Gen Ed Mathematics)	3	Formatted: Indent: First line: 0.17"
<u>General Education - Diversity</u>	<u>3</u>	Formatted: Font: (Default) Arial, 12 pt, Bold
Select one:	<u>3-4</u>	Formatted Table
<u>AEB 2014</u> Economic Issues, Food and You (Critical Tracking; Gen Ed Social and Behavioral Sciences)	-	Formatted: Font: Bold
<u>ECO 2023</u> Principles of Microeconomics (Critical Tracking; Gen Ed Social and Behavioral Sciences)	-	Formatted: Font: Arial
<u>ECO 2013</u> Principles of Macroeconomics (Critical Tracking; Gen Ed Social and Behavioral Sciences)	-	Formatted: Font: Bold
<u>FYC3001</u> Principles of Family, Youth and Community Sciences (Gen Ed Social and Behavioral Sciences)	43	Formatted Table
	<b>Credits</b>	<b>1315-16</b>
<b>SUMMER AFTER SEMESTER FOURSEMESTER FIVE</b>		

<u>FYC 30201</u>	<del>Principles of Family, Youth and Community Sciences (Gen Ed Social and Behavioral Sciences)</del> <u>Foundations of Youth Development</u>	3
<u>Select one:</u>		<u>3</u>
<u>FYC 3101</u>	Parenting and Family Development	-
<u>SYG 2430</u>	Marriage and Family (Gen Ed Social and Behavioral Sciences and Diversity)	-
<u>FYC 3201</u>	Foundations of Youth Development	<u>3</u>
<u>FYC 4622</u>	Planning and Evaluating Family, Youth and Community Science Programs	<u>3</u>
<u>Minor or Specialization (Critical Tracking)</u>		<u>3</u>
<u>FYC3401</u> <u>Introduction to Social and Economic Perspectives on</u> <u>Introduction to Community</u> <u>Social and</u> <u>Economic</u> <u>Perspectives</u> <u>on Community</u>		<u>3</u>
<u>General Elective</u> <del>General Elective</del>		<u>3</u>
<b>Credits</b>		<b><u>159</u></b>
<b>SEMESTER FIVESIX</b>		
<u>FYC3115FY</u> <u>G-3401</u>	<del>Introduction to Social and Economic Perspectives on the</del> <del>Community</del> <u>Human Services</u>	3
<u>FYC4114FY</u> <u>G-3112</u> or <u>FYC 4212</u>	<del>Ethical Issues in Family, Youth and Community</del> <del>Sciences</del> <u>Contemporary Family Problems and Interventions</u> or <u>Contemporary Youth Problems and Solutions</u>	3
<u><del>FYC 4801</del>Minor or Specialization Course (Critical Tracking) <del>Applied Social Research Methods</del></u>		<b><u>43</u></b>
<u>FYC3112</u> course ( <b>Critical Tracking</b> ) <u>Contemporary</u> <u>Family</u> <u>Problems and</u> <u>Interventions</u>	<u>Contemporary Family Problems and Interventions</u>	3
<u>FYC4622</u>	<u>Planning and Evaluating Family, Youth and Community</u> <u>Sciences Programs</u>	<b><u>3</u></b>

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	Credits	1315	Formatted: Font: Arial
<b>SUMMER AFTER SEMESTER SIX</b>			Formatted Table
FYC <u>Advanced Topic</u> course <del>(Critical Tracking)</del>	3		Formatted: Right
Minor or <u>Specialization Course</u> , or FYC <u>Advanced Topic</u> <u>Specialization</u> <del>(Critical Tracking)</del>	3		Formatted: Font: Arial, 12 pt
<u>FYC4801</u> <u>Applied Social Research Methods</u>	4		Formatted: Font: Arial, Not Bold
<u>FYC Elective</u> <u>(Critical Tracking)</u>	3		Formatted: Font: Arial
<u>Minor or Specialization Course</u>	3		Formatted: Font: Arial
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	Credits	16	Formatted: Font: Arial
<b>SEMESTER SEVEN</b>			Formatted: Font: Arial, Not Bold
FYC <u>Advanced Topic</u> <u>Select one:</u>	3		Formatted: Font: Arial
<u>FYC</u> <u>Contemporary Family Problems and Interventions</u>	-		Formatted Table
<u>Advanced</u> <u>Topic 3112</u>			Formatted: Right
<u>FYC 4212</u> <u>Contemporary Youth Problems and Solutions</u>	-		Formatted: Font: Arial, 12 pt
<u>FYC 4126</u> <u>Urban and Rural America in Transition</u>	-		
<u>FYC 4931</u> <u>Family, Youth, and Community Sciences Professional Development</u>	3		Formatted: Font: (Default) Arial, 12 pt
FYC <u>Elective</u> course <del>(Critical Tracking)</del>	3		Formatted Table
<u>Specialization elective (3000/4000-level; Critical Tracking)</u>	3		
<u>Minor or Specialization Course (Critical Tracking)</u> <u>or</u> <u>Specialization Critical Tracking)</u>	3		Formatted: Font: Bold
			Formatted Table
	Credits	125	Formatted: Font: Bold
<b>SEMESTER EIGHT</b>			Formatted: Font: Bold
<u>FYC 4941</u> <u>Practicum in Family, Youth and Community Sciences</u> <u>(Critical Tracking)</u>	36		Formatted: Font: Arial
FYC <u>Advanced Topic or Minor</u> course <del>(Critical Tracking)</del>	3		Formatted: Right
<u>Minor or Specialization Course</u> <u>Specialization elective (Critical Tracking)</u>	33		Formatted: Font: Arial, 12 pt
<u>Minor or Specialization (Critical Tracking)</u>	6		Formatted: Font: (Default) Arial, 12 pt, Bold
			Formatted: Font: Bold
	Credits	1512	Formatted: Font: Bold
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**Total Credits      120**

*Specialization electives must be at the 3000/4000 level and students must attain minimum grades of C.*

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	Competency Statements
<b>Conceptual Knowledge</b>	FYCS graduates have the knowledge and expertise to find, review, interpret, and apply appropriate theoretical models to address the challenges of a global society.
<b>Communication Skills</b>	FYCS graduates use culturally appropriate and effective interpersonal communication and active listening skills for the benefit and welfare of the diverse groups they serve, their colleagues, and fellow community members. They use inclusive modes of communication, including effective oral and written communication in both public and professional venues.

## **Professional Skills**

FYCS graduates are respectful, consider diverse perspectives, and practice with the highest standards and ethics in both public and professional venues to promote equity and foster inclusive communities. They possess reflective capacities that they use for personal and professional growth, including setting and recognizing boundaries, practicing coping skills, and demonstrating empathy to others. They demonstrate professionalism and acknowledge the limitations of their training.

## **Technical Skills**

FYCS graduates possess a solid foundation of knowledge, technical, and research skills that prepare them to make evidence-based decisions that enhance society, reduce inequity, and foster inclusive communities.

	<b>Foundational Course (3 credits)</b>
<b>Program Level SLOs</b>	<b>FYC 3001</b>
1.1 Interpret social issues, disparities, and inequities using a critical perspective	I
1.2 Apply evidence-based prevention and intervention approaches and techniques to address negative outcomes	I
1.3 Predict or explain behavior or outcomes using discipline-specific theories and models	I
2.1 Apply critical thinking skills to develop culturally and contextually appropriate materials for outreach and engagement, research, and evaluation	
2.2 Apply core verbal and nonverbal communication skills in culturally and contextually appropriate ways	
2.3 Use appropriate, discipline-specific, professional terminology to communicate effectively	I
2.4 Apply the fundamentals of oral presentation and written communication in different contexts, including research, evaluation, outreach, and engagement	R
3.1 Foster inclusive communities	R
3.2 Develop, modify, adapt, and implement a plan of action with limited guidance to achieve personal and/or professional goals	I

3.3 Build meaningful connections for personal and professional development	I
3.4 Work within their areas of professional expertise and refer to other professionals when needed	I
3.5 Practice professional boundary setting for themselves and recognize and respect the boundaries others have established	I
3.6 Anticipate potential conflict and employ appropriate conflict management skills to prevent, diffuse, or resolve it	
3.7 Demonstrate empathy through self-reflection and perspective taking	I
3.8 Recognize their wellness needs and evaluate the effectiveness of the coping strategies they employ to promote self-care	
3.9 Recognize others' wellness needs and recommend appropriate coping strategies to promote self-care	
3.10 Identify ethical principles operating in a situation and practice ethical decision-making	
3.11 Practice effective collaboration skills	I
3.12 Practice self-reflection for personal accountability and social responsibility	I
3.13 Apply appropriate professional standards	
3.14 Provide constructive feedback that is both motivating and critical	
3.15 Objectively consider, reflect on, and appropriately respond to feedback they receive and decide how to act upon it, if at all	I
3.16 Incorporate perspectives other than their own in decision-making	

4.1 Apply appropriate strategies to proposed evidence-based programs	I
4.2 Apply appropriate strategies to evaluate programs	
4.3 Students demonstrate proficiency in an appropriate suite of professional software programs	I
4.4 Students conduct, read and critique social research	I



The Profession (16 credits): All courses required.					Conceptual Knowledge
FYC 3115	FYC 4114	FYC 4622	FYC 4801	FYC 4931	FYC 3112
A	I	R		A	A
R		A			A
R	I	A			A
		A	R		R
A				A	
R		A	I	A	A
R		A	A	A	A
A		R			I
R		R	I	A	

R				A	
R	A	I		A	
R	A	I		I	I
R				R	
R	R			R	
R	R			R	R
R					
R	A	I			
R		A	i	A	
R	R	A		I	
A	A		R		
R			I		
R			R		
R	R	R	I	I	

		A			I
		A			
			I: Qualtrics R: Word A: SPSS	A	
		I: Conduct A: Read/Critique	A		

## Courses

Courses that Introduce (I), Reinforce (R), or Assess (A) each Program Level SLO.

Knowledge: Introductory Coursework (9 credits):  
All courses are required.

Conceptual Knowledge: Advanced

<b>FYC 3201</b>	<b>FYC 3401</b>	<b><i>FYC 3101</i></b>	<b><i>FYC 4126</i></b>	<b><i>FYC 4202</i></b>	<b><i>FYC 4204</i></b>
I	R	I	A	R	I
			A	A	R
R	R	I	R	R	R
		A	R		A
I		A			A
I	I	I	A	A	R
		A	A	A	A
R	R	I	A	R	I
	I				

					I
I		I		R	I
		A		R	
	R	A		R	I
		A			
I		A		R	
I		I		I	I
			A		A
I	I	A		R	
				R	I
		A			
R		A		R	R
I	I		A	R	R

	I		R	A	
			R	R	
			R	I	

Advanced Topics Coursework (9 credits): Pick from below.					Intellectual & Practical Application (6 credits)
<b>FYC 4210</b>	<b>FYC 4212</b>	<b>FYC 4301</b>	<b>FYC 4409</b>	<b>FYC 4660</b>	<b>FYC 4941</b>
A		A	R	R	A
A	R	R	R	A	A
A	A	A	R	I	A
	A	A	R		A
R	A		R	R	A
R	A	A	R	A	A
	A	A	R	A	A
R	R	R	R	R	R
		I			A

	R	I	I		R
		R	I		R
	R				R
	R		R		R
R	R				R
R	R				
R	R				
	R		R		
	A	R	R		A
	R		I		A
	R	I	R		A
					A
			R		A
	A	I	R		R



A		A	R		A
	A	A	R		A
	R: Read/Critique	R			R

## Cover Sheet: Request 16739

Offer Bioinformatics (BIF) minor through UF online

### Info

Process	Program Modify Platform Ugrad/Pro
Status	Pending at CALS - College of Agricultural and Life Sciences
Submitter	Monika Oli moli@ufl.edu
Created	10/29/2021 9:55:32 AM
Updated	11/17/2021 12:55:21 PM
Description of request	The integration of bioinformatic and traditional methods is not stressed in many undergraduate programs, leaving the next generation of biologists without the skills they need to succeed in tomorrow's research environment. We created the undergraduate minor in Bioinformatics to provide this critical training to future professionals in the biological disciplines. We want to provide this opportunity to our UFO students as well.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Pending	CALS - College of Agricultural and Life Sciences			10/29/2021
No document changes					
College					
No document changes					
Associate Provost for Undergraduate Affairs					
No document changes					
University Curriculum Committee					
No document changes					
UF Online					
No document changes					
SACS Director					
No document changes					
Office of the Registrar					
No document changes					
OIPR Notified					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					
Director of Institutional Assessment Notified					
No document changes					

## Program|Modify\_Platform for request 16739

### Info

**Request:** Offer Bioinformatics (BIF) minor through UF online

**Description of request:** The integration of bioinformatic and traditional methods is not stressed in many undergraduate programs, leaving the next generation of biologists without the skills they need to succeed in tomorrow's research environment. We created the undergraduate minor in Bioinformatics to provide this critical training to future professionals in the biological disciplines. We want to provide this opportunity to our UFO students as well.

**Submitter:** Monika Oli moli@ufl.edu

**Created:** 10/29/2021 9:47:08 AM

**Form version:** 1

### Responses

**Name** Bioinformatics

**Major or Minor Code** BIF

**Effective Term** Earliest Available

**Effective Year** 2022

**Differences from Residential Program** None except that with the permission of the instructor the UFO students can do their mandatory independent research project at another location, besides UF

**Pedagogical Rationale/Justification** Bioinformatics is a cutting edge field. Having a minor in the field will promote the careers of our UFO students,

**Impact on Existing Residential and Online Programs** None.

The availability of the minor for UFO students has to be approved by the instructors (Kolaczowski or De Crecy) due to limited spaces in the minor

March 17, 2021

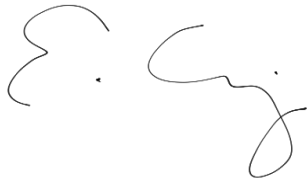
University Curriculum Committee  
Office of Undergraduate Affairs  
235 Tigert Hall  
Gainesville, FL 32611

Dear members of the University Curriculum Committee:

With this letter, I convey my full support for the University of Florida (UF) College of Agricultural and Life Sciences' efforts to offer a minor in Bioinformatics via the UF Online pathway. I believe that this minor will contribute positively to the needs of students and equip them with the knowledge and skills necessary to mine and analyze genomic data in numerous scientific fields.

UF Online looks forward to seeing this offering thrive for many years to come!

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Cummings', with a stylized flourish at the end.

Evangeline J. Tsibris Cummings  
Assistant Provost and Director of UF Online

# BIOINFORMATICS

## MINOR

This minor provides solid exposure to bioinformatics with an emphasis on microbes. With the avalanche of genomic information available, bioinformatics skills are necessary to mine and analyze genomic data.

Catalog copy

[HTTPS://CATALOG.UFL.EDU/UGRD/COLLEGES-SCHOOLS/UGAGL/BIF\\_UMN/](https://catalog.ufl.edu/UGRD/colleges-schools/UGAGL/BIF_UMN/)  
ABOUT THIS PROGRAM

- **College:** [Agricultural and Life Sciences](#)
- **Credits:** 15-16 | Completed with minimum grades of C
- **Contact:** [Email](#) | [Email](#)
- **This minor is available to UFO students only with approval by the instructors (-> [contact email](#))**

## Department Information

*This minor is open to all students who have a science background and who meet course prerequisites.*

It is particularly appropriate for students majoring in biology, mathematics, microbiology and cell science, statistics and zoology, and for students who are interested in professional programs in dentistry, medicine and pharmacy.

Microbiology and cell science majors should meet with their academic advisors before applying to this minor to plan a program of study. No more than three credits of the required courses below and 3-4 credits of the electives below can count toward both the major and the minor.

There are 12 required credits, consisting of three courses and a capstone independent study course, and one 3 or 4 credit elective.

## REQUIRED COURSES

**ALL COURSES LISTED ARE AVAILABLE ONLINE**

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Code	Title	Credits
<del>Select one:</del>		<del>3</del>
<u>BSC 2891</u>	Python Programming for Biology (spring only)	<u>3</u>
<u>CAP 5510</u>	<del>Bioinformatics (fall only)</del>	
<u>BSC 4434C</u>	Introduction to Bioinformatics <del>(fall only)</del>	3
<u>BSC 4913</u>	Independent Research in Bioinformatics	3
<u>MCB 4320C</u>	The Microbiome (spring only)	3
Approved elective		3-4
<b>Total Credits</b>		<b>15-16</b>

~~Course List~~

## APPROVED ELECTIVES

Code	Title	Credits
<u>BSC 4914</u>	Advanced Independent Research in Bioinformatics	3
<u>MCB 4934</u> <del>HOS 3305</del>	<del>Advanced Bioinformatics (spring)</del> Introduction to Plant Molecular Biology (fall only)	<del>3</del> 3
<u>MAP 4484</u>	<del>Modeling in Mathematical Biology (spring only)</del>	<del>3</del>
<u>PCB 3063</u>	Genetics	4
<u>PCB 4674</u>	<del>Evolution (fall and spring only)</del>	4
<u>PCB 5065</u>	<del>Advanced Genetics (fall only)</del>	4

~~Course List~~

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