

Graduate Curriculum Committee

Minutes

October 12, 2023  
Meeting Materials

Voting Conducted  
via Zoom

I. Presentation and review of the Minutes from the September Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

There are no updates to present at this time.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

There are no modifications to present at this time.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

There are no new courses submitted through the 5000-level path to present.

V. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

ENG – Biomedical Engineering

1. BME 6XXX *Patient Dosimetry in Medical Imaging and Radiotherapy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18740>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CLAS – Economics

2. ECO 7116 *Microeconomic Theory 2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18738>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

MED – Pathology, Immunology and Laboratory Medicine

3. GMS 6XXX *Artificial Intelligence in Healthcare Education I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18422>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

4. GMS 6XXX *Artificial Intelligence in Healthcare Education II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18423>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

MED – Neuroscience

5. GMS 6XXX *Computational Skills for Neuroscience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18843>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

MED – Pathology, Immunology and Laboratory Medicine

6. GMS 6XXX *Foundations of Healthcare Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18419>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

7. GMS 6XXX *Research Design in Healthcare Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18421>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

8. GMS 7XXX *Practicum in Learning Analytics and Artificial Intelligence*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18417>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CBA – Marketing

9. MAR 6XXX *Business to Business Marketing*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18403>

Proposal has been conditionally approved. Once revised, the results will be shared with GCC Members before approval.

CALS – Microbiology and Cell Science

10.MCB 6XXX *Computational Genomics and Epigenomics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18512>

Proposal has been approved by the GCC with a note to correct the syllabus provided to students.

COP – Pharmacotherapy and Translational Research

11.PHA 6XXX *Forensic Ethics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18767>

Proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

PHHP – Public Health

12.PHC 6XXX *Public Health Leadership*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18744>

Proposal has been approved by the GCC.

CALS – Plant Pathology

13.PLP 6XXX *Fastidious Bacteria and Plant Diseases*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18495>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CBA – Finance, Insurance and Real Estate

14.REE 6XXX *Law of Real Estate Transactions*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18531>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

#### HHP – Sport Management

15.SPM 5XXX *The Racquet Sports Industry*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18517>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

16.SPM 6XXX *Advanced Sport Law*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17718>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

#### CLAS – Sociology

17.SYA 6XXX *Professional Development in Sociology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18835>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

#### DCP – Urban and Regional Planning

18.URP 6XXX *Community Engagement*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18554>

Proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

#### VI. Information Items:

1. [GMS 6022](#) – 18546 – Change credit hours 3 to 2
2. [GMS 6290](#) – 18728 – Change credits from Non-repeatable to Repeatable (max 12)
3. [SYA 6905](#) – 18548 – Change variable and maximum repeatable credit (max 15)
4. [VME 6616](#) – 18837 – Change to course title
5. [VME 6617](#) – 18838 – Change to course title

Graduate Curriculum Committee

Agenda

November 9, 2023  
Meeting Materials

Voting Conducted  
via Zoom

I. Presentation and review of the Minutes from the October Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

JOU – Mass Communication

1. MMC 6XXX *Media Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18772>

GCC requested revisions to the course description and questioned the reading material. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

III. Course Change Proposals: The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

CALS – Entomology and Nematology

1. ENY 5006 *Graduate Survey of Entomology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18770>

This is a request to change the credit hours, course description, and co-requisites.

PHHP – Public Health

2. PHC 6940 *Master of Public Health Capstone*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18743>

This is a request to change to S/U, credit hours, and course objectives.

3. PHC 7083 *Computational Data Science for Epidemiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18782>

This is a request to change the course title, credit hours, and prerequisites.

IV. New 5XXX Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

#### MED – Biochemistry and Molecular Biology

1. BCH 5XXX *Fundamentals of Biochemistry & Molecular Biology*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18977>

A survey of the structure, function, and metabolism of amino acids, proteins, carbohydrates, lipids, and nucleic acids and an introduction to concepts in cell structure, replication, growth, and metabolic regulation.

#### CLAS - Geological Sciences

2. GLY 5XXX *Cosmochemistry*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18956>

Chemistry of early Solar System and planetary processes. Emphasizes planetary materials, and the accretion, differentiation, and magmatic evolution of the terrestrial planets and asteroids.

V. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

#### COE – School of Special Education, School Psychology, and Early Childhood Studies

1. EEC 6XXX *Assessment and Evaluation in Early Childhood Settings*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18925>

Students will explore topics related to assessment, measurement, and evaluation as they apply to early childhood development and learning for infants, toddlers, preschoolers, and children in the early grades. Principles and recommended practices related to assessment and how to evaluate assessment instruments in early childhood care and education settings will be addressed through a developmental equity lens.

2. EEC 6XXX *Families as a Context in Early Childhood Studies*  
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18923>

Explores the knowledge and skills necessary to form partnerships with families and how the family unit functions within the context of early childhood development and learning. Connections between theory and application of family capacity building will be identified through a developmental equity lens.

## SFRC – Forest Resources and Conservation

3. FOR 5XXX *Introduction to programming with R*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18963>

An online scientific programming course taught using R language. The programming techniques learned in this course will be easily transferable to other programming languages. The focus will be on programming for scientific analyses. This course will cover basic concepts and techniques in programming such as recognizing and changing data types, reading in and writing out data, indexing, loops, creating functions, iterations, manipulating data and creating plots.

## HHP – Sport Management

4. PET 5XXX *High Performance Coaching: Leadership Through a Sport Lens*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18876>

Students will examine techniques to foster intrinsic motivation and self-awareness among those they lead through a sport lens in high performance settings. Individual development dialogues will assist those they lead on a journey of self-discovery with the goal of creating a platform to develop a positive and healthy inner coach.

5. SPM 5XXX *Name, Image, and Likeness: Amateur Athletes as Brands*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18519>

Intercollegiate athletics is undergoing seismic shifts as athletes begin monetizing their name, image and likeness for the first time. This class serves as an introduction to NIL rules and laws to examine how the industry is adapting and explore how college athletes can develop their personal brands to maximize opportunities.

6. SPM 5XXX *Nonprofit Management in Sport*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17709>

This course is designed to survey the nonprofit sport environment through a managerial lens. It will situate the nonprofit sector as an important facet of the sport industry, and allow students to analyze this space in the broader social and historical context of its existence.

7. SPM 5XXX *Sport Sponsorship*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/17717>

This course is designed to explore sponsorship in sport. Through the exploration of various types of sponsorship, students will also be able to formulate their own creative solutions to achieve partner brand objectives. Further, students will gain a firm understanding in how

sports sponsorships are sought out, formulated, evaluated, and activated to produce positive ROI and ROO for partner brands.

#### CALS – Soil and Water Science

8. SWS 6XXX *Soil Health and Data*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18785>

Examine the concept, history, and underlying science of soil health; Apply basic statistical methods to analyze soil data and assess soil health in the R programming environment; Compare and select soil health indicators; Discuss the management practices for enhancing soil health.

#### VI. Information Items:

1. [APK 6176](#) – 17571 – Change to course title, transcript title, and course description
2. [DCP 6943](#) – 18681 – Change from Internship to Lecture Type
3. [EME 5405](#) – 18456 – Change prerequisites
4. [ENU 6935](#) – 18859 – Change to S/U and max repeatable to 8 credits
5. [PHC 6064](#) – 18984 – Share Ownership from PPHP with MED-Biostatistics
6. [WIS 6306](#) – 18692 – Change to course description and objectives

MMC 6XXX Media Psychology (18772)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

**The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):**

- 1) Course description needs minor revisions.
  - a) Delete introductory words to reduce unneeded introduction to simply begin with "Examines... "
  - b) The course description does not appear in the syllabus.
  - c) Ensure that the course description on the submitted form and syllabus match.
  
- 2) Readings are dated. Are there no recent materials? There is virtually nothing from the last 15 years, which seems like a fundamental flaw. This is especially critical with current media dynamics.

# Course|New for request 18772

## Info

**Request:** MMC 6XXX Media Psychology

**Description of request:** Seeking permanent course number for Media Psychology

Media psychology examines how we interact with media on the psychological level. Instead of focusing only on the user or the media, media psychology examines media use and effects as an interaction between media, content message, and users. The course helps you gain a general overview of the theories and methods in this area.

**Submitter:** Jennifer Goodman rgoodman@jou.ufl.edu

**Created:** 10/20/2023 12:21:26 PM

**Form version:** 3

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

MMC

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

6

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Media Psychology

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Media Psychology

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

### **Delivery Method(s)**

*Indicate all platforms through which the course is *<i>currently</i> <i>planned</i> to be delivered.**

Response:  
On-Campus

### **Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors. &nbsp;

Response:  
Seminar

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course.

Response:  
3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:  
Examines how we interact with media on the psychological level. Media use and effects as an interaction between media, content message, and users are explored.

**Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
n/a

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

n/a

### Completing Prerequisites:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

<ol>

- Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

## Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Media psychology is a prominent field within mass communications. This course will help students understand the motivation and adoption of media, media processing theories, and media effects.

Furthermore, student conduct a study, which is submitted to conferences and for publication.

Thus, it helps advance students' research and their research agendas.

## Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- Identify and explain key topics of interest, theoretical paradigms, and methodological techniques used in the subfield of media psychology.
- Demonstrate an understanding of the state of the media psychology literature, including recent theoretical and empirical developments and trends.
- Differentiate media psychology from other subfields of social science, but also understand the extent of overlap and cross-pollination.
- Apply a media psychological perspective to socially relevant phenomena and new technologies.
- Write, design, and submit original research that employs media psychology.



Media Psychology, 8, 369-394.

1. Anderson & Kirkorian, (2006). Chapter 3. "Attention and Television," in Psychology of Entertainment, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b.
2. Harris, Cady, Tran, (2006). Chapter 5. "Comprehension and Memory," in Psychology of Entertainment, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum
3. Drew, D., & Weaver, D. (1990). Media attention, media exposure, and media effects. *Journalism & Mass Communication Quarterly*, 67(4), 740-748.
4. Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. *Media Psychology*, 6(2), 193-235.
5. Lang, A., Bradley, S. D., Park, B., Shin, M., Chung, Y. (2006). Parsing the resource pie: Using STRTs to measure attention to mediated messages. *Media Psychology*, 8, 369-394.

1. Anderson & Kirkorian, (2006). Chapter 3. "Attention and Television," in Psychology of Entertainment, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b.
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3. Drew, D., & Weaver, D. (1990). Media attention, media exposure, and media effects. *Journalism & Mass Communication Quarterly*, 67(4), 740-748.
4. Ravaja, N. (2004). Contributions of psychophysiology to media research: Review and recommendations. *Media Psychology*, 6(2), 193-235.
5. Lang, A., Bradley, S. D., Park, B., Shin, M., Chung, Y. (2006). Parsing the resource pie: Using STRTs to measure attention to mediated messages. *Media Psychology*, 8, 369-394.

Bowman, N. D. (2021). Steering through and growing from turbulent times. *Journal of Media Psychology*, 33(1), 3-4. <https://doi.org/10.1027/1864-1105/a000289>

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Ferchaud, A., & Sanders, M. S. (2018). Seeing through the avatar's eyes: Effects of point-of view and gender match on identification and enjoyment. *Imagination, Cognition, and Personality*, 38(2), 82-105. <https://doi.org/10.1177/0276236618761372>

Prabhu, S., Hahn, L., Tamborini, R., & Grizzard, M. (2020). Do morals featured in media content correspond with moral intuitions in media users?: A test of the MIME in two cultures. *Journal of Broadcasting & Electronic Media*, 64(2), 255-276.

<https://doi.org/10.1080/08838151.2020.1757364>

Tukachinsky, R., Brogan-Freitas, E., & Urbanovich, T. (2019). Promoting support for public health policies through mediated contact: Can narrator perspective and self-disclosure curb in-group favoritism?. *International Journal of Communication*, 13, article 42.

<https://ijoc.org/index.php/ijoc/article/view/12379>

Cummings, J. J., Tsay-Vogel, M., Cahill, T. J., & Zhang, L. (2021). Effects of immersive storytelling on affective, cognitive, and associative empathy: The mediating role of presence. *New Media & Society*. Advance online publication.

<https://doi.org/10.1177/1461444820986816>

McGloin, R., & Embacher, K. (2018). "Just like riding a bike": A model matching approach to predicting the enjoyment of a cycling exergame experience. *Media Psychology*, 21(3), 486-505. <https://doi.org/10.1080/15213269.2017.1311269>

Bond, B. J. (2021). Social and parasocial relationships during COVID-19 social distancing. *Journal of Social and Personal Relationships*. Advance online publication.

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Ji, Q., Janicke-Bowles, S. H., De Leeuw, R. N., & Oliver, M. B. (2021). The melody to inspiration: The effects of awe-eliciting music on approach motivation and positive wellbeing. *Media Psychology*, 24(3), 305-331. <https://doi.org/10.1080/15213269.2019.1693402>

Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. *New Media & Society*, 21(1), 97-118. <https://doi.org/10.1177/1461444818788323>

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- Segijn, C. M., Xiong, S., & Duff, B. R. (2019). Manipulating and measuring media multitasking: Implications of previous research and guidelines for future research. *Communication Methods and Measures*, 13(2), 83-101. <https://doi.org/10.1080/19312458.2018.1555797>
- Wiradhany, W., Baumgartner, S., & de Bruin, A. (2021). Exploitation-exploration model of media multitasking. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000303>
- Zamanzadeh, N. N., & Rice, R. E. (2021). A theory of media multitasking intensity. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000316>
- Huskey, R., Wilcox, S., Clayton, R. B., & Keene, J. R. (2020). The limited capacity model of motivated mediated message processing: Meta-analytically summarizing two decades of research. *Annals of the International Communication Association*, 44(4), 322-349. <https://doi.org/10.1080/23808985.2020.1839939>
- Petty, R. E., Briñol, P., & Priester, J. R. (2020). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (4th Ed., pp. 125- 164). Mahwah, NJ: Lawrence Erlbaum Associated, Inc.
- Lou, C., Kang, H., & Tse, C. H. (2021). Bots vs. humans: How schema congruity, contingency based interactivity, and sympathy influence consumer perceptions and patronage intentions. *International Journal of Advertising*. Advance online publication. <https://doi.org/10.1080/02650487.2021.1951510>
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- Bean, A. M., Nielsen, R. K., Van Rooij, A. J., & Ferguson, C. J. (2017). Video game addiction: The push to pathologize video games. *Professional Psychology: Research and Practice*, 48(5), 378-389. <https://doi.org/10.1037/pro0000150>
- Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, 114, 106699. <https://doi.org/10.1016/j.addbeh.2020.106699>
- Cheng, C., Lau, Y. C., Chan, L., & Luk, J. W. (2021). Prevalence of social media addiction across 32 nations: Meta-analysis with subgroup analysis of classification schemes and cultural values. *Addictive Behaviors*, 117, 106845. <https://doi.org/10.1016/j.addbeh.2021.106845>
- Sanders, M. S., & Banjo, O. (2021). The power of Black Panther to affect group perceptions: Examining the relationships between narrative engagement, narrative influence, and perceived vitality of African Americans. *Imagination, Cognition, and Personality*. Advance online publication. <https://doi.org/10.1177/02762366211063801>
- Ward, L. M., & Grower, P. (2020). Media and the development of gender role stereotypes. *Annual*

Review of Developmental Psychology, 2, 177-199.

<https://doi.org/10.1146/annurev-devpsych-051120-010630>

Chen, L., Ho, S. S., & Lwin, M. O. (2017). A meta-analysis of factors predicting cyberbullying perpetration and victimization: From the social cognitive and media effects approach. *New Media & Society*, 19(8), 1194-1213. <https://doi.org/10.1177/1461444816634037>

Yang, J., Barnidge, M., & Rojas, H. (2017). The politics of "Unfriending": User filtration in response to political disagreement on social media. *Computers in Human Behavior*, 70, 22-29. <https://doi.org/10.1016/j.chb.2016.12.079>

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

1. Introduction
2. What is media psychology
3. Labor Day
- Motivation and adoption of media Units
4. Motivations
5. Social cognitive theory and media
6. Theory of planned behavior action and social norms
- How we process mediated messages Units
7. Attention
8. Arousal and effects
9. Cognitive processing of mediated message
10. Persuasion: HSM and ELM (those are theories)
- Media effects
11. CMC context and norms: SIDE
12. Excitation transfer and aggression
- 13 Flex week based on student needs
- 14 work on paper
- 15 work on paper
16. present paper

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

- A is 93.5%-100
- A- is 90% to 93.4%
- B+ is 86.5% to 90%
- B is 83% to 86.4%
- B- is 80-82.9%
- C+is 76.5% to 79.9%
- C is 73% to 76.4%
- C- is 70-72.9%
- D+is 66.5% to 69.9%
- D is 63% to 66.4%
- D- is 60-62.9%
- BELOW 60 = E

**Instructor(s)**

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Yu Hao Lee; Benjamin Johnson

**Attendance & Make-up**

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

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

Response:

Yes

**Accommodations**

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

**UF Grading Policies for assigning Grade Points**

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:

Yes

**Course Evaluation Policy**

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

# MMC 6XXX

## Media Psychology

### Course Info

**When: Where:**

**Instructor:** Dr. Yu-Hao Lee

**E-mail:**

**Phone:**

**Office hours:**

**Office:**

The best way to reach me is through email. I check my email very frequently. If you send me an email, expect to receive a response within 48 hours.

### Course Description

Examines how we interact with media on the psychological level. Media use and effects as an interaction between media, content message, and users are explored.

### Course Objectives

How do people with different motivations approach media? How do people's emotions affect the way they use media? How do people process mediated messages? And how does media affect users? Media psychology examines how we interact with media on the psychological level. Instead of focusing only on the user or the media, media psychology examines media use and effects as an interaction between media, content message, and users. This course is structured into three general sections: 1) Motivation and adoption of media. 2) Media processing theories. And 3) Media effects. It is set up this way to help you gain a general overview of the theories and methods in the field. As an advanced course, you will go through the complete process of designing and conducting a media psychology study. Students should have basic knowledge of (or strong motivations to learn) quantitative research methods to succeed in this course.

### Course Learning Objectives

Upon completion of this course, students will be able to:

- Identify and explain key topics of interest, theoretical paradigms, and methodological techniques used in the subfield of media psychology.
- Demonstrate an understanding of the state of the media psychology literature, including recent theoretical and empirical developments and trends.
- Differentiate media psychology from other subfields of social science, but also understand the extent of overlap and cross-pollination.
- Apply a media psychological perspective to socially relevant phenomena and new technologies.
- Write, design, and submit original research.

### Readings

There are no required textbooks for this class, all the readings will be posted on the Canvas course site (<https://lss.at.ufl.edu>) select “e-Learning in Canvas,” and log in using your Gatorlink ID

### Requirements

~~Moderate discussions:~~ You will work in groups to present the key concepts of each reading, background/theory, research questions/hypotheses, methods, results, conclusions.

IMPORTANT: You should assume that the class has already read the readings, your role is not to give a detailed presentation of the readings, but to come up with thought-provoking question that helps the class compare and integrate the theories and applications. You can send me the discussion questions on the weekend before class if you want me to look over them.

Based on your understanding of the readings, find media examples to facilitate discussion. Share the example with the class and discuss how it relates to the weekly topics. You may prepare slides or handouts to stimulate class discussion but do not do excessive stylistic work on your slides.

**Mini-prospectus (Due September 13):** You will identify a specific research question, explain why it is of interest to you, and review at least two theoretical approaches that have been applied to examine the research question or phenomenon. Explain why the research question is important (i.e. the ‘so what?’ question), and why our current understanding is insufficient. The purpose of the mini prospectus is help you identify key research questions or constructs that can be developed into a research project.

**The second paper (Due October 18):** You will focus on the specific construct/phenomenon that was presented and revised in the mini-prospectus. Provide a literature review of the issue by focusing on various theoretical approaches that have been applied to the phenomenon. The paper may discuss this in an evolutionary manner, i.e., detailing how theories have developed and replaced one another. Identify competing theories and perspectives and how they have been applied to related phenomena, highlight the disagreements that need to be resolved conceptually and empirically. The literature review should ‘not’ be a reading list of existing literature, compare and summarize existing studies, identify what the critical arguments and differential explanations are that remain contested or conflicted which need resolution in order for a more sophisticated understanding of the phenomenon to be reached. The second paper should conclude with a proposed study design including your measurement scales. The purpose of this paper is to demonstrate that you understand how to formally apply theory to problems and deduce testable research questions that can be operationalized.

**The final research paper (Due December 11):** As an advanced course. The final paper should be a complete research paper that can be submitted to a conference or journal for publication. You will extend the second paper by revising the method section and reporting your study results. Your final paper should be 20-25 pages in length not including the references (APA 6<sup>th</sup> edition) including introduction, literature review,

research question/ hypotheses, method, results and discussion.

**Working in groups:** You may work in pairs or groups for a more rigorous project with prior approval.

**Final presentation:** at the end of the semester, you will have 20 minutes to present your paper (not including Q&A) in which we will discuss your topic of research and provide feedback. Prepare your presentation as you will in an academic conference.

## Grading

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Moderate discussions	30%
Mini prospectus	5%
Second paper	35%
Final paper	20%
Final presentation	10%

A is 93.5%-100  
A- is 90% to 93.4%  
B+ is 86.5% to 90%  
B is 83% to 86.4%  
B- is 80-82.9%  
C+ is 76.5% to 79.9%  
C is 73% to 76.4%  
C- is 70-72.9%  
D+ is 66.5% to 69.9%  
D is 63% to 66.4%  
D- is 60-62.9%  
BELOW 60 = E

Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

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

## Class Policy

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**Attendance:** Seriously, graduate students do not skip classes. The class will start promptly, if you come in late or must leave early, please do so quietly without disturbing others. For additional information about course policies on absences:

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

**Late work:** Assignments are due by the date and time indicated on the course schedule. The official submission record will be the date and time recorded on Canvas. Deadlines (times as well as dates) are firm. Exceptions will be granted only for excused absences. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found

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

**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. 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/>.

**Electronic devices:** You are allowed to bring laptops or tablets for note-taking. But uses of other electronic devices are strictly prohibited during class, ESPECIALLY cellphones. Please turn your phone off or to silent mode during class and keep it tucked away.

### 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 (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-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.

You can find the complete honor code via this link:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Among the activities that could result in Honor Code violations are plagiarism, cheating, misrepresenting sources, the unauthorized use of others’ work, etc. Examples of academic dishonesty include, but are not limited to:

- Using phrases or quotes from another source without proper attribution or quotation marks. This includes paraphrasing without proper attribution
- Pass off other people’s ideas as your own
- Turning in the same assignment or paper from your other courses
- Fabrication of literature or data
- For this class, five or more words (verbatim) from a source without proper

Ask the instructor if you are uncertain about your Honor Code responsibilities within this course.

**Students requiring accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**VIDEO 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.

## Schedule

### Week 1: Introductory Session

Chaffee, S. H., & Berger, C. R. (1987). What do communication scientists do? In C. R. Berger & S.H. Chaffee (Eds.), *Handbook of communication science* (pp. 99-122). Newbury Park, CA: Sage. [Read up to page 105]

Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative science quarterly*, 371-384.

Okdie, B. M., Ewoldsen, D. R., Muscanell, N. L., Guadagno, R. E., Eno, C. A., Velez, J. A., Dunn, R. A., O’Mally, J., & Smith, L. R. (2014). Missed programs (you can’t TiVo this one): Why psychologists should study media. *Perspectives on Psychological Science*, 9(2), 180-195. <https://doi.org/10.1177/1745691614521243>

Bowman, N. D. (2021). Steering through and growing from turbulent times. *Journal of Media Psychology*, 33(1), 3-4. <https://doi.org/10.1027/1864-1105/a000289>

Ahn, S. J., Johnson, B. K., Krcmar, M., & Reinecke, L. (2021). Overcoming challenges and leveraging opportunities. *Media Psychology*, 24(1), 1-5. <https://doi.org/10.1080/15213269.2021.1875846>

### Week 2

No Class: Martin Luther King, Jr. Day

### Week 3: Media Role Models

Aladé, F., Lauricella, A., Kumar, Y., & Wartella, E. (2021). Who’s modeling STEM for kids? A character analysis of children’s STEM-focused television in the US. *Journal of Children and Media*, 15(3), 338-357. <https://doi.org/10.1080/17482798.2020.1810087>

Ferchaud, A., & Sanders, M. S. (2018). Seeing through the avatar’s eyes: Effects of point-of view and gender match on identification and enjoyment. *Imagination, Cognition, and Personality*, 38(2), 82-105. <https://doi.org/10.1177/0276236618761372>

Prabhu, S., Hahn, L., Tamborini, R., & Grizzard, M. (2020). Do morals featured in media content correspond with moral intuitions in media users?: A test of the MIME in two cultures. *Journal of Broadcasting & Electronic Media*, 64(2), 255-276. <https://doi.org/10.1080/08838151.2020.1757364>

Tukachinsky, R., Brogan-Freitas, E., & Urbanovich, T. (2019). Promoting support for public health policies through mediated contact: Can narrator perspective and self-disclosure curb in-group favoritism?. *International Journal of Communication*, 13, article 42. <https://ijoc.org/index.php/ijoc/article/view/12379>

#### **Week 4: Immersion Into Media Worlds**

McGloin, R., & Embacher, K. (2018). "Just like riding a bike": A model matching approach to predicting the enjoyment of a cycling exergame experience. *Media Psychology*, 21(3), 486-505. <https://doi.org/10.1080/15213269.2017.1311269>

Bond, B. J. (2021). Social and parasocial relationships during COVID-19 social distancing. *Journal of Social and Personal Relationships*. Advance online publication. <https://doi.org/10.1177/02654075211019129>

Cohen, J., Tal-Or, N., & Mazor-Tregerman, M. (2015). The tempering effect of transportation: Exploring the effects of transportation and identification during exposure to controversial two-sided narratives. *Journal of Communication*, 65(2), 237-258. <https://doi.org/10.1111/jcom.12144>

Cummings, J. J., Tsay-Vogel, M., Cahill, T. J., & Zhang, L. (2021). Effects of immersive storytelling on affective, cognitive, and associative empathy: The mediating role of presence. *New Media & Society*. Advance online publication. <https://doi.org/10.1177/1461444820986816>

#### **Week 5: Media Enjoyment and Appreciation**

Hall, A. E. (2015). Entertainment-oriented gratifications of sports media: Contributors to suspense, hedonic enjoyment, and appreciation. *Journal of Broadcasting & Electronic Media*, 59(2), 259-277. <https://doi.org/10.1080/08838151.2015.1029124>

Ji, Q., Janicke-Bowles, S. H., De Leeuw, R. N., & Oliver, M. B. (2021). The melody to inspiration: The effects of awe-eliciting music on approach motivation and positive wellbeing. *Media Psychology*, 24(3), 305-331. <https://doi.org/10.1080/15213269.2019.1693402>

Rieger, D., & Klimmt, C. (2019). The daily dose of digital inspiration: A multi-method exploration of meaningful communication in social media. *New Media & Society*, 21(1), 97-118. <https://doi.org/10.1177/1461444818788323>

Wulf, T., Rieger, D., & Schmitt, J. B. (2018). Blissed by the past: Theorizing media-induced nostalgia as an audience response factor for entertainment and well-being. *Poetics*, 69, 70-80. <https://doi.org/10.1016/j.poetic.2018.04.001>

#### **Week 6: Mood and Emotion**

Bolls, P. D. (2010). Understanding emotion from a superordinate dimensional perspective: A productive way forward for communication processes and effects studies. *Communication Monographs*, 77(2), 146-152.

Walter, N., Demetriades, S. Z., & Nabi, R. L. (2021). Seeing red through rose-colored glasses: Subjective hope as a moderator of the persuasive influence of anger. *Journal of Communication*, 71(1), 79-103. <https://doi.org/10.1093/joc/jqaa037>

Stevens, E. M., & Dillman Carpentier, F. R. (2017). Facing our feelings: How natural coping tendencies explain when hedonic motivation predicts media use. *Communication Research*, 44(1), 3-28. <https://doi.org/10.1177/0093650215587358>

Frison, E., & Eggermont, S. (2017). Browsing, posting, and liking on Instagram: The reciprocal relationships between different types of Instagram use and adolescents' depressed mood. *Cyberpsychology, Behavior, and Social Networking*, 20(10), 603-609. <https://doi.org/10.1089/cyber.2017.0156>

Van Koningsbruggen, G. M., Hartmann, T., Eden, A., & Veling, H. (2017). Spontaneous hedonic reactions to social media cues. *Cyberpsychology, Behavior, and Social Networking*, 20(5), 334-340. <https://doi.org/10.1089/cyber.2016.0530>

### **Week 7 Flourishing or Floundering: Media and Well-Being**

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.

Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making*, 28(6), 834-844.

Hall, J. (2017). The experience of mobile entrapment in daily life. *Journal of Media Psychology*, 29(3), 148-158. <https://doi.org/10.1027/1864-1105/a000228>

Janicke, S. H., Rieger, D., Reinecke, L., & Connor, W. (2018). Watching online videos at work: The role of positive and meaningful affect for recovery experiences and well-being at the workplace. *Mass Communication and Society*, 21(3), 345-367. <https://doi.org/10.1080/15205436.2017.1381264>

Wolfers, L. N., & Schneider, F. M. (2020). Using media for coping: A scoping review. *Communication Research*. Advance online publication. <https://doi.org/10.1177/0093650220939778>

Valkenburg, P., Beyens, I., Pouwels, J. L., van Driel, I. I., & Keijsers, L. (2021). Social media use and adolescents' self-esteem: Heading for a person-specific media effects paradigm. *Journal of Communication*, 71(1), 56-78. <https://doi.org/10.1093/joc/jqaa039>

### **Week 8 Attention and Multitasking**

Anderson & Kirkorian, (2006). Chapter 3. "Attention and Television," in *Psychology of Entertainment*, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum. b.

Harris, Cady, Tran, (2006). Chapter 5. "Comprehension and Memory," in *Psychology of Entertainment*, eds. Jennings Bryant and Peter Vorderer, Mahwah, NJ: Lawrence Erlbaum

Jeong, S. H., & Hwang, Y. (2016). Media multitasking effects on cognitive vs. attitudinal outcomes: A meta-analysis. *Human Communication Research*, 42(4), 599-618. <https://doi.org/10.1111/hcre.12089>

Segijn, C. M., Xiong, S., & Duff, B. R. (2019). Manipulating and measuring media multitasking: Implications of previous research and guidelines for future research. *Communication Methods and Measures*, 13(2), 83-101. <https://doi.org/10.1080/19312458.2018.1555797>

Wiradhany, W., Baumgartner, S., & de Bruin, A. (2021). Exploitation-exploration model of media multitasking. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000303>

Zamanzadeh, N. N., & Rice, R. E. (2021). A theory of media multitasking intensity. *Journal of Media Psychology*. <https://doi.org/10.1027/1864-1105/a000316>

### **Week 9 Message Processing**

Todorov, A., Chaiken, S., & Henderson, M. D. (2002). The heuristic-systematic model of social information processing. *The persuasion handbook: Developments in theory and practice*, 195-211.

Petty, R. E., Briñol, P., & Priester, J. R. (2020). Mass media attitude change: Implications of the elaboration likelihood model of persuasion. In J. Bryant & M. B. Oliver (Eds.), *Media effects: Advances in theory and research* (4th Ed., pp. 125- 164). Mahwah, NJ: Lawrence Erlbaum Associated, Inc.

Fisher, J. T., Keene, J. R., Huskey, R., & Weber, R. (2018). The limited capacity model of motivated mediated message processing: Taking stock of the past. *Annals of the International Communication Association*, 42(4), 270-290.

<https://doi.org/10.1080/23808985.2018.1534552>

Huskey, R., Wilcox, S., Clayton, R. B., & Keene, J. R. (2020). The limited capacity model of motivated mediated message processing: Meta-analytically summarizing two decades of research. *Annals of the International Communication Association*, 44(4), 322-349. <https://doi.org/10.1080/23808985.2020.1839939>

Lang, A. (2014). Dynamic human-centered communication systems theory. *The Information Society*, 30(1), 60-70. <https://doi.org/10.1080/01972243.2013.856364>

## **Week 10**

No Class: Spring Break

## **Week 11 Interactivity**

Lee, E.-J. (2004). Effects of visual representation on social influence in computer-mediated communication: Experimental tests of the social identity model of deindividuation. *Human Communication Research*, 30, 234-259. doi: 10.1111/j.1468-2958.2004.tb00732.

Bowman, N. D. (2018). The demanding nature of video game play. In N. D. Bowman (Ed.), *Video games: A medium that demands our attention* (pp. 1-24). Routledge. <https://doi.org/10.4324/9781351235266-1>

Lou, C., Kang, H., & Tse, C. H. (2021). Bots vs. humans: How schema congruity, contingency based interactivity, and sympathy influence consumer perceptions and patronage intentions. *International Journal of Advertising*. Advance online publication. <https://doi.org/10.1080/02650487.2021.1951510>

Oh, J., Ahn, J., & Lim, H. S. (2019). Interactivity as a double-edged sword: Parsing out the effects of modality interactivity on anti-smoking message processing and persuasion. *Journalism & Mass Communication Quarterly*, 96(4), 1099-1119. <https://doi.org/10.1177/2F1077699019835911>

Kruikemeier, S., Van Noort, G., & Vliegenthart, R. (2016). The effect of website interactivity on political involvement. *Journal of Media Psychology*, 28(3), 136-147. <https://doi.org/10.1027/1864-1105/a000200>

## **Week 12 Addiction and Problematic Use**

Ferguson, C. J., & Dyck, D. (2012). Paradigm change in aggression research: The time has come to retire the General Aggression Model. *Aggression and Violent Behavior*, 17(3), 220-228.

Potter, W., J. and T. K. Tomasello (2003). Building upon the experimental design in media violence research: The importance of including receiver interpretations. *Journal of Communication*, 53(2): 133-156.

Bean, A. M., Nielsen, R. K., Van Rooij, A. J., & Ferguson, C. J. (2017). Video game addiction: The push to pathologize video games. *Professional Psychology: Research and Practice*, 48(5), 378-389. <https://doi.org/10.1037/pro0000150>

Sun, Y., & Zhang, Y. (2021). A review of theories and models applied in studies of social media addiction and implications for future research. *Addictive Behaviors*, 114, 106699. <https://doi.org/10.1016/j.addbeh.2020.106699>

Cheng, C., Lau, Y. C., Chan, L., & Luk, J. W. (2021). Prevalence of social media addiction across 32 nations: Meta-analysis with subgroup analysis of classification schemes and cultural values. *Addictive Behaviors*, 117, 106845. <https://doi.org/10.1016/j.addbeh.2021.106845>

### **Week 13 Us and Them and Media: Social Identity**

Sanders, M. S., & Banjo, O. (2021). The power of Black Panther to affect group perceptions: Examining the relationships between narrative engagement, narrative influence, and perceived vitality of African Americans. *Imagination, Cognition, and Personality*. Advance online publication. <https://doi.org/10.1177/02762366211063801>

Ward, L. M., & Grower, P. (2020). Media and the development of gender role stereotypes. *Annual Review of Developmental Psychology*, 2, 177-199. <https://doi.org/10.1146/annurev-devpsych-051120-010630>

Chen, L., Ho, S. S., & Lwin, M. O. (2017). A meta-analysis of factors predicting cyberbullying perpetration and victimization: From the social cognitive and media effects approach. *New Media & Society*, 19(8), 1194-1213. <https://doi.org/10.1177/1461444816634037>

Yang, J., Barnidge, M., & Rojas, H. (2017). The politics of “Unfriending”: User filtration in response to political disagreement on social media. *Computers in Human Behavior*, 70, 22-29. <https://doi.org/10.1016/j.chb.2016.12.079>

Week 14-15 Work on final project

Week 16: Present final paper (Final paper due April 22)

**Resources:**

- Media Psychology
- Journal of Media Psychology
- Journal of Communication
- Communication Research
- Cyberpsychology, Behavior, and Social Networking
- Computers in Human Behavior
- Journal of Computer-Mediated Communication
- Journal of Broadcasting & Electronic Media
- Journal of Consumer Research
- Psychological Science
- Journal of Marketing
- Journal of Advertising
- Journalism & Mass Communication Quarterly

**Note:** Based on your input and our progress, I reserve the right to amend and change the syllabus, reading schedules, and grading events during the semester.

# Course|Modify for request 18770

## Info

**Request:** ENY 5006 Graduate Survey of Entomology - change credit hours, course description, and Co-requisites

**Description of request:** Here we proposed several updates to ENY 5006 (Graduate Survey of Entomology), a course intended for first-semester ENY graduate students who don't have an entomology background. ENY 5006 is crucial to prepare those students for advanced ENY courses that they will take as part of their graduate curriculum. Specifically, we are seeking to increase the course from 2 to 3 credits, which better reflects the amount of content covered in the course and would allow instructors to cover that content at a more reasonable pace. We believe that this change would greatly benefit both students and instructors. We have also proposed minor changes to the course's description in the catalog. These proposed updates mirror changes that we have requested for ENY 3005 (Principles of Entomology), an undergraduate course that meets concurrently with ENY 5006.

**Submitter:** Anthony Auletta anthonyauletta@ufl.edu

**Created:** 9/28/2023 4:49:28 PM

**Form version:** 3

## Responses

### Current Prefix

*Enter the current three letter code (e.g., POS, ATR, ENC).*

Response:  
ENY

### Course Level

*Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

*&nbsp;*

Response:  
5

### Undergraduate students in 5000 level courses

*Is this course intended for an audience including undergraduate students?*

Response:  
No

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

Response:  
This course has already been approved as a 5000-level course. It is intended primarily for first-semester graduate students in Entomology & Nematology (and related programs) who need a basic introduction to insect biology for their graduate work. It meets concurrently with ENY 3005, which is intended as an introductory level insect biology course for undergraduate Entomology & Nematology majors (as well as other undergraduate students who need/want a robust introduction to entomology). Undergraduate students do not sign up for ENY 5006; they sign up for ENY 3005. But since both courses meet concurrently, the classroom includes a mixture of

undergraduates and graduates. Graduate students must complete additional work, as detailed in the attached document.

**Lab Code**

*Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

**Number**

*Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.*

Response:  
006

**Course Title**

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Graduate Survey of Entomology

**Effective Term**

*Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course change will first be implemented. See preceding item for further information.*

Response:  
Earliest Available

**Requested Action**

*Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.*

Response:  
Other (selecting this option opens additional form fields below)

**Change Course Prefix?**

Response:  
No

**Change Course Level?**

Response:  
No

**Change Course Number?**

Response:  
No

**Change Lab Code?**

Response:  
No

**Change Course Title?**

Response:  
No

**Change Transcript Title?**

*If changing the course title a new transcript title is also required.&nbsp;*

Response:  
No

**Change Credit Hours?**

Response:  
Yes

**Current Credit Hours**

Response:  
2

**Proposed Credit Hours**

Response:  
3

**Change Variable Credit?**

Response:  
No

**Change S/U Only?**

Response:  
No

**Change Contact Type?**

Response:  
No

**Course Type**

*Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;*

Response:  
Lecture

**Change Rotating Topic Designation?**

Response:  
No

**Change Repeatable Credit?**

Response:  
No

**Multiple Offerings in a Single Semester**

*Can this course be taken by a student multiple times in the same semester?*

Response:  
No

**Change Course Description?**

Response:  
Yes

**Current Course Description**

Response:  
Insect structure, function, development, classification, ecological niches, and control of those harmful to plants and animals.

**Proposed Course Description (500 characters max)**

Response:  
Introduces basic principles of insect science, including insect diversity, evolution, morphology, physiology, behavior, and ecology, as well as applications of insect biology.

**Change Course Objectives**

Response:  
No

**Change Prerequisites?**

Response:  
No

**Change Co-requisites?**

Response:  
Yes

### **Current Co-requisites**

Response:  
ENY5006L

### **Proposed Co-requisites**

Response:  
No co-requisites

### **Rationale**

*Please explain the rationale for the requested change.*

Response:

ENY 5006 is an introductory-level insect biology course that is primarily intended for first-semester ENY graduate students who do not already have prior experience/coursework in entomology, though it is also open to graduate students in other programs who would benefit from it. For these students who do not have an entomology background, it is strongly recommended that they take ENY 5006 before they take upper-level courses in the Entomology & Nematology Department, including ENY 6166, ENY 6665, and others. It is currently listed as a 2 credit course that meets for two 50-minute periods per week; we are requesting that it be upgraded to a 3 credit course that meets for three 50-minute periods per week. This is because the course covers a large amount of content— insects are the most diverse group of animals in the world (by a large margin), and so there is just a lot of biology that needs to be covered in this course in order to adequately prepare students for those upper-level ENY courses. At the moment, the instructors of the course feel rushed— they have to cover this content quickly to fit it all in and they also do not have much time to incorporate more active learning exercises into the course (which they, along with the students, desire). The instructors have tried to reduce the amount of content to just the essentials, but they cannot reduce it any further without sacrificing crucial content that students will need in order to succeed in upper-level ENY courses. Thus, a change to 3 credits (with one additional meeting period per week) would be extremely useful and is, in our opinion, necessary. The instructors do not intend to add any additional content to the course; rather, the extra time would allow them to cover the existing content at a more reasonable pace, while also allowing for more active learning to reinforce that content. The students would benefit via increased retention of the material.

All instructors who are involved in teaching the course have been consulted and approve of this change. Our department has also confirmed that the change will not negatively impact any of our graduate programs. We anticipate that this change would not negatively impact other programs either.

In addition, we also propose a slight change to the course description in the catalog, to better reflect the topics covered in the course. We have also removed ENY 5006L (Graduate Survey of Entomology Lab) as a co-requisite. Students will still be encouraged to take ENY 5006L if they are interested, but we don't think that it should be required of all students— students should be able to take the lecture, ENY 5006, on its own.

ENY 5006 meets concurrently with the undergraduate course ENY 3005 (Principles of Entomology). Parallel changes have been proposed for ENY 3005 in a separate submission. Attached here are old and new syllabi for both courses, as well as a description of how the two courses differ (as required by the CALS Curriculum Committee).

## Summary of Differences between ENY 3005 and ENY 5006

**Principles of Entomology (ENY 3005)** meets concurrently with the **Graduate Survey of Entomology (5006)**. Students in both courses will be exposed to the same content (lectures, readings, etc.), participate in the same discussions, and complete many of the same assessments. However, the graduate course (ENY 5006) differs from the undergraduate course (ENY 3005) in the following respects:

1. Graduate students in ENY 5006 complete an individual semester-long **graduate term project**, which is not required of undergraduate students in ENY 3005 (undergraduates complete a group project instead, which has different requirements and outcomes). This graduate project can take the form of a literature review paper, an extension paper, or an education paper on a topic of the student's choice that relates to insect biology. Each student will be asked to choose the project format that best aligns with their professional goals. All project formats require the student to synthesize information from multiple peer-reviewed sources to analyze current trends in social insect research, and then effectively communicate these ideas to the appropriate target audience. Detailed rubrics will be provided for each project format.
2. Both undergraduate and graduate students will complete two **preliminary exams** and one **comprehensive final exam** during the course, which are designed to assess mastery of the core course concepts. The graduate versions of all exams contain **additional questions** that require graduate students to engage with the material in greater depth compared to the undergraduates.

Collectively, the graduate-only assessments account for over 20% of the course grade in ENY 5006.

The graduate version of the course also contains **an additional student learning outcome** that is not included in the undergraduate course. This grad-only SLO is as follows: "By the end of the course, students will be able to synthesize information from multiple peer-reviewed sources to critically review current trends in entomology research." This SLO will be assessed via the graduate term project described above.



# Grad Survey of Entomology ENY 5006

Spring 2023 (2 credits)

**Insects** are the most diverse group of animals on the planet... and also one of the most fascinating! This course will provide students with a conceptual framework for understanding the wonderful world of insects, including their **diversity**, **evolution**, **morphology**, **physiology**, **behavior**, and **ecology**. We will also explore the many ways in which insects affect our lives (as both pests and allies) and apply those fundamental concepts to address questions in the fields of **pest management**, **medicine**, **insect conservation**, **biotechnology**, and more. By the end of this course, students will have a firm foundation in basic and applied insect biology, and thus be prepared for upper-level courses in entomology and related disciplines. This course complements ENY 5006L (Graduate Survey of Entomology lab), which provides students with hands-on experience in insect identification and entomology lab techniques.

*Catalog description: Insect structure, function, development, classification, ecological niches, and control of those harmful to plants and animals.*

Tuesdays & Thursdays,  
Period 3 (9:35am – 10:25am)

1031 Steinmetz Hall

**Prerequisite:** None; previous coursework / experience in biology recommended

**Co-requisite:** ENY 5006L (Principles of Entomology Lab)

**Canvas:** [ufl.instructure.com/courses/472629](https://ufl.instructure.com/courses/472629)

## Instructor Info:

**Dr. Anthony Auletta**

[anthonyauletta@ufl.edu](mailto:anthonyauletta@ufl.edu)

(352) 273-3954

Office: 3102 Steinmetz Hall

**Drop -In Hours:** Tuesdays, 11:00am – 12:00pm and Wednesdays, 3:00pm – 4:00pm (or by appointment: [calendly.com/anthonyauletta](https://calendly.com/anthonyauletta) )



## Student Learning Outcomes

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

- \* **Distinguish** insects from other invertebrates, including related groups of arthropods.
- \* **Identify** the major orders of insects (as well as select insect families) and **describe** the natural history of these groups.
- \* **Explain** fundamental concepts in entomology, including insect morphology and physiology, insect evolution and diversification, the ecological impacts of insects, and insect behavior.
- \* **Apply** those fundamental concepts to address questions in fields such as pest control, medicine, forensics, conservation, and biotechnology.
- \* **Critically read** and **evaluate** primary scientific literature, and effectively **communicate** those findings to a broad audience .
- \* **Synthesize** information from multiple peer -reviewed sources to critically review current trends in entomology research.

*In working towards these goals, students will hopefully also foster a greater curiosity & appreciation for insects and the many important roles they play (both in the natural world and human society).*



## Teaching Assistants

We are fortunate to have an excellent **teaching assistant** joining us this semester; do not hesitate to contact your TA if you have any questions about the course:

**Yichen Li**

Graduate Teaching Assistant

Email: [yli10@ufl.edu](mailto:yli10@ufl.edu)

Office Hours: By email appointment



## Readings & Course Materials

**Textbooks & Readings:** The following textbook is **required** for this course:

- Gullan PJ & Cranston PS, eds. (2014). *The Insects: An Outline of Entomology, 5<sup>th</sup> Edition*. Wiley-Blackwell. ISBN: 978-1118846155.

Required readings will be assigned from this textbook starting in Week 2 of the semester—so make sure to purchase your copy by then! Due dates for the readings will be posted on Canvas; students are expected to complete all required readings **before** the corresponding class session.

Additional readings and resources may be posted on Canvas throughout the semester.

**Computer Requirement:** All students must have regular access to a **computer with a reliable internet connection** to access assignments and course materials on Canvas.



## Communication & Conduct

**Meeting Policy:** If you need assistance with any aspect of the course, we encourage you to come to **drop-in office hours** (details on Page 1 of this syllabus). Alternatively, you can **schedule a 1-on-1 meeting** with Dr. Auletta via Calendly (<http://calendly.com/anthonyauletta>) or with your TA via email. Outside of class and office hours, **email** is our preferred method of contact. We will do our best to respond to messages within 48 hours (not including weekends or holidays). As a courtesy, please check the syllabus and Canvas before reaching out; answers to many of your questions can be found there!

**Canvas:** Important announcements and updates will be regularly posted to the **course Canvas website**, so be sure to **check Canvas frequently!** To ensure that you do not miss anything, please ensure that your Canvas profile is set to receive notifications.

**Email Accounts:** It is UF policy that you use your **GatorLink account or Canvas** when emailing your instructors; we will not answer emails sent from other accounts (e.g., personal Gmail, etc).

**Professional Conduct:** All members of the class are expected to conduct themselves in a **professional and respectful manner** at all times. Please use appropriate etiquette when interacting with your peers and instructors, including during class, on Canvas, and via email. Students who behave disrespectfully or disruptively will be reported to the Dean of Students Office.



## Projects, Assignments, & Exams

**Weekly Review Assignments :** Throughout the semester, you will be assigned short **review assignments** based on concepts we've recently covered in class. These reviews will consist of multiple choice, fill-in-the-blank, and free response questions. They are designed to help you keep up with the readings, review course material in preparation for the exams, and think more deeply about the course content. There will be one review assignment due each Friday, with a few exceptions—see the Course Schedule below for due dates. At the end of the semester, your lowest review assignment grade will be dropped.

**Hexapod Order Quiz :** There will be one **in-class quiz** in the course, which will assess your knowledge of the hexapod orders that we'll cover during the first few weeks of the semester. This quiz will primarily consist of fill-in-the-blank questions.

**Exams:** There will be three exams in the course—**two preliminary exams** during the semester, as well as a **cumulative final exam** during Finals Week. These exams are designed to assess your mastery of the course content and will consist of multiple choice, fill-in-the-blank, and free response questions.

**Graduate Project :** Throughout the course, each graduate student will work on an **individual term project** on an entomological topic of their choice. The goal of this project is to expose you to current trends in insect research and help you practice synthesizing information from multiple peer-reviewed sources. The final product of this project can be a literature review paper, an extension document, or an education paper (i.e., an annotated lesson plan). At the beginning of the semester, you will meet with the instructor to discuss your topic ideas and choose the project format that best aligns with your professional interests/goals. The project will be divided into multiple parts, to be submitted at different points during semester. The due dates for each part are listed later in this syllabus (see the Course Schedule).

**Extra Credit:** Extra credit opportunities may be posted at the **instructor's discretion only**. Any other extra work submitted in order to raise a grade will not be accepted and requests for additional extra credit will not be considered.

***Submitting assignments:*** All assignments must be submitted electronically via Canvas unless otherwise noted. Emailed or paper submissions for Canvas assignments will not be accepted. You are responsible for ensuring that all your work is uploaded correctly and completely by the deadline. Corrupted files will be treated as missing work (= 0 grade) until they are reuploaded correctly and late penalties will apply if your resubmission is past

*the deadline. So, please always double check your files right after you upload them ! If you experience technical problems when submitting your work in Canvas, contact the UF Computing Help Desk for assistance: <https://helpdesk.ufl.edu> .*

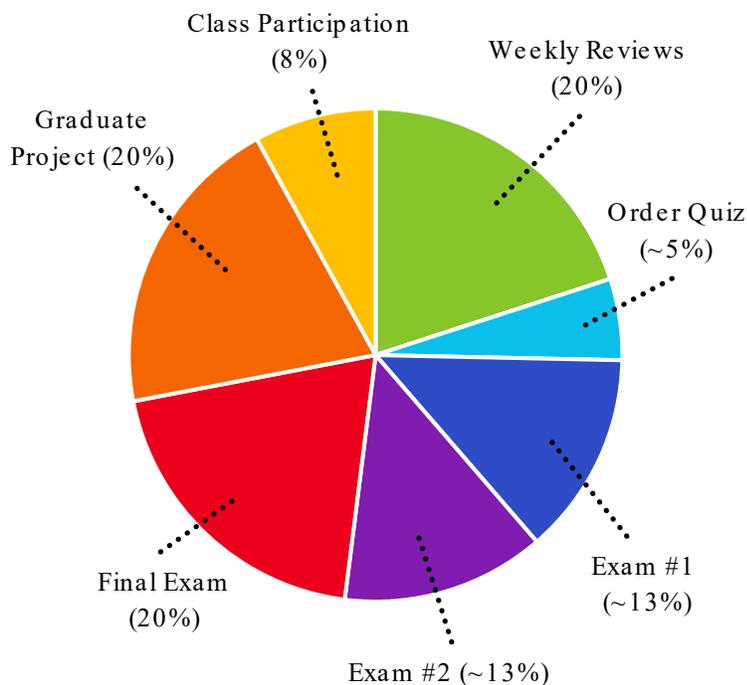
## **A** Grading Policies

This course uses a points system for grading. The anticipated maximum that can be earned in the course is **750 points** , distributed as follows:

Weekly Reviews: **150 pts (15 pts ea.)**  
Hexapod Order Quiz: **40 pts**  
Preliminary Exams: **200 pts (100 pts ea.)**  
Final Exam: **150 pts**  
Graduate Project : **150 pts**  
Class Participation: **60 pts**

At the end of the semester, your total course grade will be converted to a letter grade using the scale below :

93 – 100% = <b>A</b>	73 – 76.9% = <b>C</b>
90 – 92.9% = <b>A-</b>	70 – 72.9% = <b>C-</b>
87 – 89.9% = <b>B+</b>	67 – 69.9% = <b>D+</b>
83 – 86.9% = <b>B</b>	63 – 66.9% = <b>D</b>
80 – 82.9% = <b>B-</b>	60 – 62.9% = <b>D-</b>
77 – 79.9% = <b>C+</b>	below 60% = <b>E</b>



Please note that the instructor s do not round up grades —requests to do so will not be considered.

For current UF policies on assigning grade points, consult the following policy website:

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

**Disputing a grade:** *If you wish to dispute a grade for any exam/assignment, you must contact the instructors in writing after the assignment has been returned. In your message, you must include a specific explanation for why you think the grade is incorrect and how you think it should be changed. An instructor will then arrange a meeting with you to discuss the issue and determine whether or not the grade should be changed. The grade assigned following this meeting will be final .*



## Attendance & Participation

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>.

The learning experience is greatest when everyone in the class is present and contributes; if you are absent, you will not be able to share your insights during class or benefit from the insights of your peers and instructors. Thus, all students are expected to **attend every class session on time and stay for the entire session**. Students are also expected to be **fully prepared for and engaged** in each session—this includes completing all required readings/videos, submitting all assignments on time, paying attention during class, and actively participating in all class activities. Participation in our class sessions is worth **60 points ( ≈8% of your final course grade )**. Your participation grade will be calculated based on the percentage of class sessions in which you are present for the entire time and complete the assigned in-class activities (to be turned in at the end of each class).

Since this is a **face-to-face course**, students will not have the option to join remotely via Zoom under any circumstances. The instructor will not record the class sessions.



## Late Work & Make -Up Assignments / Exams

**Policy on Late Work:** All assignments are due **by the date and time indicated on the assignment page in Canvas**. For all assignments *except exams and quizzes*, there is a **12-hour grace period** after the deadline during which you may submit the assignment without incurring late penalties. If an assignment is submitted after that grace period, **20% of its total point value will be deducted for every day that it is late**. Please note that credit cannot be earned for an assignment after that assignment has been graded and returned to the rest of the class. Late work will not be accepted after the deadline for the final assignment in the course.

**Extensions:** Extensions for assignments will be considered on a *case-by-case basis*(and granted at the instructor's discretion) **only in the event of unforeseen emergencies**. In such a case, you must contact the instructor as soon as possible to discuss your situation. You must also submit **appropriate documentation** of your emergency in a timely manner; you can do so via the official **Instructor Notification portal**: <https://care.dso.ufl.edu/instructor-notifications>. No extensions will be granted for students who miss a deadline for any other reason.

***A note about deadlines*** : Remember, the due date doesn't have to be the "do" date! In other words, I encourage you to work on your assignments in advance –don't wait until right before the deadline to submit your work! Last -minute computer problems or other non-emergency situations that arise right before the deadline are not valid reasons for requesting an extension; such requests will not be considered and late penalties will be applied to your work if it is not submitted before the deadline.

**Make-Up Assignments:** If you miss class due to an excusable absence, it is your responsibility to contact the instructor as soon as possible to discuss options for making up the work that you missed. As noted above, the instructors may ask for **valid documentation** of your absence before allowing make-up work to be submitted. Make-up assignments will *not* be provided for students who miss class for unexcused absences or who fail to make arrangements with the instructor in a reasonable time frame.

**Make-Up Exams:** Exams and quizzes must be taken on their **scheduled dates and times** (as indicated in the Course Schedule below). Make-up exams/quizzes (or an incomplete course grade) will *only* be offered to students who miss an exam/quiz due to an **unforeseen emergency**. In this case, you must contact the instructor as soon as possible and also submit **appropriate documentation** of your emergency (e.g., through the official **Instructor Notification portal**: [https://care.dso.ufl.edu/instructor\\_notifications](https://care.dso.ufl.edu/instructor_notifications)). The make-up exam/quiz will be similar in format to the original, but will consist of different questions. If you miss an exam/quiz for any other reason, you will not be permitted to make it up and will earn a grade of 0 for it. Remember, personal travel/vacations are not excusable absences, so students will **not** be allowed take a make-up exam to accommodate personal travel plans.

 **Course Schedule**

Below is a tentative\* schedule of topics & assignments for the semester. Readings and videos for each session will be posted on Canvas and must be completed before the start of class. All assignments must be submitted by the end of the class period on the due date listed below, unless otherwise noted –see Canvas for the most up-to-date deadlines for assignments!

Week	Dates	Topics	Assignments Due
1	Jan. 10 (Tu) Jan. 12 (Th)	Course Intro & The Importance of Insects Overview of Arthropod Diversity	
2	Jan. 17 (Tu) Jan. 19 (Th)	Evolutionary Origins of the Insects The Insects Take Flight	Review #1 (1/20)
3	Jan. 24 (Tu) Jan. 26 (Th)	Diversification of the Insects Metamorphosis & Holometaboly	Review #2 (1/27)
4	Jan. 31 (Tu) Feb. 2 (Th)	The “Big 4” Insect Orders External Anatomy & Molting	Project Part 1 (1/31) Review #3 (2/3)
5	Feb. 7 (Tu) Feb. 9 (Th)	External Anatomy & Molting Internal Anatomy & Physiology	Review #4 (2/10)
6	Feb. 14 (Tu) Feb. 16 (Th)	Internal Anatomy & Physiology	Review #5 (2/17)
7	Feb. 21 (Tu) Feb. 23 (Th)	Internal Sensory Biology & Behavior Exam #1 (Thursday)	

8	Feb. 28 (Tu) Mar. 2 (Th)	Insect Sensory Biology & Behavior	Project Part 2 (2/28) Review #6 (3/3)
9	Mar. 7 (Tu) Mar. 9 (Th)	Insect Courtship & Mating	Review #7 (3/10)
10	Mar. 14 (Tu) Mar. 16 (Th)	Spring Break—NO CLASS!	
11	Mar. 21 (Tu) Mar. 23 (Th)	Social Insects	Review #8 (3/24)
12	Mar. 28 (Tu) Mar. 30 (Th)	Insect-Plant Interactions	Project Part 3 (3/28) Review #9 (3/31)
13	Apr. 4 (Tu) Apr. 6 (Th)	Predators & Parasites Exam #2 (Thursday)	
14	Apr. 11 (Tu) Apr. 13 (Th)	Integrated Pest Management	Review #10 (4/14)
15	Apr. 18 (Tu) Apr. 20 (Th)	Medical & Veterinary Entomology Additional Applications of Entomology	Review #11 (4/21)
16	Apr. 25 (Tu)	Insects in a Changing World & Course Wrap -Up	Project Part 4- Final Paper (4/25)
Finals Week	May 1 (M)	Final Exam 3:00pm – 5:00pm in 1031 Steinmetz Hall	

*\* Although we will do our best to adhere to this schedule, it may be adjusted during the semester to accommodate opportunities, disruptions, and other circumstances. These changes will be communicated clearly via Canvas.*



## List of Important Dates

Key dates to remember are below —be sure to add them to your calendar now! Due dates for other assignments are listed in the Course Schedule above and /or on Canvas.

- February 2: Hexapod Order Quiz (in class)
- February 23: Preliminary Exam #1 (in class)
- March 11 - 18: Spring Break (no class)
- April 6: Preliminary Exam #2 (in class)
- April 25: Graduate Project- Final Paper due
- May 1: Final Exam (3:00pm – 5:00pm in 1031 Steinmetz Hall)



## Policy on Academic Honesty & Integrity

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>.

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## Campus Helping Resources

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**Student Complaints** : Complaints regarding on-campus courses may be filed at <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code>. For online courses, please see <https://distance.ufl.edu/getting-help/student-complaint-process>.



## Policy on Recording Class Sessions

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 an instructor 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.



## Use of Electronic Devices

You may use personal electronic devices such as laptops or tablets in class, unless otherwise noted by the instructor. However, it is your responsibility to make sure that you use your devices in a **professional and courteous manner**. This includes:

- Limiting device use only to activities that are **directly related to your learning of course material**, such as taking notes or following along with the lecture slides. Using your devices for any other purpose is not allowed in the classroom; doing so is disrespectful to the instructor, distracting to your fellow students, and robs you of a quality learning experience.
- Keeping your devices **muted at all times** to prevent disrupting others around you.
- Quietly stepping out into the hall if you must take a call or contact someone. I understand that emergencies can happen and will not prevent you from attending to them, but I also ask that you try to minimize disruptions to your peers.

If your device use is disruptive or inappropriate, you will be asked to put away your device. Students who repeatedly violate this policy will no longer be allowed to use devices in class and may be reported to the Dean of Students Office.



## 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.



## Course Evaluations

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>.

\* \* \* \* \*

*It is your responsibility to ensure that you fully understand the policies outlined in this syllabus as well as the policies of the university as they relate to this course. By remaining enrolled in this course, you agree that you have read and understood all of these policies and that you will be held accountable to them.*

*At their discretion, the instructors may change aspects of the course during the semester to accommodate new opportunities, unforeseen disruptions, or other circumstances. These changes will be communicated clearly in class and through Canvas. The current version of the syllabus will always be available on our course's Canvas website. It is your responsibility to ensure that you are following the most recent version of the syllabus.*

*If you have any questions, please contact the instructors as soon as possible (preferably at the beginning of the course)!*



# Grad Survey of Entomology ENY 5006

Spring 2024 (3 credits)

**Insects** are the most diverse group of animals on the planet... and also one of the most fascinating! This course will provide students with a conceptual framework for understanding the wonderful world of insects, including their **diversity**, **evolution**, **morphology**, **physiology**, **behavior**, and **ecology**. We will also explore the many ways in which insects affect our lives (as both pests and allies) and apply those fundamental concepts to address questions in the fields of **pest management**, **medicine**, **insect conservation**, **biotechnology**, and more. By the end of this course, students will have a firm foundation in basic and applied insect biology, and thus be prepared for upper-level courses in entomology and related disciplines. This course complements ENY 5006L (Graduate Survey of Entomology lab), which provides students with hands-on experience in insect identification and entomology lab techniques.

*Catalog description: Introduces basic principles of insect science, including insect diversity, evolution, morphology, physiology, behavior, and ecology, as well as applications of insect biology. (B)*

Mondays, Wednesdays, &  
Fridays, Period 8 (3:00pm –  
3:50pm)

1031 Steinmetz Hall

**Prerequisite:** None; previous  
coursework / experience in  
biology recommended

**Co-requisite:** None; ENY  
5006L (Graduate Survey of  
Entomology Lab) strongly  
recommended

**Canvas:** [ufl.instructure.com/  
courses/XXXXXX](https://ufl.instructure.com/courses/XXXXXX)

## Instructor Info:

**Dr. Anthony Auletta**

[anthonyauletta@ufl.edu](mailto:anthonyauletta@ufl.edu)

(352) 273-3954

Office: 3102 Steinmetz Hall

Drop -In Hours: Mondays,  
4:00pm - 5:00pm and  
Wednesdays, 12:00pm –  
1:00pm (or by appointment:

[calendly.com/anthonyauletta](https://calendly.com/anthonyauletta) )



## Student Learning Outcomes

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

- ✳ **Distinguish** insects from other invertebrates, including related groups of arthropods.
- ✳ **Identify** the major orders of insects (as well as select insect families) and **describe** the natural history of these groups.
- ✳ **Explain** fundamental concepts in entomology, including insect morphology and physiology, insect evolution and diversification, the ecological impacts of insects, and insect behavior.
- ✳ **Apply** those fundamental concepts to address questions in fields such as pest control, medicine, forensics, conservation, and biotechnology.
- ✳ **Critically read** and **evaluate** primary scientific literature, and effectively **communicate** those findings to a broad audience.
- ✳ **Synthesize** information from multiple peer-reviewed sources to critically review current trends in entomology research.

*In working towards these goals, students will hopefully also foster a greater curiosity & appreciation for insects and the many important roles they play (both in the natural world and human society).*



## Teaching Assistants

We are fortunate to have an excellent **teaching assistant** joining us this semester; do not hesitate to contact your TA if you have any questions about the course:

**Yichen Li**

Graduate Teaching Assistant

Email: [yli10@ufl.edu](mailto:yli10@ufl.edu)

Office Hours: By email appointment



## Readings & Course Materials

**Textbooks & Readings:** The following textbook is **required** for this course:

- Gullan PJ & Cranston PS, eds. (2014). *The Insects: An Outline of Entomology, 5<sup>th</sup> Edition*. Wiley-Blackwell. ISBN: 978-1118846155.

Required readings will be assigned from this textbook starting in Week 2 of the semester—so make sure to purchase your copy by then! Due dates for the readings will be posted on Canvas; students are expected to complete all required readings **before** the corresponding class session.

Additional readings and resources may be posted on Canvas throughout the semester.

**Computer Requirement:** All students must have regular access to a **computer with a reliable internet connection** to access assignments and course materials on Canvas.



## Communication & Conduct

**Meeting Policy:** If you need assistance with any aspect of the course, we encourage you to come to **drop-in office hours** (details on Page 1 of this syllabus). Alternatively, you can **schedule a 1-on-1 meeting** with Dr. Auletta via Calendly (<http://calendly.com/anthonyauletta>) or with your TA via email. Outside of class and office hours, **email** is our preferred method of contact. We will do our best to respond to messages within 48 hours (not including weekends or holidays). As a courtesy, please check the syllabus and Canvas before reaching out; answers to many of your questions can be found there!

**Canvas:** Important announcements and updates will be regularly posted to the **course Canvas website**, so be sure to **check Canvas frequently!** To ensure that you do not miss anything, please ensure that your Canvas profile is set to receive notifications.

**Email Accounts:** It is UF policy that you use your **GatorLink account or Canvas** when emailing your instructors; we will not answer emails sent from other accounts (e.g., personal Gmail, etc).

**Professional Conduct:** All members of the class are expected to conduct themselves in a **professional and respectful manner** at all times. Please use appropriate etiquette when interacting with your peers and instructors, including during class, on Canvas, and via email. Students who behave disrespectfully or disruptively will be reported to the Dean of Students Office.



## Projects, Assignments, & Exams

**Weekly Review Assignments :** Throughout the semester, you will be assigned short **review assignments** based on concepts we've recently covered in class. These reviews will consist of multiple choice, fill-in-the-blank, and free response questions. They are designed to help you keep up with the readings, review course material in preparation for the exams, and think more deeply about the course content. There will be one review assignment due each Friday, with a few exceptions—see the Course Schedule below for due dates. At the end of the semester, your lowest review assignment grade will be dropped.

**Hexapod Order Quiz :** There will be one **in-class quiz** in the course, which will assess your knowledge of the hexapod orders that we'll cover during the first few weeks of the semester. This quiz will primarily consist of fill-in-the-blank questions.

**Exams:** There will be three exams in the course—**two preliminary exams** during the semester, as well as a **cumulative final exam** during Finals Week. These exams are designed to assess your mastery of the course content and will consist of multiple choice, fill-in-the-blank, and free response questions.

**Graduate Project :** Throughout the course, each graduate student will work on an **individual term project** on an entomological topic of their choice. The goal of this project is to expose you to current trends in insect research and help you practice synthesizing information from multiple peer-reviewed sources. The final product of this project can be a literature review paper, an extension document, or an education paper (i.e., an annotated lesson plan). At the beginning of the semester, you will meet with the instructor to discuss your topic ideas and choose the project format that best aligns with your professional interests/goals. The project will be divided into multiple parts, to be submitted at different points during semester. The due dates for each part are listed later in this syllabus (see the Course Schedule).

**Extra Credit:** Extra credit opportunities may be posted at the **instructor's discretion only**. Any other extra work submitted in order to raise a grade will not be accepted and requests for additional extra credit will not be considered.

***Submitting assignments:*** All assignments must be submitted electronically via Canvas unless otherwise noted. Emailed or paper submissions for Canvas assignments will not be accepted. You are responsible for ensuring that all your work is uploaded correctly and completely by the deadline. Corrupted files will be treated as missing work (= 0 grade) until they are reuploaded correctly and late penalties will apply if your resubmission is past

*the deadline. So, please always double check your files right after you upload them ! If you experience technical problems when submitting your work in Canvas, contact the UF Computing Help Desk for assistance: <https://helpdesk.ufl.edu> .*

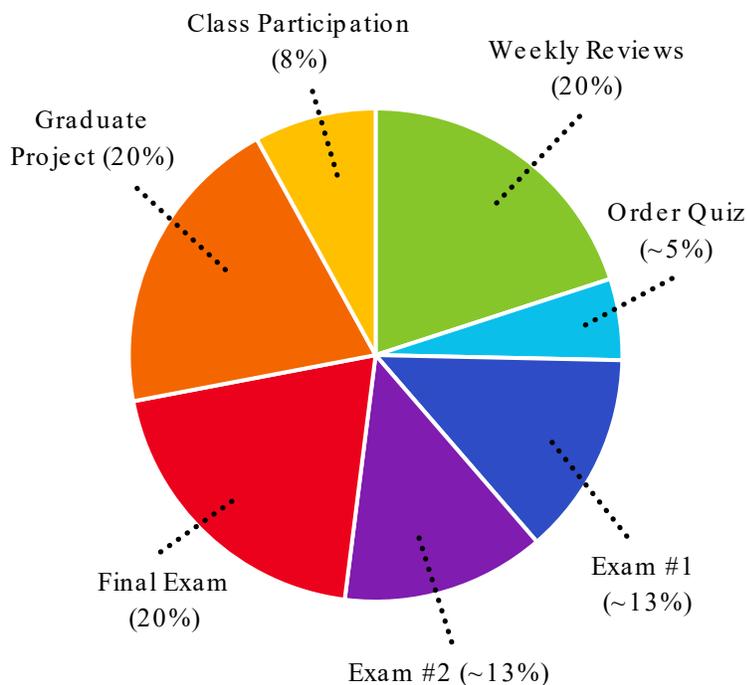
## **A** Grading Policies

This course uses a points system for grading. The anticipated maximum that can be earned in the course is **750 points** , distributed as follows:

Weekly Reviews: **150 pts (15 pts ea.)**  
Hexapod Order Quiz: **40 pts**  
Preliminary Exams: **200 pts (100 pts ea.)**  
Final Exam: **150 pts**  
Graduate Project : **150 pts**  
Class Participation: **60 pts**

At the end of the semester, your total course grade will be converted to a letter grade using the scale below :

93 – 100% = <b>A</b>	73 – 76.9% = <b>C</b>
90 – 92.9% = <b>A-</b>	70 – 72.9% = <b>C-</b>
87 – 89.9% = <b>B+</b>	67 – 69.9% = <b>D+</b>
83 – 86.9% = <b>B</b>	63 – 66.9% = <b>D</b>
80 – 82.9% = <b>B-</b>	60 – 62.9% = <b>D-</b>
77 – 79.9% = <b>C+</b>	below 60% = <b>E</b>



Please note that the instructor s do not round up grades —requests to do so will not be considered.

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

**Disputing a grade:** *If you wish to dispute a grade for any exam/assignment, you must contact the instructors in writing after the assignment has been returned. In your message, you must include a specific explanation for why you think the grade is incorrect and how you think it should be changed. An instructor will then arrange a meeting with you to discuss the issue and determine whether or not the grade should be changed. The grade assigned following this meeting will be final .*



## Attendance & Participation

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>.

The learning experience is greatest when everyone in the class is present and contributes; if you are absent, you will not be able to share your insights during class or benefit from the insights of your peers and instructors. Thus, all students are expected to **attend every class session on time and stay for the entire session**. Students are also expected to be **fully prepared for and engaged** in each session—this includes completing all required readings/videos, submitting all assignments on time, paying attention during class, and actively participating in all class activities. Participation in our class sessions is worth **60 points ( ≈9% of your final course grade )**. Your participation grade will be calculated based on the percentage of class sessions in which you are present for the entire time and complete the assigned in-class activities (to be turned in at the end of each class).

Since this is a **face-to-face course**, students will not have the option to join remotely via Zoom under any circumstances. The instructor will not record the class sessions.



## Late Work & Make -Up Assignments / Exams

**Policy on Late Work:** All assignments are due **by the date and time indicated on the assignment page in Canvas**. For all assignments *except exams and quizzes*, there is a **12-hour grace period** after the deadline during which you may submit the assignment without incurring late penalties. If an assignment is submitted after that grace period, **20% of its total point value will be deducted for every day that it is late**.

**Extensions:** Extensions for assignments will be considered on a *case-by-case basis* (and granted at the instructor's discretion) **only in the event of unforeseen emergencies**. In such a case, you must contact the instructor as soon as possible to discuss your situation. You must also submit **appropriate documentation** of your emergency in a timely manner; you can do so via the official **Instructor Notification portal**: <https://care.dso.ufl.edu/instructor-notifications>. No extensions will be granted for students who miss a deadline for any other reason.

***A note about deadlines** : Remember, the due date doesn't have to be the "do" date! In other words, I encourage you to work on your assignments in advance –don't wait until right before the deadline to submit your work! Last -minute computer problems or other non-emergency situations that arise right before the deadline are not valid reasons for requesting an extension; such requests will not be considered and late penalties will be applied to your work if it is not submitted before the deadline.*

**Make-Up Assignments:** If you miss class due to an excusable absence, it is your responsibility to contact the instructor as soon as possible to discuss options for making up the work that you

missed. As noted above, the instructors may ask for **valid documentation** of your absence before allowing make-up work to be submitted. Make-up assignments will *not* be provided for students who miss class for unexcused absences.

**Make-Up Exams:** Exams and quizzes must be taken on their **scheduled dates and times** (as indicated in the Course Schedule below). Make-up exams/quizzes (or an incomplete course grade) will *only* be offered to students who miss an exam/quiz due to an **unforeseen emergency**. In this case, you must contact the instructor as soon as possible and also submit **appropriate documentation** of your emergency (e.g., through the official **Instructor Notification portal**: [https://care.dso.ufl.edu/instructor\\_notifications](https://care.dso.ufl.edu/instructor_notifications)). The make-up exam/quiz will be similar in format to the original, but will consist of different questions. If you miss an exam/quiz for any other reason, you will not be permitted to make it up and will earn a grade of 0 for it. Remember, personal travel/vacations are not excusable absences, so students will **not** be allowed take a make-up exam to accommodate personal travel plans.



## Course Schedule

Below is a tentative\* schedule of topics & assignments for the semester. Readings and videos for each session will be posted on Canvas and must be completed before the start of class. All assignments must be submitted by the end of the class period on the due date listed below, unless otherwise noted –see Canvas for the most up-to-date deadlines for assignments!

Week	Dates	Topics	Assignments Due
1	Jan. 8 (M) – Jan. 12 (F)	Course Intro & The Importance of Insects Overview of Arthropod Diversity	
2	Jan. 15 (M) – Jan. 19 (F)	Evolutionary Origins of the Insects The Insects Take Flight	Review #1 (1/19)
3	Jan. 22 (M) – Jan. 26 (F)	Diversification of the Insects	Review #2 (1/26)
4	Jan. 29 (M) – Feb. 2 (F)	Metamorphosis & Holometaboly Further Diversification: The “Big 4” Orders	Project Part 1 (1/29) Review #3 (2/2)
5	Feb. 5 (M) – Feb. 9 (F)	External Anatomy & Molting	Review #4 (2/9)
6	Feb. 12 (M) – Feb. 16 (F)	Internal Anatomy & Physiology	Review #5 (2/16)
7	Feb. 19 (M) – Feb. 23 (F)	Internal Anatomy & Physiology Exam #1 (Friday)	
8	Feb. 26 (M) – Mar. 1 (F)	Insect Sensory Biology: Mechanosensory & Auditory Systems	Project Part 2 (2/28) Review #6 (3/1)

9	Mar. 4 (M) – Mar. 8 (F)	Insect Sensory Biology: Visual & Chemosensory Systems	Review #7 (3/8)
10	Mar. 11 (M) – Mar. 15 (F)	Spring Break–NO CLASS!	
11	Mar. 18 (M) – Mar. 22 (F)	Insect Courtship & Mating	Review #8 (3/22)
12	Mar. 25 (M) – Mar. 29 (F)	Social Insects	Review #9 (3/29) Project Part 3 (3/29)
13	Apr. 1 (M) – Apr. 5 (F)	Predators & Parasites Exam #2 (Friday)	
14	Apr. 8 (M) – Apr. 12 (F)	Insect-Plant Coevolution	Review #10 (4/12)
15	Apr. 15 (M) – Apr. 19 (F)	Integrated Pest Management Medical & Veterinary Entomology	Project Part 4- Final Paper (4/15) Review #11 (4/19)
16	Apr. 22 (M) – Apr. 24 (W)	Additional Applications of Entomology Insects in a Changing World & Course Wrap-Up	
Finals Week	TBD (X)	Final Exam XX:XX – XX:XX in 1031 Steinmetz Hall	

\* Although we will do our best to adhere to this schedule, it may be adjusted during the semester to accommodate opportunities, disruptions, and other circumstances. These changes will be communicated clearly via Canvas.



## List of Important Dates

Key dates to remember are below —be sure to add them to your calendar now! Due dates for other assignments are listed in the Course Schedule above and /or on Canvas.

- January 15: Martin Luther King Jr. Day (no class)
- February 7: Hexapod Order Quiz (in class)
- February 23: Preliminary Exam #1 (in class)
- March 9 - 16: Spring Break (no class)
- April 5: Preliminary Exam #2 (in class)
- April 15: Graduate Project- Final Paper due
- Date TBD: Final Exam (XX:XX – XX:XX in 1031 Steinmetz Hall)



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001 Reid Hall

(352) 392-8565 ♦ <https://disability.ufl.edu>

***Instructor's note:** I want you to succeed in this course! To ensure your accommodations are in place when you need them, please be sure to have your DRC accommodation letter sent to the instructor as early as possible—ideally at the beginning of the semester.*



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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 an instructor 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.



## Use of Electronic Devices

You may use personal electronic devices such as laptops or tablets in class, unless otherwise noted by the instructor. However, it is your responsibility to make sure that you use your devices in a **professional and courteous manner**. This includes:

- Limiting device use only to activities that are **directly related to your learning of course material**, such as taking notes or following along with the lecture slides. Using your devices for any other purpose is not allowed in the classroom; doing so is disrespectful to the instructor, distracting to your fellow students, and robs you of a quality learning experience.
- Keeping your devices **muted at all times** to prevent disrupting others around you.
- Quietly stepping out into the hall if you must take a call or contact someone. I understand that emergencies can happen and will not prevent you from attending to them, but I also ask that you try to minimize disruptions to your peers.

If your device use is disruptive or inappropriate, you will be asked to put away your device. Students who repeatedly violate this policy will no longer be allowed to use devices in class and may be reported to the Dean of Students Office.



## 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.



## Course Evaluations

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>.

\* \* \* \* \*

*It is your responsibility to ensure that you fully understand the policies outlined in this syllabus as well as the policies of the university as they relate to this course. By remaining enrolled in this course, you agree that you have read and understood all of these policies and that you will be held accountable to them.*

*At their discretion, the instructor s may change aspects of the course during the semester to accommodate new opportunities, unforeseen disruptions, or other circumstances. These changes will be communicated clearly in class and through Canvas . The current version of the syllabus will always be available on our course's Canvas website. It is your responsibility to ensure that you are following the most recent version of the syllabu s.*

*If you have any questions, please contact the instructor s as soon as possible (preferably at the beginning of the course)!*

# Course|Modify for request 18743

## Info

**Request:** PHC 6940 Master of Public Health Capstone - Change to S/U, credits from 3 to 2, and course objectives

**Description of request:** This is a request to reduce the course credit from a 3-credit course to a 2-credit course. The curriculum has been revised to remove the foundational content from this course and that component will be taught in a new 1-credit course. This course will now focus on culminating experience.

**Submitter:** Stephanie Hanson shanson@phhp.ufl.edu

**Created:** 10/25/2023 9:11:54 AM

**Form version:** 3

## Responses

### Current Prefix

*Enter the current three letter code (e.g., POS, ATR, ENC).*

Response:  
PHC

### Course Level

*Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

*&nbsp;*

Response:  
6

### Lab Code

*Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

### Number

*Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.*

Response:  
940

### Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Master of Public Health Capstone

**Effective Term**

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:  
Earliest Available

**Requested Action**

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:  
Other (selecting this option opens additional form fields below)

**Change Course Prefix?**

Response:  
No

**Change Course Level?**

Response:  
No

**Change Course Number?**

Response:  
No

**Change Lab Code?**

Response:

No

**Change Course Title?**

Response:  
No

**Change Transcript Title?**

*If changing the course title a new transcript title is also required.&nbsp;*

Response:  
No

**Change Credit Hours?**

Response:  
Yes

**Current Credit Hours**

Response:  
3

**Proposed Credit Hours**

Response:  
2

**Change Variable Credit?**

Response:  
No

**Change S/U Only?**

Response:  
Yes

**S/U Only Status**

Response:  
Change to S/U Only

**Change Contact Type?**

Response:  
No

**Course Type**

*Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;*

Response:  
Lecture

**Change Rotating Topic Designation?**

Response:  
No

**Change Repeatable Credit?**

Response:  
No

**Multiple Offerings in a Single Semester**

*Can this course be taken by a student multiple times in the same semester?*

Response:  
No

**Change Course Description?**

Response:  
No

**Change Course Objectives**

Response:  
Yes

### **Current Course Objectives**

Response:  
This course serves as the required integrative learning experience for students in the MPH program. Students will demonstrate synthesis of foundational and concentration competencies through an individual or group project that addresses the needs of a public health agency. Students will produce a high-quality written report for their agency.

### **Proposed Course Objectives**

Response:  
This course serves as the culminating integrative learning experience (ILE) for MPH students. In this course, through completion of ILE (i.e., Capstone Project), students demonstrate a synthesis of foundational and concentration competencies. The project serves as the basis of a formally written report and an oral or poster presentation.

### **Change Prerequisites?**

Response:  
No

### **Change Co-requisites?**

Response:  
No

### **Rationale**

*Please explain the rationale for the requested change.*

Response:  
The course currently serves as the culminating course for the MPH program; however, it also includes foundational content that students need to be exposed to earlier. This revision is to designate PHC 6940 as only for Capstone Project completion. Because the foundational content is being removed (and moved to a new 1-credit course), the credit hours for PHC 6940 need to be reduced by 1 credit. In addition, although the capstone project requirements have not changed, we have more clearly specified the capstone components required over the course of project development on this revised syllabus. Rationale for change to S/U: The assignments that were letter graded have been moved to the 1-credit course resulting from reducing this course from 3 credits to 2 credits. For this capstone course, students are required to satisfactorily complete their project and a well-written report on their project (per CEPH accreditation). S-U grading is a common approach to project grading.



**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6XXX: Master of Public Health Capstone (3 credit hours)**  
Semester: Spring 2020  
Mondays 2 pm to 5 pm  
Delivery Format: On-Campus

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Instructor Name: Cindy Prins (other instructors TBD)  
Room Number: HPNP 4107  
Phone Number: 352-294-8576  
Email Address: [capfive@ufl.edu](mailto:capfive@ufl.edu)  
Office Hours: Tuesdays and Thursdays 11 am to 12 pm, or by appointment  
Preferred Course Communications (e.g. email, office phone): UF email

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### **Prerequisites**

PHC 6050 Statistical Methods for Health Sciences or PHC 6052 Introduction to Biostatistical Methods, PHC 6001 Principles of Epidemiology in Public Health, PHC 6313 Environmental Health Concepts in Public Health, HSA 6114 U.S. Health Care System and PHC 6410 Psychological, Behavioral, and Social Issues in Public Health

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This course serves as the required integrative learning experience for students in the MPH program. Students will demonstrate synthesis of foundational and concentration competencies through an individual or group project that addresses the needs of a public health agency. Students will produce a high-quality written report for their agency.

### **Course Organization**

The MPH program will request proposals from community public health agencies who are interested in working with an individual student or a student group in the Capstone course to complete a project. In the semester prior to the course, students will be assigned to project groups based on the needs of the organizations and the individual MPH competencies that need to be met by the students. In addition to working on their capstone projects, students will engage in career and professional development activities through readings, lectures, and guest speakers.

### **Relation to Program Outcomes**

#### *CEPH Criterion D7. MPH Integrative Learning Experience*

Students will work with course instructors to identify MPH foundational and concentration-specific competencies that apply to their portion of the group project and that meet their educational and professional goals.

### **Course Objectives and/or Goals**

- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making (D2-2.16)
- Apply negotiation and mediation skills to address organizational or community challenges (D2-2.17)
- Select communication strategies for different audiences and sectors (D2-2.18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (D2-2.19)

- Generate a project for a public health agency by applying public health knowledge gained in core and concentration-specific coursework
- Develop a presentation to disseminate the results of the project
- Compose a written report of the project results

### Instructional Methods

Required Text: *Essentials of Leadership in Public Health*. Louis Rowitz, PhD. Jones & Bartlett Learning; 1st edition (March 16, 2017). ISBN-10: 1284111482. Available in paperback or as an e-book.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Week	Topic(s)	Learning Materials
1	<b>Capstone Project</b> 1. Course overview 2. Meetings with preceptors	
2	<b>Leadership</b> 1. Leadership in Public Health	<p><b>Memorandum of understanding due on 1/13/20</b></p> <p><u>Video Presentations</u>            1. Harvard University Voices in Leadership - Howard Koh, <a href="#">Leadership in Public Service</a></p> <p>2. UNC Public Health - The Dean's Lecture Series - James Marks, MD, MPH, <a href="#">Wayne Gretzky and the Future of Public Health Leadership</a></p> <p><u>Readings</u>            1. Public Health Leadership in the 21<sup>st</sup> Century; 2005; White Paper from the Center for Public Leadership</p> <p>2. Essentials of Leadership in Public Health Ch. 1 The Management and Leadership continuum;</p> <p>3. Essentials of Leadership in Public Health Ch.2 Public Health and Adaptive Leadership</p>
3	<b>Capstone Project</b> 1. How to search the literature 2. Conducting a literature review	<p><b>Work plan due on 1/21/20</b></p> <p><u>Lecture</u>            Guest Speaker: Nancy Schaefer; Associate University Librarian            Health Science Center Libraries</p>

Week	Topic(s)	Learning Materials
4	<b>Leadership</b> 1. Negotiation and Mediation 2. Professionalism 3. Conflict Management	<p><b>Weekly reflection #1 due 1/31/20</b></p> <p><u>Video Lecture</u>            TED Talk - William Ury, <a href="#">Getting to Yes</a></p> <p><u>Readings</u>  <a href="#">Internal 'dysfunction' poses threats to WHO mission</a> – Devex</p> <p>Howard Raiffa, The art and science of negotiation; Cambridge, Mass: Belknap Press of Harvard University Press, 1982.</p> <p>Essentials of Leadership in Public Health Ch. 3            The Six Levels of Leadership</p> <p>Essentials of Leadership in Public Health Ch. 4            Leadership at the Personal Level</p>
5	<b>Leadership</b> Negotiation and Mediation	<p><b>Weekly reflection #2 due 2/07/20</b></p> <p>How to handle the public health impacts of climate change: A community role-play simulation</p>
6	<b>Professionalism</b> 1. Job searches and career expectations 2. Networking	<p><b>Weekly reflection #3 due 2/14/20</b></p> <p><u>Lectures</u>            Guest Speaker: Ashley Jacobs, Career Connections Center Liaison for PPHP</p>
7	<b>Leadership</b> Leadership at all Levels	<p><b>Formative Peer Evaluations/Self Evaluation due on 2/17/20</b></p> <p><b>Weekly reflection #4 due 2/21/20</b></p> <p>Ch. 6 Leadership at the Team Level</p> <p>Ch. 8 Leadership at the Organizational Level</p> <p>Ch. 10 Leadership at the Community Level</p>

Week	Topic(s)	Learning Materials
8	<b>Leadership</b> 1. Translating data to action 2. Fostering Collaboration 3. Guiding Decision Making	<b>Weekly reflection #5 due 2/28/20</b>  <u>Readings</u> Brownson et al., Translating Scientific Discoveries Into Public Health Action: How Can Schools Of Public Health Move Us Forward?; Public Health Rep. 2006 Jan-Feb; 121(1): 97–103.  Citylab: <a href="#">Why Housing Policy Should be Health Policy</a>  <u>Video Lecture</u> <a href="#">SCR CONNECTIONS Fostering Collaboration</a>
9	Spring Break – No Class	
10	<b>Professionalism</b> Writing skills workshop	<b>Weekly reflection #6 due 3/13/20</b>  ASPPH Writing is Public Health Series - TBA
11	<b>Professionalism</b> Presentation skills workshop	<b>Weekly reflection #7 due 3/20/20</b>  <u>Readings</u> <a href="#">Northwest Center for Public Health Practice: Effective Presentations - A Toolkit for Engaging an Audience</a>
12	<b>Professionalism</b> Communicating effectively with diverse groups	<b>Weekly reflection #7 due 3/27/20</b>  Ch. 13 Cross-Cultural Communication
13	<b>Capstone Project</b> Group work session	<b>Weekly reflection #8 due 4/3/20</b>
14	<b>Capstone Project</b> Group work session	<b>Weekly reflection #9 due 4/10/20</b>
15	<b>Capstone Project</b> Practice Presentation session	<b>Weekly reflection #10 due 4/17/20</b>
16	<b>Capstone Project</b> Project Presentations	<b>Presentation of Final Project due the week of 4/20/20; Capstone Report due on 4/27/20</b>

### Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Memorandum of understanding (Due on 1/13/20, 5% of final grade)**

The MOU is a document that will be created, based on a template provided, by the individual students/student teams with their preceptors' input. This document will outline the expectations of both the preceptor and each team member with regard to individual and group behavior. The document will also outline expectations for communication among group members and with the preceptor and the instructor. The MOU will be submitted as an assignment in the Canvas course site.

**Work plan (Due on 1/20/20, 10% of final grade)**

Students/student teams will create a work plan to detail their approach to completing the Capstone project. The work plan will include the deliverables and due dates for those deliverables. It will also identify the individuals responsible for those deliverables. Modifications to the work plan should be approved by the preceptor and instructor and should be detailed in the weekly reflections. The work plan will be submitted as an assignment in the Canvas course site.

**Weekly reflections (Due selected Fridays, 20% of final grade)**

10 weekly reflections will be sent to the instructor and preceptor to update them on the group's progress on the project. Progress will be evaluated based on the proposed work plan. Deviations from the work plan should be addressed in the weekly reflections. The weekly reflections will be submitted as assignments in the Canvas course site.

**Formative Peer Evaluations/Self Evaluation (Due on 2/17/20, 5% of final grade)**

Students will complete a mid-semester peer evaluation of their group members or themselves. This will provide constructive feedback that students can use to enhance their performance. The formative evaluation will be submitted as an assignment in the Canvas course site.

**Presentation of Final Project (Public Health Day) (Due the week of 4/20/20, 20% of final grade)**

Students will present the outcomes of the capstone project at the end of the semester. The presentations will be open to all faculty and students. Individuals or groups will present for 20 minutes with an additional five minute question and answer session. A rubric will be provided to guide the format of the presentations.

**Capstone Report (Due on 4/27/20, 40% of final grade)**

Students will create a high-quality written report detailing the capstone project. The report will include an updated copy of the work plan, a background section, methods, results, discussion, and a reflection on the process of completing the project. The capstone report will be submitted as an assignment in the Canvas course site.

**Individual Written Portion of Group Report (Applies to those working in groups only)**

Each group member must be responsible for their own portion of the final group report. The individual written report will consist of that portion of the group report plus a personal reflection on the process of completing the project and peer feedback for group members.

**Grading**

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Memorandum of understanding	January 13	5%
Work plan	January 20	10%
Weekly reflections	Weekly	20%

Formative Peer Evaluations/Self Evaluation	February 17	5%
Presentation of final project	Week of April 20	20%
Individual written capstone report	April 27	40%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	W F	I	N G	S-U
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00	0.00	0.00	0.00	0.00

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

## Assignment Policy

### Policy Related to Make up Exams or Other Work

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

Opportunities to make up assignments will only be given in the event that the absence was an excused one, per the **Policy Related to Class Attendance** (see below) or at the discretion of the instructor. Illness should be documented by a healthcare provider. If you are unable to submit an assignment on time, it is your responsibility to contact the instructor by email as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through UF email.

### Policy Related to Required Class Attendance

Attendance is required for all class sessions. Exceptions are made per the University's policy, including "illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic

competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.” The UF attendance policy may be viewed at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

If you need to miss class then you should contact the instructor as soon as possible to cite the reason for the absence. Each unexcused absence will result in a deduction of 1% per class period from the overall course average. Unexcused habitual lateness (arriving to class more than 5 minutes late, three or more times during the semester) will result in a deduction of 0.25% per incident from the overall course average. Students who habitually leave class early (leaving class before the class period is done, three or more times during the semester) will incur a deduction of 0.25% per incident from the overall course average.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

Students are expected to arrive on time to class and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. You may use your laptop or cellphone in the classroom but use should be limited to viewing materials related to the course and taking notes. Cheating and plagiarism will not be tolerated and will result in consequences up to and including failure of the course per the UF Honor Code. Disruptive classroom behavior will not be tolerated and may result in a Conduct Code violation. See the Academic Integrity section of this syllabus and the UF Student Conduct & Honor Codes for details: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### Communication Guidelines

The best way to communicate with me is by email through the UF email system. Please give me up to 24 hours during the work week to respond to your email, although I usually reply much sooner. I sometimes check email on the weekend but I do not guarantee that I'll respond during that time. Email correspondence should follow the etiquette of business emails (see UF's Netiquette Guide for Online Courses for guidance at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>). If you would like to meet in person outside of office hours then please make an appointment to see me; this ensures that we will have an uninterrupted time to meet.

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6XXX: Master of Public Health Capstone (2 credit hours)**  
Semester: Fall 2024  
Delivery Format: Online  
Asynchronous

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**Primary Instructor: Your MPH Faculty Advisor**

Course Coordinator: Mrs. Telisha Martin

Phone Number: 352-294-8576

Email Address: [martints@ufl.edu](mailto:martints@ufl.edu)

Office Hours: by appointment

Preferred Course Communications (e.g. email, office phone): UF email

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**Prerequisites**

PHC 6050 Statistical Methods for Health Sciences **or** PHC 6052 Introduction to Biostatistical Methods; PHC 6001 Principles of Epidemiology in Public Health; PHC 6313 Environmental Health Concepts in Public Health; HSA 6114 U.S. Health Care System; PHC 6410 Psychological, Behavioral, and Social Issues in Public Health; and all concentration core

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**PURPOSE AND OUTCOME**

**Course Overview**

This course serves as the culminating integrative learning experience (ILE) for MPH students. In this course, through completion of ILE (i.e., Capstone Project), students demonstrate a synthesis of foundational and concentration competencies. The project serves as the basis of a formally written report and an oral or poster presentation.

**Relation to Program Outcomes**

*CEPH Criterion D7. MPH Integrative Learning Experience*

"MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students, in consultation with [their] faculty [advisor] select foundational and concentration-specific competencies appropriate to the student's educational and professional goals."

**Course Objectives and/or Goals**

- Design and carry out an individual capstone project.
- Write a professional and formal paper describing the completed capstone project.
- Successfully present a complete project through oral or poster format.

**Instructional Methods**

This course will use the Canvas CMS. If you experience technical difficulties, please contact the UF Help Desk ([learning-support@ufl.edu](mailto:learning-support@ufl.edu); 352-392-HELP – select option 2).

UF Internet (eduroam) is available at thousands of locations worldwide!

UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! Here's a link to all the eduroam sites.

**There are no required textbooks for your Capstone Project.**

## DESCRIPTION OF COURSE CONTENT

### Grading

The assignments in this course are graded as Complete/Incomplete or Pass/Fail. If an assignment is graded as incomplete, the faculty advisor will provide the student with feedback and suggested changes. Students are required to review the feedback and make revisions based on suggested changes and resubmit that portion of the paper. Students must receive a “Complete” on all assignments to earn a grade of Satisfactory.

The Final Exam Milestone (Public Health Day Presentation) is graded as Pass/Fail. Students must receive a grade of “Pass” to graduate – this is a UF Graduate School requirement.

Assignment-specific rubrics are provided in Canvas with each assignment.

### Grading: S/U (Satisfactory or Unsatisfactory Grade)

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#:~:text=The%20only%20passing%20grades%20for,A%2D%20and%20A%2C%20respectively.>

### Topical Outline/Course Schedule

Due Date	Requirements & Deliverables	Criteria for Satisfactory Grade
August 31, 2024	Finalized and signed: “ <i>Student Capstone Proposal &amp; Faculty Advisor Contract</i> ”	Complete/Incomplete Signed contract is uploaded to Canvas. Coordinator reviews the submission for appropriate competencies.
September 13, 2024	Capstone Paper: Introduction Section	Complete/Incomplete Faculty Advisor gives feedback to the student.
September 27, 2024	Capstone Paper: Draft Section 2 (Methods)	Complete/Incomplete Faculty Advisor gives feedback to the student.
October 11, 2024	Capstone Paper: Draft Section 3 (Results)	Complete/Incomplete Faculty Advisor gives feedback to the student.
October 25, 2024	Public Health Day Presentation Title	Complete/Incomplete
October 25, 2024	Capstone Paper: Draft Section 4 (Discussion & Implications)	
November 4, 2024	Presentation Abstract	Complete/Incomplete
November 8, 2024	Final Exam Milestone: Public Health Day Presentation	Pass/Fail Grade input by Coordinator (based on rubric grading of two faculty evaluators)
November 15, 2024	Capstone Paper: Near Final Draft	Complete/Incomplete Faculty Advisor gives feedback to the student.

December 1, 2024	Final Capstone Paper	Complete/Incomplete
December 4, 2024	MPH Exit Survey Permission Form	Complete/Incomplete Grade input by coordinator, based on completion

### Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Overview of the Capstone Project

*Important Note:* Students are strongly advised to begin conceptualizing and working on their project (at least the proposal) the semester prior to taking Capstone.

Each student identifies a project that has a scope of work that can be completed in one semester. The project is allowed (but not required) to be associated the student's internship; HOWEVER, the Capstone Project is assessed separately from internship. Additionally, the Capstone Paper and Presentation are NOT allowed to be used as APE portfolio work products.

Capstone Projects should be specific to the student's MPH concentration but may take on different structures and formats based on the specific experience. Completed projects must demonstrate synthesis of at least two MPH core competencies and at least two of the student's concentration competencies. There are several project drafts and deliverables required throughout the semester (see specifics below). Examples of projects include but are not limited to:

- **Literature, Scoping, or Other Review** that surveys scholarly sources on a specific public health issue.
- **Grant Proposal** for a public health program, such as a disease prevention or health promotion intervention.
- **Empirical manuscript** using primary or secondary data. If you intend to use primary data, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.
- **Community (needs, context, or situation) assessment** describing the social, economic, and environmental status of a community. Please note that Needs Assessments often require IRB approval. If you intend to collect human subject data as part of your needs assessment, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.
- **Program evaluation** of an existing health program. Students would identify the primary evaluation questions and evaluation methods, collect the data, analyze the data and justify conclusions, and write a final evaluation report. Program evaluations intended for internal use and program improvement may not need IRB approval. Be sure to discuss considerations of IRB with your faculty advisor. If you and your faculty advisor determine that you need IRB approval, the project must have been submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.

- **Program Intervention** (e.g., health communication campaign, health promotion intervention, training curriculum etc.).
- **Health policy analysis or assessment.** This project could involve analysis of the public health implications of a current or proposed health policy or advocacy plan. The project could include perspectives on economics and financing, need and demand, politics/ethics/law, or quality/effectiveness.

**\*For projects requiring IRB approval,** you must have submitted for IRB approval prior to the start of the semester (and absolutely no later than the first week of classes). Delays in receiving IRB approval could delay completion of your project, and therefore delay your graduation semester.

## Assignments & Capstone Project Deliverables

### *Capstone Proposal & Student-Faculty Advisor Contract*

This is a contract between the student and faculty advisor that describes the proposed capstone project outlining the purpose, basic background and methods information, a timeline, and expectations for communication with one another. Students are expected to consult with their faculty advisors at least once every other week throughout completion of the project and development of the paper. The Proposal will include scheduled meeting times. Check the Canvas assignment for details.

### *Capstone Project Paper Components*

The Capstone Paper includes an in-depth, scholarly discussion such that at least two (2) core MPH competencies and two (2) concentration-specific competencies are involved in the project. Written reports should be 15-20\* double-spaced pages (APA style writing and formatting), exclusive of title page, graphics, and references.

Students must submit their drafts and final paper using the Assignment link on the eLearning “Capstone Project” Canvas assignments. This submission process uses TurnItIn which will validate the originality of the paper. Please review your TurnItIn score and consider if you should make revisions and then resubmit the assignment. When resubmitting, use the same assignment link.

A variety of outlines are provided in another document. In general, most\* papers will include:

#### Background

- Summary of critical literature
- Rationale/need for the project
- Objectives, specific aims, or research questions

#### Methods

- Hypotheses (if necessary)
- Specific identification of methods used in the project (needs assessment, policy analysis, epidemiological analysis, financial management, program planning, evaluation, etc.)
- Justification of methods
- Stakeholder involvement, as appropriate

#### Results

- Description of findings/outcomes
- Relationship of findings to the objectives, aims, or hypotheses
- Appropriate use of tables, charts, or other graphics
- Interpretation of findings

#### Discussion

- Relationship of findings to literature cited in the summary of critical literature
- Strengths and limitations
- Generalizability

#### Implications

- Implications for research/practice
- Lessons learned from this project/recommendations for future projects.

*\*The faculty advisor can provide permission for papers to be outside this range. In providing this allowance, consideration should be given to the type of project the student is completing.*

### **Public Health Day Presentation & the Final Exam Milestone**

**Final Exam Milestone:** The UF Graduate School requires all master-level degree programs to include degree requirements that reflect mastery of a field of study. “The achievement of a successful final examination is a required degree milestone that must be formally recorded with the Graduate School.” The Graduate School specifies the deadline for recording the outcome of the Final Exam Milestone (FEM) each semester. The FEM for the MPH Program is comprised of the Capstone Project itself along with a professional presentation of the project. As such, for the program to record a grade of “Satisfactory,” the MPH student must 1) complete all course required draft submissions up to the FEM deadline; and 2) successfully pass the Public Health Day presentation.

**Presentation Details:** Students will provide an audio-visual oral presentation of their Capstone project during the planned Public Health Day. Fall and Summer presentations occur virtually and will be open to all faculty and students. Spring presentations occur both in-person and virtually (as determined by the student’s program modality). All virtual presentations are required to be oral presentations. In-person presentations may choose either the oral presentation format or poster presentation format.

Students will receive their schedule at least one week before Public Health Day. The dates of Public Health Days are announced at the beginning of the semester, and specific times for each presentation are posted in advance of the presentations. These oral and written reports constitute the culminating experience and the final comprehensive examination for the MPH program. Students are required to practice with their faculty advisor prior to Public Health Day. The practice session is required so the faculty advisor can give final approval that the student is ready to present.

All students and faculty are invited to attend Public Health Day. Two faculty members will serve as evaluator/grader for each student’s presentation. Grades and written feedback will be input into Canvas soon after the program has received grading rubrics from both faculty reviewers. Students should use feedback received during and after the presentation to improve their written paper.

#### *Oral Presentations*

Each student should plan to present for 15 minutes, with an additional 10-minute question and answer session to follow. Short time limits such as these are typical for professional presentations, and students should practice and ensure their presentation falls within the time limit. The time limit will be adhered to strictly.

The background portion of the presentation should be very brief (although more detail may be discussed in the paper). The presentation should focus primarily on the Methods, Results, Discussion, and Implications.

#### *For remote presenters:*

You will receive an email from one of the MPH staff with a Zoom link for your presentation.

##### In preparation:

- You will receive a Zoom guide for presenters.
- Create your presentation as you would if giving it in person (preferably PowerPoint).
- Identify a quiet place to present. Look around the room to see what might be in the background that you don’t want people to see. Try not to have a window or bright light behind you because it will create a silhouette effect.

##### The day of:

- Dress professionally, as you would if you were presenting in person.

- Silence your phones and computer notifications.
- Log in at least 5 minutes early for your presentation. An MPH staff member will be presenter as facilitator, timekeeper, and to help with any technical issues.
- During the Zoom meeting, you can share your screen and present your slides.
- Please note that presentations will be recorded for review by the MPH program.
- You will have up to 15 minutes to present, followed by up to 10 minutes of questions from your faculty reviewers.

### *Poster Presentations*

Campus students who conduct poster presentations will be assigned a specific period during which they will be available to discuss the poster and the larger project in detail with faculty and fellow students. Each poster presenter should be prepared to provide a brief 5-minute presentation for faculty reviewers and fellow students. All portions of the paper should be represented on the poster.

### **MPH Exit Survey**

Completion of the MPH Exit Survey is a graduation requirement. Students will be provided with a link in Canvas so to complete the MPH Exit Survey. The survey will be available starting on the day of Public Health Day, and must be completed by the date indicated on this syllabus.

### **Permission Form**

Please complete the permission form for us to use your paper and/or presentation as an excellent example to other students and faculty.

## **CLASS POLICIES**

### **Assignment Policy**

Be sure to review assignment descriptions carefully, and take note of any additional guidance that is given for each assignment. Students are expected to do their best work and to turn in work on time. Some “deadlines” are self-imposed and will be determined by the specific assignment.

- Unless otherwise noted, assignments are due at 11:59pm on the date indicated.
- If you anticipate submitting an assignment late, please inform your faculty advisor and the course coordinator as quickly as possible.
- Although assignments can be accepted late, delaying completion of an assignment could delay graduation if the delay is such that the student will not be prepared to present on Public Health Day or that the student does not pass the Public Health Day presentation, both of which are required for graduation. This situation will be handled on a case-by-case basis. (For example, depending on a student’s progress, this could possibly include an incomplete or dropped course.)

### **Faculty Advisor Evaluation Process**

Students are expected to provide feedback on the quality of advising during their time in the MPH program. The evaluation is completed via Qualtrics as part of the MPH Exit Survey. The data collected is used to improve programmatic processes; it will only be shared using aggregate data. Individual data and identifiers are not shared.

### *Concerns with Faculty Advisor Communication & Responsiveness*

If you experience difficulty in receiving feedback or response from your faculty advisor, please reach out to the Course Coordinator to let them know.

If your Faculty Advisor is temporarily unavailable and you require faculty support, please first reach out to your Concentration Coordinator. If you are unsure who your Concentration Coordinator is, please check the current [MPH Student Handbook](#).

### **Policy Related to Make up Exams or Other Work**

Please review the Assignment Policy for information about make-up work.

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Expectations Regarding Course Behavior**

Students are expected to arrive on time to class and remain throughout the scheduled class time. If you need to arrive late or leave early for any reason, please inform the instructor prior to class. You may use your laptop or cellphone in the classroom but use should be limited to viewing materials related to the course and taking notes. Cheating and plagiarism will not be tolerated and will result in consequences up to and including failure of the course per the UF Honor Code. Disruptive classroom behavior will not be tolerated and may result in a Conduct Code violation. See the Academic Integrity section of this syllabus and the UF Student Conduct & Honor Codes for details: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

### **Communication Guidelines**

The best way to communicate with your course coordinator is email through the UF email system. Please allow up to 48 hours during the work week to respond to your email. I sometimes check email on the weekend but I do not guarantee that I'll respond during that time. Email correspondence should follow the etiquette of business emails (see UF's Netiquette Guide for Online Courses for guidance at <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>). If you would like to meet in person outside of office hours then please make an appointment to see me; this ensures that we will have an uninterrupted time to meet.

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## SUPPORT SERVICES

### Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center:  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to

the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

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# Course|Modify for request 18782

## Info

**Request:** PHC 7083 Artificial Intelligence and Data Science for Epidemiology and Population Health

**Description of request:** This is a request to Increase the course credit hours from 2 credits to 3 credits, change the course title, and adding a prerequisite.

**Submitter:** Stephanie Hanson shanson@php.ufl.edu

**Created:** 10/19/2023 2:55:54 PM

**Form version:** 4

## Responses

### Current Prefix

*Enter the current three letter code (e.g., POS, ATR, ENC).*

Response:

PHC

### Course Level

*Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

*&nbsp;*

Response:

7

### Lab Code

*Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

C

### Number

*Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.*

Response:

708

### Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:

Computational Data Science for Epidemiology

**Effective Term**

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:  
Earliest Available

**Requested Action**

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:  
Other (selecting this option opens additional form fields below)

**Change Course Prefix?**

Response:  
No

**Change Course Level?**

Response:  
No

**Change Course Number?**

Response:  
No

**Change Lab Code?**

Response:  
No

**Change Course Title?**

Response:  
No

**Change Transcript Title?**

*If changing the course title a new transcript title is also required.&nbsp;*

Response:  
No

**Change Credit Hours?**

Response:  
Yes

**Current Credit Hours**

Response:  
2

**Proposed Credit Hours**

Response:  
3

**Change Variable Credit?**

Response:  
No

**Change S/U Only?**

Response:  
No

**Change Contact Type?**

Response:  
No

**Course Type**

*Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;*

Response:  
Lecture

**Change Rotating Topic Designation?**

Response:  
No

**Change Repeatable Credit?**

Response:  
No

**Multiple Offerings in a Single Semester**

*Can this course be taken by a student multiple times in the same semester?*

Response:  
No

**Change Course Description?**

Response:  
No

**Change Course Objectives**

Response:  
No

## Change Prerequisites?

Response:  
Yes

## Current Prerequisites

Response:  
PHC 6000 Epidemiology Research Methods I

## Proposed Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*

*Courses level 3000 and above must have a prerequisite.*

*Please verify that any prerequisite courses listed are active courses.*

*(There is a limit of 246 characters)*

&nbsp;

Response:  
PHC6000 Epidemiology Research Methods I, and at least one among PHC6052, PHC6053, PHC7065 or PHC6711 (or equivalent quantitative stats/programming course with permission of instructor)

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:

<ol>

• Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).</ol>

## Change Co-requisites?

Response:  
No

**Rationale**

*Please explain the rationale for the requested change.*

Response:

This is a request to increase the hours of software practice to give students better opportunity to become proficient in AI programming. This is also a request to change the title from Computational Data Science for Epidemiology to Artificial Intelligence and Data Science for Epidemiology and Population Health. The new title will better describe the content of the extended credit hours that cover additional artificial intelligence practical topics. There is additional content that requires additional quantitative training so a prerequisite was added to accommodate this.

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 7083: Computational Data Science for Epidemiology (2 credit hours)**

Semester: A 2023  
 Delivery Format: On-Campus (HyFlex option)

Instructor Names:	Simone Marini, Mattia Prospero
Room Number:	HPNP G-301A
Phone Number:	3522948951
Email Address:	{simone.marini, m.prosperi}@ufl.edu
Office Hours:	On appointment (Mon-Fri, 9:00am-5:00pm)
Teaching Assistants:	TBA
Preferred Course Communications:	email

**Prerequisites** PHC 6000 Epidemiology Research Methods I

## **PURPOSE AND OUTCOME**

**Course Overview.** This course blends methodological, practical, and translational aspects of computational epidemiology with emphasis on new data science methods. The course is not intended to provide statistical training, but rather to teach students to recognize suitable computational data mining approaches, and to become acquainted with machine learning software capable of processing big data.

**Relation to Program Outcomes.** This course covers new and interdisciplinary aspects of epidemiology in response to the growth of big data repositories, integrated multi-centric studies/cohorts, merges of heterogeneous data sources (genetics, clinical, surveillance, laboratory, sensors), and new data types (such as those from social media). This course brings our Epi program into the 'next-generation' era of epidemiological research and data science, in compliance to up-to-date accreditation standards, and with translational relevance to clinical and professional practice.

**Course Objectives and/or Goals.** This course has the objective to provide the students training in data science expressively for epidemiology, aiming at enabling them to formulate and test appropriate modeling hypotheses for large scale and heterogeneous study designs. This training is valuable for a PhD student who is interested into the 'next-generation' data science of epidemiology and biomedical modeling. Upon successful completion of the course, students will be able to:

- Identify data characteristics and issues by design, e.g. how to query an electronic medical record database
- Formulate (multiple) modeling hypothesis, e.g. how to perform large-scale exploratory analysis on genomics data.
- Design data analysis plans, e.g. how to compare a linear regression prediction model with a decision tree or a neural network.
- Parallelize analyses to reduce complexity, e.g. how to prepare statistical scripts to be run on a computer cluster.

- Interpret prediction models and generalize findings, e.g. understand the actionable variables in a risk score and identify strategies to reduce risks.

Knowledge-based goals according to Bloom's taxonomy of educational objectives:

*Knowledge.* Recognition of computational learning techniques and health informatics terms/procedures, e.g. "What is a decision tree?"

*Comprehension.* Ability to extrapolate the functional value of computational models, e.g. "Is a decision tree a nonlinear classifier?"

*Application.* Ability to use a computational method in a specific context, e.g. "Can you extract data from the health record system following the study design and fit a random forest on the study outcome using a parallelized statistical software library?"

*Analysis.* Ability to test hypotheses using the data and different modelling approaches, e.g. "What happens if the prior probability is changed when we fit a Bayesian model?"

*Synthesis.* Ability to combine different computational models on the basis of a problem of interest, e.g. "For this problem, for which we found evidence of nonlinearity, we decide to use the alternating decision tree model to achieve better prediction performance yet maintaining an acceptable level of interpretability."

*Evaluation.* Ability to formulate new evidence-based research questions; ability to evaluate the generalizability and translational importance of findings, e.g. "What information domains shall we look at when designing a prediction system for dengue infection risk in Haiti, and what would be the impact of a prediction model that includes modifiable variables for which an intervention could reduce incidence?"

**Instructional Methods.** Face-to-face lectures (using PPT/PDF presentations) divided in three parts: 1) methodological introduction, 2) applied/translational exemplification, 3) students' feedback (Q&A, reflections/commentaries, et cetera); usage of printed/PDF textbook(s) and critical reading of scientific papers, including critical paper discussion among students. Teaching material will be posted online. All course slides will be made available online for download. The online material (including this syllabus) will be processed through SensusAccess according to Federal, State and University's accessibility policies and governance.

## DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule.** The course is divided into 12 classes of 75 minutes each, for a total of 900 minutes. The lessons are accompanied by PPT/PDF slides and/or research papers. Usually, the last part of the lecture classes is dedicated to interactive questions & answers and discussion on the topics presented, whilst the last part of the practice sessions let the students use the programs by themselves after following the instructor's tutorial.

**Time frame for classes.** Summer A, once a week (based on current class availability, two classes will be given every Tuesday starting on May 16 (until June 20) from 10am. The software practice session will be carried out on the same day in the afternoon (1:30pm).

### Week 1

Lecture 1 – Principles of data science for epidemiology: beyond prediction toward intervention with an eye on causality.

Lecture 2 - Genetic determinants of diseases and disorders.

Practice - Introduction to data formatting and machine learning software suites, e.g., Weka, Orange, R and Python machine learning frameworks.

Readings:

Prosperi, M., Min, J.S., Bian, J. et al. Big data hurdles in precision medicine and precision public health. *BMC Med Inform Decis Mak* 18, 139 (2018) doi:10.1186/s12911-018-0719-2.

Whalen, Sean, et al. "Navigating the pitfalls of applying machine learning in genomics." *Nature Reviews Genetics* 23.3 (2022): 169-181.

Uitterlinden AG. An Introduction to Genome-Wide Association Studies: GWAS for Dummies.. *Semin Reprod Med*. 2016. PMID: 27513020.

MacEachern, Sarah J., and Nils D. Forkert. "Machine learning for precision medicine." *Genome* 64.4 (2021): 416-425.

Friedman NP, Banich MT, Keller MC. Twin studies to GWAS: there and back again. *Trends in cognitive sciences*. 2021 Oct 1;25(10):855-69.

## **Week 2**

Lecture 1 - Data science and machine learning methods for epidemiology I.

Lecture 2 - Data science and machine learning methods for epidemiology II.

Practice – A primer on prediction model design, implementation, and evaluation

Readings:

Qayyum, Adnan, et al. "Secure and robust machine learning for healthcare: A survey." *IEEE Reviews in Biomedical Engineering* 14 (2020): 156-180.

Zhang, Angela, et al. "Shifting machine learning for healthcare from development to deployment and from models to data." *Nature Biomedical Engineering* (2022): 1-16.

Badillo, Solveig, et al. "An introduction to machine learning." *Clinical pharmacology & therapeutics* 107.4 (2020): 871-885.

## **Week 3**

Lecture 1 & 2 – Molecular epidemiology: tracing outbreaks and their dynamics (phylogenetics/phylogenomics, equations, and simulations).

Practice – Feature extraction, clustering, and classification from scratch

Readings:

Rife BD, Mavian C, Chen X, Ciccozzi M, Salemi M, Min J, Prospero M. Phylodynamic applications in 21 st century global infectious disease research. *Global Health Research and Policy* 2017; 2:13. DOI: 10.1186/s41256-017-0034-y.

Grenfell BT, Pybus OG, Gog JR, Wood JL, Daly JM, Mumford JA, Holmes EC. Unifying the epidemiological and evolutionary dynamics of pathogens. *Science*. 2004 Jan 16;303(5656):327-32. doi: 10.1126/science.1090727.

#### **Week 4**

Lecture 1 & 2 - Deep learning and explainable AI.

Practice – Other machine learning methods, e.g., support vector machines, (deep) neural networks.

Readings: Papers agreed for the journal discussion.

#### **Week 5**

Lecture 1 & 2 – Journal discussions (student presentations).

Practice – General Machine Learning practice.

Readings:

#### **Week 6**

Final assessment (exam).

Readings:

Prospero, M., Bian, J. Is it time to rethink institutional review boards for the era of big data?. *Nat Mach Intell* 1, 260 (2019) doi:10.1038/s42256-019-0059-7.

**Course Materials and Technology.** Course slides will be provided by the teachers and posted online. Textbook(s): None mandatory (the course material and the suggested/assigned papers will be sufficient). Students may ask the teacher for a selection of interesting textbooks in computational epidemiology. Recommended journal papers are listed in the previous section, already divided by topic (lecture). Students might need to install R <https://www.r-project.org/> (links to an external site), Orange <https://orangedatamining.com/> (links to an external site), and Weka <https://www.cs.waikato.ac.nz/ml/weka/> (links to an external site) on their laptop for the practice sessions. All software is free.

For technical support for this class, please contact the UF Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

#### **Additional Academic Resources**

[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.](#)

## ACADEMIC REQUIREMENTS AND GRADING

**Homework.** Students are supposed to review course material as suggested by the teacher. The teacher will clearly explain the pathway to acquire the knowledge, develop critical understanding, and explain the requirements for the Assignment(s)/Exam. The reading of all suggested papers (besides those assigned) is not enforced: a student may prefer to study on other texts or educational media if this facilitates their study.

**Assignments.** Students will present to the class a critical review of a scientific paper addressing computational modelling and large data in epidemiology, population science, public health, or biomedical sciences. While the instructors will provide a list of papers to review, students are encouraged to propose papers they find interesting. Papers needs to be approved by the instructors in advance. The presentation counts for 40% of the total final mark; points' scale is in grade letters (see Grading). Comments and questions to the presentations of other students are highly encouraged.

### Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Presentation	05/13	40%
Exam	05/20	40%
Attendance and participation	N/A	20%

Point system used (i.e., how do course points translate into letter grades). The presentations and the final exam will be assigned a grade each (see table below). The final points-grade will be calculated as the weighted average of the assignments and the exam, i.e.  $0.4 * \text{Presentation} + 0.4 * \text{Exame} + 0.2 * \text{Presence}$ . The final letter grade will be obtained by converting the final points-grade in accordance to the table below. Decimals will be rounded to the nearest integer.

## Grade letters and grade points

LetterGrade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
	WF	I	NG	S-U								
GradePoints	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0
	0.0	0.0	0.0	0.								

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

**Exam Policy.** The student may not bring any didactic material, nor have an open computer or phone on their desk. The student must write on paper sheets that the instructor will provide. There will be five questions, six points each. The exam will cover material from the didactic and the practical sessions. There will be two or three technical/methodological questions and two or three applied/discussion questions. The instructor will give examples of mock-up exams during classes to prepare the students.

Tentative exam location(s)/dates(s)/times(s): HPNP G-301A, Tue 06/20, 10:00 am. Exam duration will be approximately 50 minutes. Note: the exact location, date, and time of the exam might vary to accommodate the students' schedule (other exams, conference attendance, etc.).

**Policy Related to Make up Exams or Other Work.** Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance.** Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance will be verified by signature sheets available during the class. Excused absences can be reported to the instructor prior to or on the day of absence, not later. Absence is defined as not showing up at class or being late more than 15 minutes.

**Policy Related to Guests Attending Class.** Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Expectations Regarding Course Behavior.** Keep cell phones silenced in class. Ask permission to teacher and students for using audio/video/image recording devices. Be educated and polite.

**Communication Guidelines.** Follow netiquette for online communications:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Recording Within the Course:

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.

#### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

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

### **SUPPORT SERVICES**

#### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

#### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **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.](#)

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 7083: Artificial Intelligence and Data Science for Epidemiology and Population Health**  
**(3 credit hours)**

<https://epidemiology.phhp.ufl.edu/academics/courses/#7083>

<https://ufl.instructure.com/courses/>

Semester: Summer A 2024

Delivery Format: On-Campus (HyFlex option)

Instructor Names: Simone Marini, Mattia Prosperi  
Room Number: TBA  
Phone Number: (352) 273-5961  
Email Address: {simone.marini, m.prosperi}@ufl.edu  
Office Hours:  appointment (Fri, 10:00am-12:00pm)  
Teaching Assistants: TBA  
Preferred Course Communications: email  
Prerequisites PHC6000 Epidemiology Research Methods I, and at least one among PHC6052, PHC6053, PHC7065 or PHC6711 (or equivalent quantitative stats/programming course with permission of instructor).

## **PURPOSE AND OUTCOME**

**Course Overview.** This course teaches artificial intelligence (AI) methods and software apt to predict, interpret data patterns and retrieve, gain knowledge from real-world biomedical data, upon epidemiological study designs.

**Relation to Program Outcomes.** The course covers new and interdisciplinary aspects of epidemiology in response to the growth of big data repositories, integrated multi-centric studies/cohorts, merges of heterogeneous data sources (genetics, clinical, surveillance, laboratory, sensors), and new data types (such as those from social media). This course brings the Epidemiology PhD program into the 'next-generation' era of epi-informatics research and AI/data science, in compliance to up-to-date accreditation standards, and with translational relevance to clinical and professional practice.

The following UF AI Competencies will be addressed in this course:

- *Know and Understand* (35%) – Comprehend the algorithms at the base of AI inference.
- *Use and Apply* (35%) – Determine appropriate AI methodologies to be used given an epidemiology- or public health-focused problem of interest and study design.
- *AI Ethics* (5%) – Understand the possible bias in the data that can affect AI learning and cause potentially harm when used for clinical or public health predictions/interventions.
- *Evaluate and Create* (5%) – Propose novel AI approaches for epidemiology and health sciences.
- *AI Enabled* (20%) – Build hands-on experience in AI programming languages and data analytics software suites.

**Course Objectives and/or Goals.** This course has the objective to provide the students training in data science expressively for epidemiology, aiming at enabling them to formulate and test appropriate modeling hypotheses for large scale and heterogeneous study designs. This training is valuable for a PhD student who is interested in the 'next-generation' data science of epidemiology and biomedical modeling. Upon successful completion of the course, students will be able to:

- Identify data characteristics and issues by design, e.g., how to query an electronic medical record database.
- Formulate (multiple) modeling hypothesis, e.g., how to perform large-scale exploratory analysis on genomics data.
- Design data analysis plans, e.g., how to compare a linear regression prediction model with a decision tree or a deep neural network.
- Parallelize analyses to reduce complexity, e.g., how to prepare statistical scripts to be run on a computer cluster.
- Interpret prediction models and generalize findings, e.g., analyze the actionable variables in a risk score and identify strategies to reduce risks.

### **Knowledge-based goals according to Bloom's taxonomy of educational objectives:**

**Knowledge.** Recognition of computational learning techniques and health informatics terms/procedures, e.g. "What is a decision tree?"

**Comprehension.** Ability to extrapolate the functional value of computational models, e.g., "Is a decision tree a nonlinear classifier?"

**Application.** Ability to use a computational method in a specific context, e.g., "Can you extract data from the health record system following the study design and fit a random forest on the study outcome using a parallelized statistical software library?"

**Analysis.** Ability to test hypotheses using the data and different modeling approaches, e.g., "What happens if the prior probability is changed when we fit a Bayesian model?"

**Synthesis.** Ability to combine different computational models on the basis of a problem of interest, e.g., "For this problem, for which we found evidence of nonlinearity, we decide to use the alternating decision tree model to achieve better prediction performance yet maintaining an acceptable level of interpretability."

**Evaluation.** Ability to formulate new evidence-based research questions; ability to evaluate the generalizability and translational importance of findings, e.g., "What information domains shall we look at when designing a prediction system for dengue infection risk in Haiti, and what would be the impact of a prediction model that includes modifiable variables for which an intervention could reduce incidence?"

### **Instructional Methods**

**Face-to-face lectures** (using PPT/PDF or audio/video presentations) divided in three parts: 1) methodological introduction, 2) applied/translational exemplification, 3) students' feedback (Q&A, reflections/commentaries, et cetera).

**Homework.** Usage of printed/PDF textbook(s) and critical reading of scientific papers, including critical paper discussion among students. Students are supposed to review course material as suggested by the teacher. The teacher will clearly explain the pathway to acquire the knowledge, develop critical understanding, and explain the requirements for the Assignment(s)/Exam. The reading of all suggested papers (besides those assigned) is not enforced: a student may prefer to study on other texts or educational media if this facilitates their study.

**Hands-on practice** of AI/machine learning software (open source) either in class with the presence of instructor or independently using provided materials.

## DESCRIPTION OF COURSE CONTENT

**Topical Outline/Course Schedule.** The course is divided into 24 classes of 1 hour each, and 6 software practices of 3.5 hours each, for a total of 45 contact hours. The lessons are accompanied by PPT/PDF slides and/or research papers. Usually, the last part of the lecture classes is dedicated to interactive questions & answers and discussion on the topics presented, whilst the last part of the practice sessions let the students use the programs by themselves after following the instructor's tutorial.

**Time frame for classes.** Summer A, twice a week. One day will feature 3 classes; another day will feature 1 class and a software practice. {Days and timeline will be determined based on the academic calendar}.

Week	Lectures (methods/applications)	Practices
1	1-4: Principles of AI, data science and machine learning for epidemiology: Coding; Study design for prediction modeling; Measures of prediction performances.	1: Introduction to data formatting and machine learning software suites.
2	5-8: Technical details on data types and ML methods with application examples.	2: A primer on prediction model design, implementation, parallelization, and evaluation.
3	9: Molecular epidemiology, from genomics to tracing outbreaks and their dynamics. 10-12: Advanced Machine Learning Models with application examples.	3: Feature extraction, clustering, and classification from scratch.
4	13-14: Neural Networks. 15-16: Deep learning and explainable AI.	4: Design data analysis plans; dataset assessment, feature design and selection, and parameter search.
5	17-20: AI Pitfalls, prediction disasters, and how to avoid them.	5: Dealing with noisy and missing data: practical problems and solutions.
6	21-23: Journal discussions (student presentations). 24: Final assessment (exam).	6: General Machine Learning practice.

### Week 1 Readings:

- MacEachern, Sarah J., and Nils D. Forkert. "Machine learning for precision medicine." *Genome* 64.4 (2021): 416-425.
- Monaco, Alfonso, et al. "A primer on machine learning techniques for genomic applications." *Computational and Structural Biotechnology Journal* 19 (2021): 4345-4359.

### Week 2 Readings:

- Qayyum, Adnan, et al. "Secure and robust machine learning for healthcare: A survey." *IEEE Reviews in Biomedical Engineering* 14 (2020): 156-180.
- Zhang, Angela, et al. "Shifting machine learning for healthcare from development to deployment and from models to data." *Nature Biomedical Engineering* (2022): 1-16.
- Badillo, Solveig, et al. "An introduction to machine learning." *Clinical pharmacology & therapeutics* 107.4 (2020): 871-885.

**Week 3 Readings:**

- Rife BD, Mavian C, Chen X, Ciccozzi M, Salemi M, Min J, Prosperi M. Phylodynamic applications in 21 st century global infectious disease research. *Global Health Research and Policy* 2017; 2:13. DOI: 10.1186/s41256-017-0034-y.
- Grenfell BT, Pybus OG, Gog JR, Wood JL, Daly JM, Mumford JA, Holmes EC. Unifying the epidemiological and evolutionary dynamics of pathogens. *Science*. 2004 Jan 16;303(5656):327-32. doi: 10.1126/science.1090727.

**Week 4 Readings:**

- Zou, James, et al. "A primer on deep learning in genomics." *Nature genetics* 51.1 (2019): 12-18.
- Samek W, Müller KR. Towards explainable artificial intelligence. *Explainable AI: interpreting, explaining and visualizing deep learning*. 2019:5-22.
- Holzinger A, Saranti A, Molnar C, Biecek P, Samek W. Explainable AI methods-a brief overview. *InxxAI-Beyond Explainable AI: International Workshop, Held in Conjunction with ICML 2020, July 18, 2020, Vienna, Austria, Revised and Extended Papers 2022 Apr 17 (pp. 13-38)*. Cham: Springer International Publishing.
- Novakovsky G, Dexter N, Libbrecht MW, Wasserman WW, Mostafavi S. Obtaining genetics insights from deep learning via explainable artificial intelligence. *Nature Reviews Genetics*. 2023 Feb;24(2):125-37.

**Week 5 Readings:**

- Prosperi, M., Bian, J. Is it time to rethink institutional review boards for the era of big data?. *Nat Mach Intell* 1, 260 (2019) doi:10.1038/s42256-019-0059-7.
- Prosperi, M., Min, J.S., Bian, J. et al. Big data hurdles in precision medicine and precision public health. *BMC Med Inform Decis Mak* 18, 139 (2018) doi:10.1186/s12911-018-0719-2.
- Whalen, Sean, et al. "Navigating the pitfalls of applying machine learning in genomics." *Nature Reviews Genetics* 23.3 (2022): 169-181.
- Roberts, Michael, et al. "Common pitfalls and recommendations for using machine learning to detect and prognosticate for COVID-19 using chest radiographs and CT scans." *Nature Machine Intelligence* 3.3 (2021): 199-217.

**Week 6 Readings:**

- Papers agreed for the journal discussion.

**Course Materials and Technology**

Teaching material will be posted online. All course slides/videos will be made available for download. The online material (including this syllabus) will be processed through SensusAccess according to Federal, State and University's accessibility policies and governance.

Textbook(s): None mandatory (the course material and the suggested/assigned papers will be sufficient). Students may ask the teacher for a selection of interesting textbooks in computational epidemiology. Recommended journal papers are listed in the previous section, already divided by topic (lecture). Students might need to install R <https://www.r-project.org/> (links to an external site), Orange <https://orangedatamining.com/> (links to an external site), and Weka <https://www.cs.waikato.ac.nz/ml/weka/> (links to an external site) on their laptop for the practice sessions. All software is free.

For technical support for this class, please contact the UF Help Desk at:

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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.

## ACADEMIC REQUIREMENTS AND GRADING

**Software skills.** The students will build up and demonstrate skills with AI software and AI packages. During the software practice sessions, the instructor will guide students through interactive tutorials, and the students will be monitored in the process to verify that they are able to execute code. Further, the students will analyze datasets on their own and create new code/pipelines, which the instructor will review regularly for proficiency assessment.

**Student presentation.** Students will present to the class a critical review of a scientific paper addressing computational modeling and large data in epidemiology, population science, public health, or biomedical sciences. Students will be randomly assigned to teams (3-5 students each) that will produce the critical review in the form slides and presentation. Each student will present a specific part of the review (~10 minutes per student) and will be evaluated singularly on clarity of exposure, adherence with the paper, and in-depth analysis of the topic.

While the instructors will provide a list of papers to review, students are encouraged to propose papers they find interesting. Papers need to be approved by the instructors in advance. The presentation counts for 25% of the total final mark; points' scale is in grade letters (see Grading). Comments and questions to the presentations of other students are highly encouraged.

**Exam.** There will be five questions, scored 20% each. There will be two or three technical/methodological questions and two or three applied/discussion questions. The instructor will give examples of mock-up exams during classes to prepare the students and post them online.

Tentative exam location(s)/dates(s)/times(s): TBD (based on the calendar). Exam duration will be up to 1 hour.

### Grading rubric

Requirement	Due date	Points or % of final grade (% must sum to 100%)	Mode of assessment/grading
Software skills	N/A	20%	Verified in class, with the presence of instructor, and with independent coding.
Student presentation	TBD	30%	In class or by submission of video recording within set deadlines.

Exam	TBD	40%	In person, written, five questions with open response (see section above for scoring).
Attendance and participation	N/A	10%	Attending class, practice sessions, reviewing recorded lectures and online materials. Partial attendance (when not excused or made up for) will be scored proportionally to the total number of in-person classes.

**Point system used (i.e., how do course points translate into letter grades).** The presentations and the final exam will be assigned a grade each (see table below). The final points-grade will be calculated as the weighted average of the assignments and the exam, i.e.,  $0.20 \times \text{Software skills} + 0.3 \times \text{Presentation} + 0.5 \times \text{Exam} + 0.1 \times \text{Attendance}$ . The final letter grade will be obtained by converting the final points-grade in accordance to the table below.

Percent	Grade	Grade Points
92.0 to 100	A	4.0
85.0 to 91.9	A-	3.67
78.0 to 84.9	B+	3.33
71.0 to 77.9	B	3.0
64.0 to 70.9	B-	2.67
57.0 to 63.9	C+	2.33
50.0 to 56.9	C	2.0
43.0 to 49.9	C-	1.67
36.0 to 42.9	D+	1.33
29.0 to 35.9	D	1.0
22.0 to 28.9	D-	0.67
0 to 21.9	E	0.0

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:  
<https://gradcatalog.ufl.edu/graduate/regulations/>

**Policy Related to Make up Exams or Other Work.** Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail the instructors within 24 hours of the technical difficulty if you

wish to request a make-up. Requests for make-ups due to non-technical issues will be evaluated by the instructors on case-basis subject to further recommendation by the PhD program Director.

**Policy Related to Required Class Attendance.** Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance will be verified by the instructor at the beginning of each class. Excused absences can be reported to the instructor prior to or on the day of absence, not later. Absence is defined as not showing up at class or being late more than 15 minutes.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

**Expectations Regarding Course Behavior.** Keep cell phones silenced in class. Ask permission to teacher and students for using audio/video/image recording devices. Be educated and polite.

**Exam Policy.** The student may neither bring any didactic material, nor have an open computer or phone on their desk.

**Communication Guidelines.** Follow netiquette for online communications:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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 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 additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### Recording Within the Course:

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.

### **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://php.ufl.edu/policy-classroom-guests-of-students/>

### **Online Faculty 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.ua.ufl.edu/public-results/>.

## **SUPPORT SERVICES**

### **HyFlex**

<https://citt.ufl.edu/resources/teaching-in-a-classroom-with-hyflex/hyflex-technology/>

The classes will be in person, but the course is also offered with HyFlex option in order to (1) accommodate all students' learning needs through different means, equalizing opportunities for access and content fruition, and (2) maximize the newest technology components (especially for software practice). Specifically, the classroom will include zoom streaming capabilities, an interactive virtual whiteboard, and prerecorded lectures will be posted online.

Please note that the exam will be in person (while presentations and practice assessment can be performed online or asynchronously).

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the

letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **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](#).

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

### **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu).

# Course|New for request 18977

## Info

**Request:** BCH 5XXX Fundamentals of Biochemistry & Molecular Biology

**Description of request:** The Department of Biochemistry and Molecular Biology has developed a one-semester, graduate-level course in the fundamentals of biochemistry and molecular biology. The course has been taught as a topics course (GMS5905) for several semesters. We now request approval of the course as a permanent BCH5XXX offering.

**Submitter:** Deborah Smith dsmith43@ufl.edu

**Created:** 10/3/2023 2:02:27 PM

**Form version:** 1

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

BCH

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

5

### Undergraduate students in 5000 level courses

*Is this course intended for an audience including undergraduate students?*

Response:

No

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

Response:

This course is an introductory biochemistry and molecular biology course intended for graduate students that do not have a biochemistry background. Students will gain a strong foundation in the fundamental concepts of biochemistry and molecular biology and will be prepared for upper-level courses.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

**Lab Code**

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

**Category of Instruction**

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*  
&nbsp;

Response:  
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

**Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Fundamentals of Biochemistry & Molecular Biology

**Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
FUND BIOCHEM MOL BIO

**Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

**Delivery Method(s)**

Indicate all platforms through which the course is *currently* *planned* to be delivered.

Response:  
On-Campus, Online

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:  
Yes

**Co-Listing Explanation**

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. It is recommended that a Course Differentiation document be provided for review and approval purposes. Please see the example below.

• *Differentiation of Co-Listed Courses - Example*

*&nbsp;*  
*&nbsp;*For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).

Response:  
Graduate students are required to read primary literature and complete graded assignments associated with the readings. Details on these assignments are included in the attached graduate section syllabus.

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Summer

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
2024

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:

No

### **Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:

No

### **Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:

4

### **S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

### **Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors.



- Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

### Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

As an introductory graduate level course it provides a strong foundation for future coursework. It is appropriate for students entering a biochemistry or biochemistry-related graduate program that need to strengthen, or refresh, their knowledge of the fundamental concepts. It will be the first course for students entering the Medical Biochemistry and Molecular Biology Certificate Program (currently awaiting Graduate Council approval).

### Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

1. Explain the fundamental principles of biochemistry and molecular biology.
2. Describe the purpose and interpret the results of common biochemical and molecular techniques.
3. Apply the foundational concepts to the analysis and interpretation of biochemical observations.
4. Recognize the connection between the basic processes of cells and their impact on overall human health.
5. Develop the ability to critically analyze and evaluate primary research articles related to course content.

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

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks.

Response:

Textbook readings are available, but they are optional. They come from Lehninger's Biochemistry by Nelson and Cox, 2021.

Primary literature readings will be updated on a regular basis. The two current articles are: Effects of novel maturity-onset diabetes of the young (MODY)-associated mutations on glucokinase activity and protein stability. 2006. Journal of Biochemistry. Vol 393: 389-396.

The E6 oncoprotein encoded human papillomavirus types 16 and 18 promotes the degradation of p53. Cell. Vol 63: 1129-1136.

### Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Here is the general topic schedule. Classes will typically be 4 days a week:

Lecture	Lecture Topic
1	Water structure, Ionization, pH and Buffers

2

Amino Acids as Protein Building Blocks

3

Peptides - Bonding, Ionization, and Sequencing

4 Interactions among Amino Acid Side Chains

5

Understanding Protein Structure

6

Protein Folding, Unfolding, and Misfolding

7

Protein Binding Interactions (Hemoglobin)

8 How Enzymes Work

9 How Enzymes Work

10 Enzyme Kinetics

11 Enzyme Kinetics

12

Carbohydrates - Structure & Function

EXAM 1

13

Introduction to Metabolism Part 1

14

Digestion and Amino Acid Absorption

15

Mobilization of Amino Acids

16

Ammonia Assimilation

17 Urea Cycle: Averting Ammonia Toxicity

18 Biosynthesis of Nonessential & Specialized Amino Acids

19 Pyrimidine Nucleotide Biosynthesis

20 Purine Nucleotide Biosynthesis Salvage & Degradation Transporters

21 Lipids

22 Biological Membranes

23 Membrane Proteins

24 Membrane Protein Transporters

25 Membrane Protein Signaling 1

26 Membrane Protein Signaling 2

EXAM 2

27 Introduction to Metabolism Part 2

28 Glycolysis

29 Gluconeogenesis

30 Glycogen Metabolism

31 Regulation of Carbohydrate Metabolism

32 Cellular Respiration

33 The Citric Acid Cycle

34 Electron Transport

35 Oxidative Phosphorylation

36 Introduction to Lipid Metabolism

37 Ketones and Fatty Acid Synthesis

38 Regulation of Fatty Acid Metabolism

39	Cholesterol Synthesis
40	Plasma Lipoproteins
EXAM 3	
41	DNA Structure and Genome Organization
42	DNA Replication
43	Prokaryotic Transcription and Gene Regulation
44	Eukaryotic Transcription and Gene Regulation I
45	Eukaryotic Transcription and Gene Regulation II
46	Post-Transcriptional RNA Processing
47	Translation I
48	Translation II and Post-Translational Modifications
49	DNA Damage and Repair
50	Signal Transduction and Cell Cycle Control
51	Cancer Biology I
52	Cancer Biology II
EXAM 4	

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

The grading scale will be created based upon the average of four exams and the syllabus quiz. Once the scale is set, the manuscript review and campuswire points will be added the student average.

The starting point for the scale will be:

- A = top 15.0% students and ties
- A- = top 15.1% to 22.5 % of students
- B+ = 22.6% to 30% of students
- B = 31.0% to 50.0% of students
- B- = 50.1% to 57.5% of students
- C+ = 57.6% to 65.0% of students
- C = 50% grade average \*this cutoff will never change\*
- C- = next 7.5% of students

Lower grades will be assigned as appropriate.

Adjustments will be made to the scale based upon natural breaks in the grades and comparison to the exam average from previous semesters.

### Instructor(s)

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

- Dr. Dan Purich
- Dr. Mireille Alman
- Dr. Lauren Douma
- Dr. Deborah Smith

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Response:

Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- *<span style="font-size:11.0pt">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/public-results/>. 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/></a>. Summaries of course evaluation results are available to students at [</a>.</span>](https://gatorevals.aa.ufl.edu/public-results/)*

*&nbsp;*

Response:  
Yes

## COURSE SYLLABUS

### BCH 5XXX: FUNDAMENTALS OF BIOCHEMISTRY & MOLECULAR BIOLOGY

**1. Course Description:** *Four (4) credits.* A survey of the structure, function, and metabolism of amino acids, proteins, carbohydrates, lipids, and nucleic acids. An introduction to concepts in cell structure, replication and growth, and metabolic regulation.

**2. Prerequisites:** Organic Chemistry (CHM 2210 and 2211, CHM 2215 and 2216, or their equivalents at other universities) or consent of the course coordinator. CHM 2200 is not an acceptable prerequisite for this course. The lecturers of the course assume a working knowledge of the concepts and vocabulary of organic chemistry.

#### **4. Course Objectives:**

- Explain the fundamental principles of biochemistry and molecular biology.
- Describe the purpose and interpret the results of common biochemical and molecular techniques.
- Apply the foundational concepts to the analysis and interpretation of biochemical observations.
- Recognize the connection between the basic processes of cells and their impact on overall human health.
- Develop the ability to critically analyze and evaluate primary research articles related to course content.

**3. Necessary Time Commitment and Management:** BCH5XXX is a very demanding course and will require a substantial time commitment to do well. BCH5XXX is a 4 lecture per week course. **Previous successful students report spending at least 10 hours studying per week outside of lecture hours.** You may require more hours if you need to review organic chemistry. *Studying tips from previous students are available in the course information module.* A recommended lecture schedule is on the Canvas “Syllabus” page.

**4. Recommended Text:** *Lehninger Principles of Biochemistry, 8th edition*, by David L. Nelson and Michael M. Cox. New York: Macmillan Learning, 2021. Used copies of the 6th and 7th editions are widely available. There is no assigned reading in this course. Exam questions are *not* drawn exclusively from the textbook, but the text can provide a useful alternate view of material covered in lectures.

**5. Web Page:** Course material is available on the Canvas E-Learning site: <https://elearning.ufl.edu/>. Access lecture videos and slides by clicking the respective exam module button on the course homepage. Lectures videos are the property of UF and cannot be downloaded. Weekly announcements can be found by clicking “Announcements.” **Students are expected to keep up-to-date with all information communicated through the announcements.**

**6. DRC Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with Dr. Smith ASAP via UFL email ([dsmith43@ufl.edu](mailto:dsmith43@ufl.edu)).

**7. Tests and Grading:** Students' final letter-grades will be determined based on performance on four (4) examinations and the syllabus quiz. Each exam is worth 100 points with 50 questions on each exam (2pts/question). The grading scale for this course is based on the performance of the entire class on all 4 exams. Updated grading scales will be provided after each exam. For more detailed information on grading see the Testing and Grading Policies on the Canvas “Syllabus” page. Information on the UF grading policy is available at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

**Multiple choice exams:** There will be a total of four (4) exams, each 90 minutes long with 50 questions. The exams will be available from 7:00 AM to 11:59 PM (EDT/EST as appropriate). You must begin your exam NO LATER than 9:59 PM to finish your exam by deadline. Exams will cover the material discussed in the specified lecture videos and notes. Students cannot *retake* exams.

- Course Information Quiz:
- Exam 1: Wednesday,
- Exam 2: Wednesday,
- Exam 3: Wednesday,
- Exam 4: Wednesday,

By agreement of the faculty, we will **NOT** provide a review of individual student exam results. Be assured that exams undergo a rigorous statistical review of every individual question. The faculty also consider student concerns voiced *immediately* after exams. Adjustments to the answer key may occur and extra points will be awarded based only on the results of the faculty assessment.

**Honorlock:** Exams will be administered using the Honorlock Chrome extension. Honorlock will provide a scientific calculator when an exam requires one. For all exams you must use Chrome web browser, a computer that is connected to the internet, and a webcam which can be turned to give a 360° view of your testing room if requested. You must be the only person in your testing room. Scratch paper is permitted, but you must show the front and back of the paper at the beginning of the exam. Ensure you have a stable internet connection. If your connection is dropped, the exam timer will not stop. *In case of technical issues during an exam, contact Honorlock support IMMEDIATELY! Use the chat feature within Honorlock or go to link below.*

Install Honorlock: <http://www.honorlock.com/extension/install>

Honorlock technical support: <https://honorlock.com/support/>

A practice Honorlock quiz is available all semester within the “Quizzes” section. **Students are responsible for ensuring their internet connection and computer are compatible with Honorlock before beginning each exam.**

**Make-up exams:** Make-up exams will be granted ONLY for emergencies. Students must provide adequate documentation of a need to miss an exam and receive approval by Dr. Smith. Vacations are not a valid reason to miss an exam. Students are only permitted ONE makeup exam in total. The make-up exams are specific to the missed exam, not cumulative. There is no makeup Exam 4 due to the grade submission deadline.

**Manuscript Reviews** will allow for assessment of student’s ability to critically review the literature pertinent to materials presented in lecture. We have selected 2 primary research articles for you to review. There will be 2 OPEN-NOTE quizzes associated with the articles. You will have the opportunity to take each quiz 3 times, and your highest score will be kept. Each quiz will be worth 50pts.

The manuscript reviews are designed to introduce you to the idea of critical evaluation of scientific literature – a key aspect of graduate studies. Manuscript #1 is original research in the field of enzyme structure & function. Manuscript #2 is original research in the field of cancer biology.

We understand that, for many of you, reading original scientific literature may be a new concept. To help you with this we have videotaped reviews of each scientific manuscript. You will find a link to download a PDF of the manuscript and the manuscript review video within the “Assignments” section

on Canvas. While the manuscripts are associated with certain lectures from the course, everything you need to take the quiz is within the manuscript review videos, meaning you can take the quizzes at any point once you are ready. No extensions will be provided.

**8. Campuswire: \*\*\*This is the ONLY opportunity for extra credit\*\*\*** Campuswire allows students to post questions and answers while staying anonymous to other students. Students are encouraged to work together to answer each other's questions. The Teaching Assistants (TAs) will monitor the Campuswire page weekly to ensure student's answers are correct. Campuswire will be inactive during all exams.

- To join the Campuswire page
  - Register with your UFL email address.
  - Your Campuswire name must match your name listed in Canvas.
  - Use the class code:
- Download Campuswire App for Android or iPhone: <https://campuswire.com/download>

Students will be awarded extra credit based on their reputation points as determined by Campuswire. Campuswire awards reputations points as follows:

- 2pt for each question asked
- 2pt for each like you receive on a question you asked
- 5pt for each question you answer
- 10pt for each upvote you receive on an answer you provided

Campuswire has tiers of reputation levels as follows:

- Level 1: Starter (yellow bird). To level up to Starter:
  - Answer 1 question on the Class Feed AND Receive 1 upvote from a classmate
- Level 2: Intermediate (red bird). To level up to Intermediate:
  - Answer 5 questions on the Class Feed AND Receive 10 upvotes from classmates
- Level 3: Advanced (eagle). To level up to Advanced:
  - Answer 20 questions the Class Feed AND Receive 50 upvotes from classmates

**Campuswire Grading:** Participation on Campuswire can earn you up to 12 extra credit points. I will download Campuswire's reputation report on December 13<sup>th</sup> at 7 AM (EST). No posts after that point will count towards your grade. I will award points as follows:

- Noob level will get 0 points.
- Starter level (yellow bird) AND earn 1 to 50pts will receive 2pts extra credit.
- Starter level (yellow bird) AND earn 51 to 100pts will get 4pts extra credit.
- Intermediate level (red bird) AND earn 101 to 300pts will receive 6pts extra credit.
- Intermediate level (red bird) AND earn 301 to 600pts will receive 9pts extra credit.
- Students who achieve advanced level (Eagle) AND earn > 600pts will receive 12pts extra credit.

\* Unprofessional and/or plagiarized posts will be removed & will not count towards reputation points. \*

**\*There is a STRONG correlation between activity on Campuswire and overall grades. Those who are active on Campuswire throughout the semester tend to do significantly better in the course than those who are not active on Campuswire.\***

**9. Supplemental Instruction (SI):** Optional FREE group tutoring sessions will be offered via Zoom by the SI program. The SIs are previous BCH 4024 students who have been selected for the SI teaching program and are in their 2<sup>nd</sup> or 3<sup>rd</sup> semester as a tutor. The SI program is very popular and highly effective. We strongly encourage all students to participate (including graduate students). **Attendance is required to remain in the SI program.** Students are permitted 3 absences for the entire semester. Signup information will be announced during the 1<sup>st</sup> week of class. Participation is not a requirement of the course but is highly encouraged.

**SI Leaders volunteer their time and do not get paid for their work. If you have questions outside of your session time, post your questions on Campuswire. SI Leaders are students as well. Please respect their time.**

For those who cannot attend SI tutoring sessions, practice questions constructed by the SI program will be made available. *The lecturing professors do NOT participate in making the practice questions*; thus the practice questions may not reflect the type of questions seen in the exams. The practice questions should be used to gauge your knowledge. The TAs will also provide review videos that can be viewed on your own time.

**10. Course Communications:** Students are responsible for regularly checking announcements for important updates. Questions about course organization & operation, including grades, should be directed to Dr. Smith using the Canvas email system.

How to send a message on Canvas: <https://community.canvaslms.com/t5/Student-Guide/How-do-I-send-a-message-to-a-user-in-a-course-in-the-Inbox-as-a/ta-p/502>

Each lecturer is responsible for his/her own material. Individual faculty members determine their method for answering course material questions and policies governing those interactions.

All emails must be sent from a UF email address.

Dr. Deborah Smith – Course Coordinator (**Use Canvas email**) [dsmith43@ufl.edu](mailto:dsmith43@ufl.edu)

\*Please email Dr. Smith for all correspondence regarding course administration, management, and grades.

Dr. Daniel L. Purich (“DLP”) [dlpurich@ufl.edu](mailto:dlpurich@ufl.edu)

Dr. Mireille Aleman (“MA”) [mireille.aleman@ufl.edu](mailto:mireille.aleman@ufl.edu)

Dr. Lauren Douma (“LGD”) [ldouma@ufl.edu](mailto:ldouma@ufl.edu)

**11. Privacy:** Students who participate in live online office hours or review sessions 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.

**12. Course Evaluations:** 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 [gatorevals.aa.ufl.edu/students/](http://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 [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)

### 13. 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:** [counseling.ufl.edu/cwc](http://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 [police.ufl.edu](http://police.ufl.edu).

#### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

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

**Library Support**, 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.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints Campus**

**On-Line Students Complaints**

**COURSE OUTLINE FOR  
BCH5XXX: FUNDAMENTALS OF BIOCHEMISTRY & MOLECULAR BIOLOGY**

**COURSE INFORMATION QUIZ OPENS at 7:00 AM (EDT)**

A recommended lecture viewing schedule is available on the “Syllabus” page of the Canvas site.

<b><u>Lecture</u></b>	<b><u>Lecturer</u></b>	<b><u>Lecture Topic</u></b>
1	DLP	<b>Water structure, Ionization, pH and Buffers</b>
2	DLP	<b>Amino Acids as Protein Building Blocks</b>
3	DLP	<b>Peptides - Bonding, Ionization, and Sequencing</b>
4	DLP	<b>Interactions among Amino Acid Side Chains</b>
5	DLP	<b>Understanding Protein Structure</b>
6	DLP	<b>Protein Folding, Unfolding, and Misfolding</b>
7	DLP	<b>Protein Binding Interactions (Hemoglobin)</b>
8&9	DLP	<b>How Enzymes Work</b>
10&11	DLP	<b>Enzyme Kinetics</b>
12	DLP	<b>Carbohydrates - Structure &amp; Function</b>
<b>EXAM 1</b>		
13	DLP	<b>Introduction to Metabolism Part 1 - Basics of Pathway Organization, Regulation and Bioenergetics</b>
14	DLP	<b>Digestion and Amino Acid Absorption</b>
15	DLP	<b>Mobilization of Amino Acids</b>
16	DLP	<b>Ammonia Assimilation</b>
17	DLP	<b>Urea Cycle: Averting Ammonia Toxicity</b>
18	DLP	<b>Biosynthesis of Nonessential &amp; Specialized Amino Acids</b>
19	DLP	<b>Pyrimidine Nucleotide Biosynthesis</b>
20	DLP	<b>Purine Nucleotide Biosynthesis Salvage &amp; Degradation Transporters</b>
21	MA	<b>Lipids</b>
22	MA	<b>Biological Membranes</b>
23	MA	<b>Membrane Proteins</b>
24	MA	<b>Membrane Protein Transporters</b>
25	MA	<b>Membrane Protein Signaling 1</b>

26 MA **Membrane Protein Signaling 2**

**EXAM 2**

27 MA **Introduction to Metabolism Part 2**

28 MA **Glycolysis**

29 MA **Gluconeogenesis**

30 MA **Glycogen Metabolism**

31 MA **Regulation of Carbohydrate Metabolism**

32 MA **Cellular Respiration**

33 MA **The Citric Acid Cycle**

34 MA **Electron Transport**

35 MA **Oxidative Phosphorylation**

36 MA **Introduction to Lipid Metabolism**

37 MA **Ketones and Fatty Acid Synthesis**

38 MA **Regulation of Fatty Acid Metabolism**

39 MA **Cholesterol Synthesis**

40 MA **Plasma Lipoproteins**

**EXAM 3**

41 LGD **DNA Structure and Genome Organization**

42 LGD **DNA Replication**

43 LGD **Prokaryotic Transcription and Gene Regulation**

44 LGD **Eukaryotic Transcription and Gene Regulation I**

45 LGD **Eukaryotic Transcription and Gene Regulation II**

46 LGD **Post-Transcriptional RNA Processing**

47 LGD **Translation I**

48 LGD **Translation II and Post-Translational Modifications**

49 LGD **DNA Damage and Repair**

50 LGD **Signal Transduction and Cell Cycle Control**

51 LGD **Cancer Biology I**

52 LGD **Cancer Biology II**

**EXAM 4**

# Course|New for request 18956

## Info

**Request:** GLY 5XXX Cosmochemistry

**Description of request:** New course request: Cosmochemistry

**Submitter:** Stephen Elardo selardo@ufl.edu

**Created:** 10/6/2023 9:30:44 AM

**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

GLY

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

5

### Undergraduate students in 5000 level courses

*Is this course intended for an audience including undergraduate students?*

Response:

No

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

Response:

This course fills a gap in the graduate offerings for Geological Sciences, namely in training graduate students in various areas of planetary science. A separate course request for a 4000-level course to accompany this request has been submitted, as requested by the CLAS Curr. Committee.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

**Category of Instruction**

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.  
&nbsp;

Response:  
Joint (Ugrad/Grad)

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
Cosmochemistry

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
Cosmochemistry

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Graduate

**Delivery Method(s)**

*Indicate all platforms through which the course is *<i>currently</i> <i>planned</i> to be delivered.**

Response:  
On-Campus

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
Yes

**Co-Listing Explanation**

*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. &nbsp; It is recommended that a Course Differentiation document be provided for review and approval purposes. Please see the example below.*

• *Differentiation of Co-Listed Courses - Example*

&nbsp;  
&nbsp;*For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).*

Response:  
This new course is requested at the 4000/5000 level. Syllabi attached. The distinction between the UG and Grad course work will be in the homework assignments. Graduate students will be responsible for a increased number of questions on each homework assignment. These additional questions will assess their understanding of course material at a higher and more detailed level than the questions that all students are responsible for. Questions for graduate students will be clearly delineated on homework assignments. This is stated in the syllabi.

Note: As requested by the CLAS Curr. Committee, a separate request for the 4000 level version of this course will be submitted

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
Earliest Available

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:

No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:

No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:

3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors. &nbsp;

Response:  
Lecture

### **Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course.

Response:  
3

### **Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:  
Chemistry of early Solar System and planetary processes. Emphasizes planetary materials, and the accretion, differentiation, and magmatic evolution of the terrestrial planets and asteroids.

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
N/A

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.  
Please verify that any prerequisite courses listed are active courses.

Response:  
Graduate standing

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that



### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

- Week 1: Course Intro, Origin of Nuclides and Elements, Tools in Cosmochemistry
- Week 2: Nucleosynthesis and Solar System Composition
- Week 3: Overview of Planetary Materials
- Week 4: Solar Nebula Processes and Condensation
- Week 5: Determining Early Solar System Event Ages
- Week 6: Planetary Materials - Chondrites
- Week 7: Planetary Materials - Achondrites
- Week 8: Planetary Accretion
- Week 9: Planetary Differentiation – Core Formation
- Week 10: Planetary Differentiation – Magma Oceans
- Week 11: Bulk Composition of Planets
- Week 12: Magmatic Evolution – 1: The Moon
- Week 13: Magmatic Evolution – 2: Mars
- Week 14: Magmatic Evolution – 3: Mercury and Venus
- Week 15: Impacts, the Late Heavy Bombardment, Late Accretion

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

- Homework Assignments: 30%
- Leading Peer-Reviewed Paper Discussions: 15%
- Attendance: 10%
- Participation: 10%
- Final Project: 35%
- A = 93.0-100%
- A- = 90.0-92.9%
- B+ = 87.0-89.9%
- B = 83.0-86.9%
- B- = 80.0-82.9%
- C+ = 77.0-79.9%
- C = 73.0-76.9%
- C- = 70.0-72.9%
- D+ = 67.0-69.9%
- D = 63.0-66.9%
- D- = 60.0-62.9%
- E = below 60%

Attendance Rubric:

Attendance and participation are critical to successful completion of this course. Attendance will be taken during each class meeting and recorded. Students will earn 1 point per class period for attendance. Students are allowed one "personal day" for the semester, after which each absence that does not meet university criteria for "excused" will result in 0 points.

Participation Rubric:

Students will earn 3 point per week for participation. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below.

High Quality (HQ) Average (A) Needs Improvement (NI)

Informed: Shows evidence of having done the assigned work. 1 (HQ) 0.5 (A) 0.25 (NI)

Thoughtful: Shows evidence of having understood and considered issues raised. 1 (HQ) 0.5 (A) 0.25 (NI)

Considerate: Takes the perspective others into account. 1 (HQ) 0.5 (A) 0.25 (NI)

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Stephen Elardo

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:

Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

## Course Evaluation Policy

### Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

## GLY 5XXX: Cosmochemistry – Fall 20XX – 3 credit hours

Mon. periods 3 – 4 (9:35 – 11:30am EST) and Wed. period 3 (9:35 – 10:25am EST)

Williamson Hall, Room XYZ

**Instructor:** Dr. Stephen Elardo

Williamson Hall - 229

[selardo@ufl.edu](mailto:selardo@ufl.edu)

352-392-2634

**Office hours:**

Wednesday 10:30 – 12:30am EST or by appointment

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

**Course Materials (Suggested):** Cosmochemistry by McSween and Huss (Cambridge Univ. press, 2010)

Other course materials (e.g., Treatise on Geochemistry chapters) will be provided by the instructor on Canvas.

### Course Objectives

- 1) Identify the key components of planetary materials and their significance in the early Solar System.
- 2) Quantitatively apply principles of radiogenic dating to analyze early Solar System age relationships.
- 3) Identify the key factors that led to differences between planetary bodies.
- 4) Apply theories of elemental fractionation during planetary formation quantitatively.
- 5) Apply and synthesize various aspects of planet formation and differentiation into a quantitative model of planetary composition.

### Grading Scheme:

A = 93.0-100%	A- = 90.0-92.9%	
B+ = 87.0-89.9%	B = 83.0-86.9%	B- = 80.0-82.9%
C+ = 77.0-79.9%	C = 73.0-76.9%	C- = 70.0-72.9%
D+ = 67.0-69.9%	D = 63.0-66.9%	D- = 60.0-62.9%
F = below 60%		

	POINTS POSSIBLE
ATTENDANCE	10%
PARTICIPATION	10%
HOMEWORKS	30%
PAPER DISCUSSIONS	15%
FINAL PROJECT:	35%

### Attendance Rubric:

Attendance and participation are critical to successful completion of this course. Attendance will be taken during each class meeting and recorded. Students will earn 1 point per class period for attendance. Students are allowed one “personal day” for the semester, after which each absence that does not meet university criteria for “excused” will result in 0 points.

### Participation Rubric:

Students will earn 3 point per week for participation. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below.

*High Quality (HQ) Average (A) Needs Improvement (NI)*

Informed: Shows evidence of having done the assigned work. 1 (HQ) 0.5 (A) 0.25 (NI)

Thoughtful: Shows evidence of having understood and considered issues raised. 1 (HQ) 0.5 (A) 0.25 (NI)

Considerate: Takes the perspective others into account. 1 (HQ) 0.5 (A) 0.25 (NI)

**Undergraduate/Graduate Work Distinction:** The graduate section of this course (GLY5XXX) will be responsible for additional homework questions. The additional questions for graduate students will be clearly delineated on all homework assignments. All other components of the course will be identical.

**Lecture Schedule:** The tentative schedule for lecture topics, and reading assignments is below, and will also be posted separately on Canvas.

**Homework:** Throughout the semester, homework exercises will be assigned through Canvas. These assignments should be completed and submitted through Canvas.

**Late Work Policy:** Work turned in late without an excused absences will be subject to a grade reduction of 20% per day.

**Makeup Policy:** If you have a preexisting conflict with one of the scheduled exams, an alternative meeting time must be arranged with Dr. Elardo made at least one week prior to the exam. In case of sudden illness or family emergency, please notify the instructor as soon as possible (within no more than 1 week). Appropriate documentation may be required. No make-ups will be permitted for other, unexcused absences.

**Email:** ALL email communications MUST be sent from (and will be sent to) your Gatorlink accounts, or be sent through the Canvas email tool. I will respond to email within 24 hours Monday through Friday. **Before sending Dr. Elardo a question via email please check the syllabus and class website for the answer to your question.**

### **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

### **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://www.dso.ufl.edu/drc/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-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 in this class.

**University Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (is <http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**University Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. [Describe what is expected and what will occur as a result of improper behavior – <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

### **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.

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

## Schedule of Topics

**Bold: Lectures on a topic**

*Italics: Group discussion on papers related to previous topic*

Week	Day	Date	Topic	Paper Leader
1	M		<b>Course Intro, Nuclides, Elements, Tools</b>	
	W		<i>Paper Discussion</i>	
2	M		<b>Nucleosynthesis and Solar System Composition</b>	
	W		<i>Paper Discussion</i>	
3	M		<b>Overview of Planetary Materials</b>	
	W		<i>Paper Discussion</i>	
4	M		<b>Solar Nebula Processes and Condensation</b>	
	W		<i>Paper Discussion</i>	
5	M		<b>Determining Early Solar System Event Ages</b>	
	W		<i>Paper Discussion</i>	
6	M		<b>Planetary Materials - Chondrites</b>	
	W		<i>Paper Discussion</i>	
7	M		<b>Planetary Materials - Achondrites</b>	
	W		<i>Paper Discussion</i>	
8	M		<b>Planetary Accretion</b>	
	W		<i>Paper Discussion</i>	
9	M		<b>Planetary Differentiation – Core Formation</b>	
	W		<i>Paper Discussion</i>	
10	M		<b>Planetary Differentiation – Magma Oceans</b>	
	W		<i>Paper Discussion</i>	
11	M		<b>Bulk Composition of Planets</b>	
	W		<i>Paper Discussion</i>	
12	M		<b>Magmatic Evolution – 1: The Moon</b>	
	W		<i>Paper Discussion</i>	
13	M		<b>Magmatic Evolution – 2: Mars</b>	
	W		<i>Paper Discussion</i>	
14	M		<b>Magmatic Evolution – 3: Mercury and Venus</b>	
	W		<i>Paper Discussion</i>	
15	M		<b>Impacts, LHB, Late Accretion</b>	
	W		<i>Paper Discussion</i>	
16	M		<b>Project Presentations and Discussions</b>	
	W		<b>Project Presentations and Discussions</b>	

---Above schedule is tentative and subject to change---

## Course|New for request 18925

### Info

**Request:** EEC 6XXX Assessment and Evaluation in Early Childhood Settings

**Description of request:** This request is to create a new graduate course that will be offered as one of the four required course in the established Early Childhood Graduate Certificate course sequence. This course has been offered as a required course in the Early Childhood graduate certificate for several years under a special topics course number, EEC 6933. Making this a permanent course will enable us to include the course number and title in the graduate catalog and provide clarification for student's seeking to complete the EC graduate certificate.

**Submitter:** Tara Mathien tmathien@coe.ufl.edu

**Created:** 9/25/2023 1:25:42 PM

**Form version:** 1

### Responses

#### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
EEC

#### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:  
6

#### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
024

#### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

#### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area.*

*Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*  
&nbsp;

Response:  
Intermediate

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Assessment and Evaluation in Early Childhood Settings

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Assessment and Eval in EC Stng

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

### **Delivery Method(s)**

*Indicate all platforms through which the course is *<i>currently</i>* *<i>planned</i>* to be delivered.*

Response:  
Online

### **Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

### **Contact Type**

*Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.*

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

*Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.*

### **Course Type**

*Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;*

Response:

Lecture

### **Weekly Contact Hours**

*Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.*

Response:

3

### **Course Description**

*Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."*

Response:

Students will explore topics related to assessment, measurement, and evaluation as they apply to early childhood development and learning for infants, toddlers, preschoolers, and children in the early grades. Principles and recommended practices related to assessment and how to evaluate assessment instruments in early childhood care and education settings will be addressed through a developmental equity lens.

### **Co-requisites**

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:

N/A

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Graduate level student in good academic standing.

Completing Prerequisites:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

<ol>

- Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

### **Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course has been offered as a required course in the existing Early Childhood Graduate Certificate (<https://education.ufl.edu/early-childhood/graduate-certificate/>). However, it has been offered under a special topics course number (EEC 6933). The course will now have a permanent number and listed in the graduate catalog as one of the four required courses in the certificate.

This course is offered each spring semester in an online, 8 week format.

### **Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

- 1.) Identify purposes and types of assessment techniques in early childhood contexts.
- 2.) Determine how various assessment techniques can be used to improve services for young children.
- 3.) Explain the basic properties of assessment and assessment scores (reliability, validity, and authenticity).
- 4.) Explain the importance of considering these properties in selecting assessment techniques for



2) Week 2 PowerPoint presentation and response

Module Three, Applying Assessments in Systems:

Option 1: Classroom Quality and Program Evaluation

Option 2: Using Assessment Data to Plan for Young Children With, or At-Risk For, Special Needs

In this module, you will learn about ways assessment data is used in early childhood contexts. Depending on the option you choose, you'll either examine how classroom quality is assessed and early childhood programs are evaluated or how individual children are assessed, and how that information is used to inform caregivers.

Readings

1) "Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (Position Statement)", NAEYC

2) Text, Chapter 3

Option 1 Readings

Classroom Assessment Scoring System (CLASS; Pianta, LaParo, & Hamre, 2008), Introduction

CLASS Domains and Dimensions

Option 2 Readings

"Authentic Assessment as "Best Practice" for Early Childhood Intervention: National Consumer Social Validity Research (Bagnato, et al., 2014)

2 articles addressing reliability, validity, or utility for the instrument of your choice.

Assignments

1) Week 3 PowerPoint presentation and response

Module Four, Forms of Authentic Assessment:

This module examines forms of authentic assessment. In authentic assessments, students perform real-world tasks that demonstrate application of knowledge and skills.

Readings

1.) "Beyond Outcomes: How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum", Dodge et al.

2.) "Making the Most of Assessments to Inform Instruction", Risko and Walker- Dalhouse

3.) "Practical Applications of Using Curriculum-Based Assessment to Create Embedded Learning Opportunities for Young Children", Macy and Bricker

4.) "Kindergarten Scientists", Durbin, Pickett, and Powell

Assignments

1) Quick write 2

2) Week 4 Power point presentation and response

Module Five, Generalized Outcome Measures:

This module focuses on assessment of specific skills using generalized outcome measures. Readings from this module also discuss how formal assessments, such as school readiness and standardized tests, are created, what they assess, and why they are used in early childhood.

Readings:

- 1.) Text, Chapter 11
- 2.) "Using Individual Growth and Development Indicators to Measure Early Language and Literacy", Missall et al.
- 3.) "School Readiness Assessment", Maxwell and Clifford
- 4.) "Structural Analysis in the Classroom", Gage and Lewis
- 5.) "Tests and Test Development", Bailey

Assignments

- 1) Week 5 Power Point presentation and response
- 2) Using Assessment Data to Improve Classroom Quality paper

Module Six, Decision Making:

Why do assessments matter? Why are the data important? In this module, you will examine how to use data to make informed and data based decisions about children and about practice.

Readings

- 3) Text, Chapter 4
- 4) "Welcoming the Family", Woods and McCormick

Assignments

- 1) Quick Write 3
- 2) Week 6 Power Point presentation and response

Module Seven, Response-to-Intervention:

Response-to-Intervention (RTI) provides systematic assistance to children. This module focuses on helping you to understand what RTI looks like and how you might use this model as part of classroom assessment and instruction.

Readings

- 1.) "Assessment in Early Childhood: Instruction-Focused Strategies to Support Response- to- Intervention Frameworks", Snyder et al.
- 2.) "Applying a Response-to-Intervention Model for Early Literacy Development in Low-Income Children", Gettinger and Stoiber

Assignments

- 1.) Week 7 Power Point presentation and response

Module Eight, State Assessment Tools:

There are assessments that are used statewide in all states to demonstrate school readiness and student progress. As early childhood educators, it is very important that you are aware of what

these assessments are, why they are used, and how to interpret scores from these assessments.

Readings – The readings listed are specific to Florida. If you live in another state, you'll need to identify resources describing the assessments used in your state for early childhood care and education. These are generally available through state government websites. If you have difficulty identifying relevant readings for your state, please let me know and we'll work together to identify them.

- 1.) <http://nces.ed.gov/nationsreportcard/> 2.) <http://www.fldoe.org/faq/default.asp?Dept=179&Cat=0>
- 3.) "Methodological Differentiation in Assessing the Value-added of Florida's Interim Reading Assessment System to Predicting FCAT's Mean Proficiency", Foorman and Petscher
- 4.) "Florida State Profile"
- 5.) "Screening and Assessment Tools Used in Florida"
- 6.) "Galileo School Readiness Scale FAQ"
- 7.) "Florida Head Start: A Portrait of Our Head Start Children's Outcomes"

#### Assignments

- 1.) Quick Write 4
- 2.) Week 8 Power Point presentation and response.
- 3.) Assessment of an individual child due.

#### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:		
Assignments		
Power Point Presentation	20%	
Power Point Response	30%	
Quick Writes	5%	
Using Assessment Assignment (Option 1 or 2)		20%
Individual Child Project	25%	
Total	100%	

#### Scale

A=

282 or above

A- = 270-281

B+ = 261-269

B =

249-260

B- = 240-248

C+ = 231-239

C =

219-230

C- = 210-218  
D+ = 201-209  
D =

189-200

**Power Point Presentation:** Students will be assigned/will select one week of course readings during the first week of the course. On their designated week, students will create a PowerPoint® presentation wherein they present the course readings to the class. This presentation must include all readings from the week. Presentations should highlight important information from course readings and provide examples of application. As you will be presenting information to the rest of the class, it is important that presentations represent course readings accurately. Therefore, students should contact the instructor if they have any difficulties with the readings. Course readings must be cited using correct APA form. Presenters will then create 3-4 discussion questions based on the readings. Discussion questions will go on separate slide and appear at the end of the presentation. These questions should require your peers to think critically about the readings and/or should provide opportunities for reflection. At least one of these questions will be included within the discussion questions for that week.

Students should limit their presentations to 25 slides (not including title slides and questions). This may be difficult, especially if there are several readings for the week. However, students should consider the most important information in each reading rather than attempting to include everything in each reading. This will require that students do some analysis and make decisions about what should be covered. You can add explanatory details in the “notes” section of the Power Point presentation. Students must submit their completed presentation to the instructor by 11:55pm Tuesday evening of the week of their presentation. The instructor will upload the presentation onto the course site by Wednesday morning and any selected discussion questions will be added as discussion forums on the course site. This assignment is worth 20% of your course grade.

**Discussion Responses:** Beginning on Wednesday morning of each week, all students will respond to posted PowerPoint presentations via the posted discussion forums (most weeks, at least one discussion question will be a question provided by your peers). The purpose of these discussion forums is to enhance learning by prompting students to think critically about each week’s readings, engage in critical discussion with peers, and engage in reflection on the relevancy of these readings to one’s own practice. Students are required to respond to each question/discussion forum posted for each week and should make at least 2 discussion posts totaling 300-500 words per discussion question/forum. However, once this minimum is met, students may make as many additional posts as they wish. Students are asked to please write substantive posts help ensure the discussion is useful. Comments such as, “That’s a good idea” or “I agree” are certainly welcomed and valuable; however, they are not considered substantive. Substantive discussion includes comments that provide an analysis of information, teach new information, open up a new direction for thinking about an issue, provide a real-life example that relates to the content, etc. Also, it is helpful when responding to someone’s post to briefly comment on that post. This helps with the ‘flow’ of the discussion. Accordingly, instead of beginning with “I agree and want to add that...,” it’s much better to say “I agree with Karen’s post where she indicated that IEP forms can be abused. I think we should also consider...” Please be sure to post throughout the week, checking back to respond to any questions or responses provided to your posts. All posts should be complete by midnight on Sunday. All responses from the course combined are worth 30% of your total course grade.

**Quick Writes:** At the end of a few of the modules, students will be asked to complete a brief database entry about their experiences with the module. These databases will be used for future course development. The content of your response will have no bearing on your course grade. This assignment is worth 5% of your total course grade.

Using Assessment Data to Improve Classroom Quality (Major Assignment)

Option 1: \*CLASS Observation

**Assignment:** Make arrangements to observe an early childhood teacher during instructional time. This must be a colleague in another classroom (i.e., not a co- teacher). Using the video camera

protocol, observe the classroom for 20 minutes. Focus your attention on teacher-student interactions. Write down as much as you can. Immediately following your observation, rank all observed CLASS dimensions as high, middle, low. If you did not seem observe behavior management, rank this as high (it is likely that if you do not see behavior management practices implemented by the teacher that students understand and have internalized expectations for classroom behavior).

Write up your findings in a 4–5 page paper. Use a pseudonym for the teacher. As in previous observation assignments, give a brief overview of the observation and report your findings. Both should be connected to course readings. Then, discuss what changes this teacher might make to his/her practice that could potentially raise low or medium ratings. Finally, connect this to your own practice. What have you learned about yourself from trying this assessment? What changes might you need to make to your own practice?

Note about this assignment: The CLASS assessment, as you know, requires that evaluators attend a multi-day training to use this instrument and demonstrate their scores are consistent (reliable) with those of an expert standard. As you have not been CLASS trained, your assessment of a colleague or your self-assessment is not be considered a valid CLASS administration. That is fine for this assignment. The purpose is for you to learn more about the measurement of classroom quality and how assessment instruments such as the CLASS might be used in program evaluation by learning about and working with a widely-used instrument. However, you cannot use the data you collect from this assignment to make decisions or to discuss teacher performance; please do not discuss your findings with anyone other than the instructor.

\*CLASS is a widely used assessment of classroom quality, but it's not the only system used. If you have access to classrooms that use something other than CLASS, please let me know as soon as possible, and we can adjust the readings and assignments.

#### Option 2: Child Assessment

Assess an individual child using a brief instrument commonly used in your profession (e.g., Battelle Screener). Report the results of the assessment in a report, using a style that is customary for your profession and setting. Use a pseudonym for the child, and remove all HIPPA protected information. Discuss the findings in a 4-5 page paper, specifically addressing the implications of your findings for the child's educational context and referencing at least 3 readings on reliability, validity, or utility of the instrument you used. At a minimum, the following questions should be addressed in your paper:

1.)

What is the purpose of the assessment you used?

2.)

What does the assessment tell you about the child, and his/her likely functioning in a group setting?

3.)

How could a teacher or care giver use the information you collected to modify instruction or care?

4.)

What are the threats to reliability and validity of this assessment?

This assignment is worth 20% of your total course grade.

#### Assessment of an Individual Child (Final Project)

Assignment: This assignment is intended to provide an opportunity for you to practice using multiple techniques to assess an individual child and interpret the results. You will choose three different types of assessment and use all three over the course of a week to assess a single child. You must use a formal assessment (this could be standardized test, or not) that professionals in your field typically use. Choose two other assessment instruments or approaches that assess the same or similar skills. For example, if you use a formal test in reading comprehension, you might

also interview the child to assess comprehension and assess a drawing the child makes retelling a story.

Write a 6-8 page paper detailing your experience. Your paper must contain the following for each of the three assessments:

- 1.) What is the assessment (unit test, interview, observation, etc.)
- 2.) What is the instrument assessing and/or what are you using it to assess?
- 3.) How did the assessment go? (Example: Was the child cooperative? How long did it take? Were there a lot of distractions?)
- 4.) How reliable and valid are the scores from this assessment for this child and for this purpose?
- 5.) What did you learn?

Then, you should discuss how the assessments and results from the assessment relate or converge/diverge with each other. Do they complement each other or are you getting opposing information? Evaluate the assessments in relation to each other. Finally, tell me what you learned about this child through this project. Do some assessments work for this child better than others? Why might that be? How will this affect your future instruction and assessment of this child? This assignment is worth 25% of your total course grade.

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Tara Mathien

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:  
Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

## EEC XXXX: Assessment and Evaluation in Early Childhood Settings Course Syllabus

**Instructor:** Katy Chapman, Ph.D.  
**Email:** [kathryncchapman@ufl.edu](mailto:kathryncchapman@ufl.edu)  
**Telephone:** (email preferred)  
**Office:** 1303 Norman Hall – inside Anita Zucker Center for Early Childhood Excellence  
**Office Hours:** Wednesdays from 1:00-2:00PM via Zoom or by appointment

### Course Description

Students will explore topics related to assessment, measurement, and evaluation as they apply to early childhood development and learning for infants, toddlers, preschoolers, and children in the early grades. Principles and recommended practices related to assessment and how to evaluate assessment instruments in early childhood care and education settings will be addressed through a developmental equity lens.

### Course Objectives

- 1.) Identify purposes and types of assessment techniques in early childhood contexts.
- 2.) Determine how various assessment techniques can be used to improve services for young children.
- 3.) Explain the basic properties of assessment and assessment scores (reliability, validity, and authenticity).
- 4.) Explain the importance of considering these properties in selecting assessment techniques for various purposes.
- 5.) Describe and identify formal, informal, traditional, and alternative assessment techniques appropriate for various purposes such as screening, eligibility determination, program planning, and program evaluation.
- 6.) Apply informal assessment techniques to assess child and program qualities.
- 7.) Analyze assessment results to plan future instruction and environmental arrangements.
- 8.) Demonstrate knowledge and skills important for being a well-informed consumer of measurement and assessment data both as it applies to individual children with diverse needs, as well as program evaluation.

### Textbook (Required)

McLean, M., Hemmeter, M.L., & Snyder, P. (2014). *Essential Elements for Assessing Infants and Preschoolers with Special Needs*. New York: Pearson

### Course Schedule

The course is divided into four modules, each lasting two weeks for a total of eight weeks. Modules consist of readings and/or videos, asynchronous, recorded lectures, weekly reflections, and projects with written assignments. All articles, case studies, and videos will be posted on the course website.

#### **Module One, Introduction:**

This module serves as an introduction to assessment in early childhood education.

**Readings:**

- 1) Chapters 1 and 2 “Assessing and Guiding Young Children’s Development and Learning”
- 2) “Understanding Assessment in Infancy and Early Childhood” Wortham

**Assignments:**

- 1) Week 1 PowerPoint Response

**Module Two, Reliability and Validity:**

This module focuses on understanding concepts related to assessment instrument score reliability and validity. It is important to recognize why and how scores from assessment instruments should be reliable and valid for intended purposes for the population, classroom, or child being assessed.

**Readings**

- 1) Text, Chapters 1, 2, and 12

**Assignments**

- 1) Quick write 1
- 2) Week 2 PowerPoint presentation and response

**Module Three, Applying Assessments in Systems:****Option 1: Classroom Quality and Program Evaluation****Option 2: Using Assessment Data to Plan for Young Children With, or At-Risk For, Special Needs**

In this module, you will learn about ways assessment data is used in early childhood contexts. Depending on the option you choose, you’ll either examine how classroom quality is assessed and early childhood programs are evaluated or how individual children are assessed, and how that information is used to inform caregivers.

**Readings**

- 1) “Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 (Position Statement)”, NAEYC
- 2) Text, Chapter 3

***Option 1 Readings***

*Classroom Assessment Scoring System (CLASS; Pianta, LaParo, & Hamre, 2008), Introduction CLASS Domains and Dimensions*

***Option 2 Readings***

“Authentic Assessment as “Best Practice” for Early Childhood Intervention: National Consumer Social Validity Research (Bagnato, et al., 2014)  
2 articles addressing reliability, validity, or utility for the instrument of your choice.

## **Assignments**

- 1) Week 3 PowerPoint presentation and response

## **Module Four, Forms of Authentic Assessment:**

This module examines forms of authentic assessment. In authentic assessments, students perform real-world tasks that demonstrate application of knowledge and skills.

## **Readings**

- 1.) Beyond Outcomes: How Ongoing Assessment Supports Children's Learning and Leads to Meaningful Curriculum", Dodge et al.
- 2.) "Making the Most of Assessments to Inform Instruction", Risko and Walker- Dalhouse
- 3.) "Practical Applications of Using Curriculum-Based Assessment to Create Embedded Learning Opportunities for Young Children", Macy and Bricker
- 4.) "Kindergarten Scientists", Durbin, Pickett, and Powell

## **Assignments**

- 1) Quick write 2
- 2) Week 4 Power point presentation and response

## **Module Five, Generalized Outcome Measures:**

This module focuses on assessment of specific skills using generalized outcome measures. Readings from this module also discuss how formal assessments, such as school readiness and standardized tests, are created, what they assess, and why they are used in early childhood.

## **Readings:**

- 1.) Text, Chapter 11
- 2.) "Using Individual Growth and Development Indicators to Measure Early Language and Literacy", Missall et al.
- 3.) "School Readiness Assessment", Maxwell and Clifford
- 4.) "Structural Analysis in the Classroom", Gage and Lewis
- 5.) "Tests and Test Development", Bailey

## **Assignments**

- 1) Week 5 Power Point presentation and response
- 2) **Using Assessment Data to Improve Classroom Quality paper**

## **Module Six, Decision Making:**

Why do assessments matter? Why are the data important? In this module, you will examine how to use data to make informed and data based decisions about children and about practice.

## **Readings**

- 3) Text, Chapter 4
- 4) "Welcoming the Family", Woods and McCormick

## **Assignments**

- 1) Quick Write 3
- 2) Week 6 Power Point presentation and response

### **Module Seven. Response-to-Intervention:**

Response-to-Intervention (RTI) provides systematic assistance to children. This module focuses on helping you to understand what RTI looks like and how you might use this model as part of classroom assessment and instruction.

## **Readings**

- 1.) “Assessment in Early Childhood: Instruction-Focused Strategies to Support Response- to- Intervention Frameworks”, Snyder et al.
- 2.) “Applying a Response-to-Intervention Model for Early Literacy Development in Low- Income Children”, Gettinger and Stoiber

## **Assignments**

- 1.) Week 7 Power Point presentation and response

### **Module Eight. State Assessment Tools:**

There are assessments that are used statewide in all states to demonstrate school readiness and student progress. As early childhood educators, it is very important that you are aware of what these assessments are, why they are used, and how to interpret scores from these assessments.

**Readings – The readings listed are specific to Florida. If you live in another state, you’ll need to identify resources describing the assessments used in your state for early childhood care and education. These are generally available through state government websites. If you have difficulty identifying relevant readings for your state, please let me know and we’ll work together to identify them.**

- 1.) <http://nces.ed.gov/nationsreportcard/>
- 2.) <http://www.fldoe.org/faq/default.asp?Dept=179&Cat=0>
- 3.) “Methodological Differentiation in Assessing the Value-added of Florida’s Interim Reading Assessment System to Predicting FCAT’s Mean Proficiency”, Foorman and Petscher
- 4.) “Florida State Profile”
- 5.) “Screening and Assessment Tools Used in Florida”
- 6.) “Galileo School Readiness Scale FAQ”
- 7.) “Florida Head Start: A Portrait of Our Head Start Children’s Outcomes”

## **Assignments**

- 1.) Quick Write 4
- 2.) Week 8 Power Point presentation and response.
- 3.) **Assessment of an individual child due**

## Course Assignment Descriptions

**Power Point Presentation:** Students will be assigned/will select one week of course readings during the first week of the course. On their designated week, students will create a PowerPoint® presentation wherein they present the course readings to the class. This presentation must include all readings from the week. Presentations should highlight important information from course readings and provide examples of application. As you will be presenting information to the rest of the class, it is important that presentations represent course readings accurately. Therefore, students should contact the instructor if they have any difficulties with the readings. Course readings must be cited using correct APA form.

Presenters will then create 3-4 discussion questions based on the readings. Discussion questions will go on separate slide and appear at the end of the presentation. These questions should require your peers to think critically about the readings and/or should provide opportunities for reflection. At least one of these questions will be included within the discussion questions for that week.

Students should limit their presentations to 25 slides (not including title slides and questions). This may be difficult, especially if there are several readings for the week. However, students should consider the **most important** information in each reading rather than attempting to include everything in each reading. This will require that students do some analysis and make decisions about what should be covered. You can add explanatory details in the “notes” section of the Power Point presentation.

Students must submit their completed presentation to the instructor by *11:55pm Tuesday evening* of the week of their presentation. The *instructor will upload the presentation onto the course site by Wednesday morning* and any selected discussion questions will be added as discussion forums on the course site.

*This assignment is worth 20% of your course grade.*

**Discussion Responses:** Beginning on *Wednesday morning* of each week, all students will respond to posted PowerPoint presentations via the posted discussion forums (most weeks, at least one discussion question will be a question provided by your peers). The purpose of these discussion forums is to enhance learning by prompting students to think critically about each week’s readings, engage in critical discussion with peers, and engage in reflection on the relevancy of these readings to one’s own practice. Students are required to respond to each question/discussion forum posted for each week and should make at least 2 discussion posts totaling 300-500 words per discussion question/forum. However, once this minimum is met, students may make as many additional posts as they wish. Students are asked to please write substantive posts help ensure the discussion is useful. Comments such as, “That’s a good idea” or “I agree” are certainly welcomed and valuable; however, they are not considered substantive. Substantive discussion includes *comments that provide an analysis of information, teach new information, open up a new direction for thinking about an issue,*

*provide a real-life example that relates to the content, etc.* Also, it is helpful when responding to someone's post to briefly comment on that post. This helps with the 'flow' of the discussion. Accordingly, instead of beginning with "I agree and want to add that...", it's much better to say "I agree with Karen's post where she indicated that IEP forms can be abused. I think we should also consider..." Please be sure to post throughout the week, checking back to respond to any questions or responses provided to your posts. All posts should be complete by *midnight on Sunday*.

*All responses from the course combined are worth 30% of your total course grade.*

**Quick Writes:** At the end of a few of the modules, students will be asked to complete a brief database entry about their experiences with the module. These databases will be used for future course development. The content of your response will have no bearing on your course grade.

*This assignment is worth 5% of your total course grade.*

### **Using Assessment Data to Improve Classroom Quality (Major Assignment)**

#### **Option 1: \*CLASS Observation**

**Assignment:** Make arrangements to observe an early childhood teacher during instructional time. This must be a colleague in another classroom (i.e., not a co-teacher). Using the video camera protocol, observe the classroom for 20 minutes. Focus your attention on teacher-student interactions. Write down as much as you can. *Immediately* following your observation, rank all observed CLASS dimensions as high, middle, low. If you did not seem observe behavior management, rank this as high (it is likely that if you do not see behavior management practices implemented by the teacher that students understand and have internalized expectations for classroom behavior).

Write up your findings in a 4–5 page paper. **Use a pseudonym for the teacher.** As in previous observation assignments, give a brief overview of the observation and report your findings. Both should be connected to course readings. Then, discuss what changes this teacher might make to his/her practice that could potentially raise low or medium ratings. Finally, connect this to your own practice. What have you learned about yourself from trying this assessment? What changes might you need to make to your own practice?

Note about this assignment: The CLASS assessment, as you know, requires that evaluators attend a multi-day training to use this instrument and demonstrate their scores are consistent (reliable) with those of an expert standard. As you have not been CLASS trained, your assessment of a colleague or your self-assessment is not be considered a valid CLASS administration. That is fine for this assignment. The purpose is for you to learn more about the measurement of classroom quality and how assessment instruments such as the CLASS might be used in program evaluation by learning about and working with a widely-used instrument.

However, you cannot use the data you collect from this assignment to make decisions or to discuss teacher performance; please do not discuss your findings with anyone other than the instructor.

\*CLASS is a widely used assessment of classroom quality, but it's not the *only* system used. If you have access to classrooms that use something other than CLASS, please let me know as soon as possible, and we can adjust the readings and assignments.

## Option 2: Child Assessment

Assess an individual child using a brief instrument commonly used in your profession (e.g., Battelle Screener). Report the results of the assessment in a report, using a style that is customary for your profession and setting. **Use a pseudonym for the child, and remove all HIPPA protected information.** Discuss the findings in a 4-5 page paper, specifically addressing the implications of your findings for the child's educational context and referencing at least 3 readings on reliability, validity, or utility of the instrument you used. At a minimum, the following questions should be addressed in your paper:

- 1.) What is the purpose of the assessment you used?
- 2.) What does the assessment tell you about the child, and his/her likely functioning in a group setting?
- 3.) How could a teacher or care giver use the information you collected to modify instruction or care?
- 4.) What are the threats to reliability and validity of this assessment?

*This assignment is worth 20% of your total course grade.*

### Assessment of an Individual Child (Final Project)

**Assignment:** This assignment is intended to provide an opportunity for you to practice using multiple techniques to assess an individual child and interpret the results. You will choose three different types of assessment and use all three over the course of a week to assess a single child. You must use a formal assessment (this could be standardized test, or not) that professionals in your field typically use. Choose two other assessment instruments or approaches that assess the same or similar skills. For example, if you use a formal test in reading comprehension, you might also interview the child to assess comprehension and assess a drawing the child makes retelling a story.

Write a 6-8 page paper detailing your experience. Your paper must contain the following for each of the three assessments:

- 1.) What is the assessment (unit test, interview, observation, etc.)
- 2.) What is the instrument assessing and/or what are you using it to assess?
- 3.) How did the assessment go? (Example: Was the child cooperative? How long did it take? Were there a lot of distractions?)
- 4.) How reliable and valid are the scores from this assessment for this child and for this purpose?
- 5.) What did you learn?

Then, you should discuss how the assessments and results from the assessment relate or converge/diverge with each other. Do they complement each other or are you getting opposing information? Evaluate the assessments in relation to each other.

Finally, tell me what you learned about this child through this project. Do some assessments work for this child better than others? Why might that be? How will this affect your future instruction and assessment of this child?

*This assignment is worth 25% of your total course grade.*

## **Materials**

All materials for this course are available online through the course Canvas system.

## **Grading procedures and policies**

### **Grading:**

#### *Assignments*

Power Point Presentation	20%
Power Point Response	30%
Quick Writes	5%
Using Assessment...Assignment (Option 1 or 2)	20%
Individual Child Project	25%
Total	100%

#### *Scale*

A=	282 or above
A- =	270-281
B+ =	261-269
B =	249-260
B- =	240-248
C+ =	231-239
C =	219-230
C- =	210-218
D+ =	201-209
D =	189-200

## **Course Policies**

This, like any online course, requires active participation. All students are expected to devote time to course readings and discussion. Both quality and quantity of discussion posts will be noted and factored into final grades.

Because this course is embedded in clinical and classroom practice, discussion of children, parents, and teachers is expected, and at times required. **However, it is important that you maintain the anonymity of children, families, and other professionals at all times.**

Written assignments should be submitted in Word®. As this is a graduate class, it is the expectation that papers and online discussion posts are edited for spelling, grammar, and clarity, and professional language should be used. Points may be deducted for excessive spelling/grammar errors or lack of use of professional language. APA format is required.

Purdue University has a very good online style guide. It can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Students are expected to maintain the pacing of the class. In some cases, this may require students to think ahead to future modules. All work is expected on the date given. Work turned in after the due date will not be accepted. If there are extenuating circumstances that prohibit work being submitted on time, please contact the instructor **before the work is due**. The instructor will help you to decide on a course of action regarding the assignment. **The instructor may *not* agree that an extension is acceptable.**

### **Student Conduct Code**

As a result of completing registration at the University of Florida every student has agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

**Please note that plagiarism from the internet, from any published or unpublished manuscript, or from any current or former student’s work will be considered a violation of the UF Academic Honesty policy. This includes plagiarizing a sentence or a portion of a sentence from another published work.** If you are not certain of the definition of plagiarism, please speak with your instructor. Failure to comply with the academic honesty guidelines 6C1- 4.017, F.A.C. is a violation of the University of Florida Student Conduct Code and may result in expulsion or any lesser sanction. In this class be especially careful that you do not plagiarize.

Written work submitted for a grade may be submitted to screening by anti-plagiarism software (at the discretion of the instructor

### **Acceptable Use Policy**

Please read the [University of Florida Acceptable Use Policy](http://www.it.ufl.edu/policies/aupolicy.html) that can be found at <http://www.it.ufl.edu/policies/aupolicy.html>. You are expected to abide by this policy.

### **Online Course Statement**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera

off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

# Course|New for request 18923

## Info

**Request:** EEC 6XXX Families as a Context in Early Childhood Studies

**Description of request:** This request is to create a new graduate course that will be offered as one of the four required course in the established Early Childhood Graduate Certificate course sequence. This course has been offered as a required course in the Early Childhood graduate certificate for several years under a special topics course number, EEC 6933. Making this a permanent course will enable us to include the course number and title in the graduate catalog and provide clarification for student's seeking to complete the EC graduate certificate.

**Submitter:** Tara Mathien tmathien@coe.ufl.edu

**Created:** 9/25/2023 1:40:24 PM

**Form version:** 3

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

EEC

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

6

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

024

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area.*

*Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*  
&nbsp;

Response:  
Intermediate

- *1000 level = Introductory undergraduate*
- *2000 level = Introductory undergraduate*
- *3000 level = Intermediate undergraduate*
- *4000 level = Advanced undergraduate*
- *5000 level = Introductory graduate*
- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Families as a Context in Early Childhood Studies

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Families as Context in ECS

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

### **Delivery Method(s)**

*Indicate all platforms through which the course is *<i>currently</i>* *<i>planned</i>* to be delivered.*

Response:  
Online

### **Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

### **Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors. &nbsp;

Response:

Lecture

### **Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:

3

### **Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

Explores the knowledge and skills necessary to form partnerships with families and how the family unit functions within the context of early childhood development and learning. Connections between theory and application of family capacity building will be identified through a developmental equity lens.

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Graduate level student in good academic standing

Completing Prerequisites:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

<ol>

- Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

### **Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course has been offered as a required course in the existing Early Childhood Graduate Certificate (<https://education.ufl.edu/early-childhood/graduate-certificate/>). However, it has been offered under a special topics course number (EEC 6933). The course will now have a permanent number and listed in the graduate catalog as one of the four required courses in the certificate. This course is offered each spring semester in an online, 8 week format.

### **Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

1. Identify how to support and engage families and through respectful, reciprocal relationships.
2. Explain the multiple influences on development and learning.
3. Examine diverse family and community characteristics.
4. Explore the different forms of social and cultural capital among classroom and learning environment families and how these strengthen the family.
5. Apply knowledge of family and community characteristics when involving families in their

children's development and learning.

6. Apply knowledge of family and culture to practice to promote positive outcomes for each child.
7. Analyze and evaluate relationships with families and communities.
8. Create strong collaborations with families, communities, and colleagues (including school-level family engagement personnel) to develop comprehensive strategies to address the diverse educational needs of families and the community.

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

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course and identify required textbooks.&nbsp;&nbsp;&nbsp;*

Response:

Berger, E.H. (2019). Families as Partners in education: Families and schools working together (10th Ed). Pearson Education.

Fadiman, A. (2012). The spirit catches you and you fall down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures. New York: Farrar, Straus, and Giroux.

Other assigned readings posted in CANVAS:

Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182.

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi delta kappa*, 92(3), 81-96.

Howlett, K. M., & Young, H. D. (2019). Preparing teachers to effectively engage with young English language learners and immigrant families: A research review. *Handbook of research on engaging immigrant families and promoting academic success for English language learners*, 20-45.

Keat, J. B., Strickland, M. J., & Marinak, B. A. (2009). Child voice: How immigrant children enlightened their teachers with a camera. *Early Childhood Education Journal*, 37, 13-21.

National PTA. (2009). PTA national standards for family-school partnerships: An implementation guide. Retrieved from [https://s3.amazonaws.com/rdcms-pta/files/production/public/National\\_Standards\\_Implementation\\_Guide\\_2009.pdf](https://s3.amazonaws.com/rdcms-pta/files/production/public/National_Standards_Implementation_Guide_2009.pdf)

Nitecki, E. (2015). Integrated School-Family Partnerships in Preschool: Building Quality Involvement through Multidimensional Relationships. *School Community Journal*, 25(2), 195-219.

Pearson, J. N., Akamoglu, Y., Chung, M., & Meadan, H. (2019). Building family-professional partnerships with culturally, linguistically, and economically diverse families of young children. *Multicultural Perspectives*, 21(4), 208-216.

U.S. Department of Health and Human Services, U.S. Department of Education. (2016). Policy statement on family engagement from the early years to the early grades. Retrieved from <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>

Yamauchi, L. A., Ponte, E., Ratliffe, K. T., & Traynor, K. (2017). Theoretical and conceptual frameworks used in research on family-school partnerships. *School Community Journal*, 27(2), 9-34. Retrieved from <https://eric.ed.gov/?id=EJ1165647>

Yoder, J. R., & Lopez, A. (2013). Parent's perceptions of involvement in children's education: Findings from a qualitative study of public housing residents. *Child and Adolescent Social Work Journal*, 30(5), 415-433. DOI: 10.1007/s10560-013-0298-0

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Course Schedule

The course is divided into four modules, each lasting two weeks for a total of eight weeks.

Modules consist of readings and/or videos, asynchronous, recorded lectures, weekly reflections,

and projects with written assignments. All articles, case studies, and videos will be posted on the course website.

## Module 1: Defining Partnerships and Identifying Barriers to Engagement

January 10 – January 23

### Week 1

#### Articles

U.S. Departments of HHS/ED

Yamauchi, Ponte, Ratliffe, & Traynor (2017) Frameworks used in School-Family Partnerships.

#### Textbook

Berger (2019) Chapter 4: Family Engagement, History, and Social Influence.

#### Case Studies:

Pearson et al., (2019)

Case Study Video: The Power of Family-Teacher Partnerships

#### Book Club:

Chapters 1 to 4

Written Assignments/Projects

Coursework Plan

#### Weekly Reflection

Case studies (due January )

Wall of wonderings (question)

### Week 2

#### Articles

National PTA (pg. 1-36)

Preparing Teachers to Effectively Engage With Young English Language Learners and Immigrant

Families: A Research Review

#### Case Studies:

Noah and Pop-Pop Go to Preschool (video)

Written Assignments/Projects

Critical Incident Report, Part I (January 23)

#### Weekly Reflection

Defining partnerships and barriers to involvement (January 23)

Wall of wonderings (answers)

Book Club Sharing

## Module 2: Unique Family Strengths and Perspectives

January 24 – February 6

### Week 3

January

#### Articles

Yoder & Lopez

Equity Issues in Parental and Community Involvement in Schools: What Teacher Educators Need to Know

Keat, Strickland, & Marinak (2009)

#### Textbook:

Berger (2019) Chapter 1: Family: Essential for a child's Development.

Berger (2019) Chapter 2: The Diversity of Families

#### Case Studies:

N/A

#### Book Club:

Chapters 5 to 9

Written Assignments/Projects

None (Prepare for CIS interview. Begin to identify families for projects.)

#### Weekly Reflection

Diverse family perspectives (January 30)

Wall of wondering (questions)

Week 4

Berger (2019) Chapter 3: Learning about Culturally and Linguistically Diverse Children and Families

Other Chapters:

Turnbull et al. (2021) Chapter 6: Equity.

Gonzalez-Mena (2017) Chapter 7 Understanding Families' Goals, values and culture.

Resources:

Video: The critical role white parents play in shaping racism — and eradicating it

Case Studies

Tim Kelly

Erick's Case

Ines's Case

Written Assignments/Projects

CIS Interview Report (February 6)

Weekly Reflection

Case studies (February 6)

Wall of wonderings (answer)

Discussion board

Watch the video about the role of parents in shaping racism and share your thoughts.

Book Club Sharing

Module 3: Using Knowledge of Families to Guide Engagement

February 7 – February 20

Week 5

Berger Chapter 5: Creating Effective Partnerships: Families, Schools, and Community.

Berger Chapter 7: Teaching Leadership for Family Engagement

Case Studies

Video: ABCs of Parent Involvement

Website:

F is for Family Professional Partnership

Book Club:

Chapters 10 to 15

Written Assignments/Projects

None (Collect photographs for Photograph Project by February 11. Schedule home visit by this week.)

Weekly Reflection

Case study video

(February 13)

Wall of wonderings

(questions)

Week 6

Berger Chapter 8: Family Engagement Framework in Schools.

Chapters:

Gonzalez-Mena (2017) Chapter 5: Working with families of School-age children.

Turnbull (2021) Chapter 5: Schools Systems.

Resources:

Conversation Guide - Turnbull

Written Assignments/Projects  
Photograph Project  
(February 20)  
Design Parent/Guardian Interview (February 20)

Weekly Reflection  
Problem solving situation (February 20)  
Wall of wonderings (answers)

Book Club Sharing

Module 4: Building Strong Family-School Partnerships  
February 21 – March 6  
Week 7

Berger (2019) Chapter 6: Effective Teacher-Family Communication: Types, Barriers, Conferences, and Programs.  
Berger (2019) Chapter 10: Supporting Families of Children with Special Needs  
Playposit Video:  
Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes  
Session 3

Book Club:  
Chapters 16 to 19  
Written Assignments/Projects  
Home Visit/Family Case Study Report  
(February 27)

Weekly Reflection  
Case study video  
(February 27)  
Wall of wonderings (questions)

Week 8  
February  
Articles:  
Epstein's Framework of Six Types of Involvement  
Textbook  
Berger (2019) Chapter 12 Families and Child Advocacy  
Additional resource for assignment: Chapter 9 Home program  
Chapters:  
Turnbull (2021) Chapter 1: Trust, partnerships and Social Justice.

Case Studies  
Integrated School–Family Partnerships in Preschool: Building Quality Involvement Through Multidimensional Relationships

Written Assignments/Projects  
Action Plan (March 4)  
Critical Incident Report Part II (March 4)

Weekly Reflection  
Case study (March 6)  
Wall of wonderings (answers)

Book Club Sharing

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details &nbsp;regarding how those items will be assessed.*

Response:

Total Course = 400 possible points

Critical Incident Report: Part I

20 points

Coursework Plan

10 points

Weekly Reflection, Week 1

10 points

Weekly Reflection, Week 2

10 points

CIS/Family Engagement Specialist Interview and Report

50 points

Weekly Reflection, Week 3

10 points

Weekly Reflection, Week 4

10 points

Photograph Project and Report

50 points

Design Parent/Guardian Interview

10 points

Weekly Reflection, Week 5

10 points

Weekly Reflection, Week 6

10 points

Critical Incident Report: Part II

20 points

Action Plan

50 points

Home Visit/Family Case Study Report 60 points

Weekly Reflection, Week 7

10 points

Weekly Reflection, Week 8

10 points

Book club leader (20) and discussion contributions (10x3) 50 points

Points to Letter Grade Conversion

376-400 points, 94.0-100%

A  
296-307 points, 74.0-76.9%  
C  
360-375 points, 90.0-93.9%  
A-  
280-295 points, 70.0-73.9%  
C-  
348-359 points, 87.0-89.9%  
B+  
268-279 points, 67.0-69.9%  
D+  
332-347 points, 83.0-86.9%  
B  
256-267 points, 64.0-66.9%  
D  
320-331 points, 80.0-82.9%  
B-  
240-255 points, 60.0-63.9%  
D-  
308-319 points, 77.0-79.9%  
C+  
<240 points, <60.0%  
E

#### Assignment descriptions:

Book club: Each Module will have assigned Book Club Leaders in charge of uploading an initial video with their thoughts and reflections to the flip platform. Depending on course enrollment there will be a minimum number of students in charge of the discussions at the end of each module. On weeks when students are not Book Leaders, they will be responding to their classmates' videos. To join the Flip Group, where students will upload their videos, click here: <https://flip.com/5a885378>

#### Reading sequence:

Module 1: Chapters 1 - 4  
Module 2: Chapters 5 - 9  
Module 3: Chapters 10-15  
Module 4: Chapters 16 - 19

#### Critical Incident:

##### Assignment: Critical Incident Report, Part I

A critical incident is an event that has significance for you. It is often an event that made you stop and think or one that raised questions for you. This event often changes an aspect of your beliefs, values, attitude, or behavior. It is an incident that in some way has had a significant impact on your personal and professional learning as a teacher or related professional of young children.

In this paper, you are to recount a 'critical incident' in your interactions with the parents/guardians of your students. This may be any interaction that made an impact on you, caused you to think differently, or caused you to question your assumptions or beliefs about families. In your written essay, avoid the real names of your students and their families (first or last) by creating pseudonyms, and do not include other identifying information.

Format for a critical incident report: (Include responses to each item below.)

Describe the context of the incident.

Describe the actual incident in detail.

Explain why the incident was critical or significant to you.

Explain your concerns at the time.

Describe what you were thinking and feeling as it was taking place, and afterward.

Mention anything particularly demanding about the situation.

Explain how the incident impacted your learning about family engagement, your role, or the outcomes for children.

Explain how it will impact your future role as a teacher or early childhood-related professional.

Analysis of the critical incident: (You do not need to answer these items. Use them to guide your reflection on the critical incident you are reporting.)

When analyzing your critical incident, it may be useful to ask yourself questions such as:

Why did I view the situation like this?

What assumptions did I make about the family, problem, or situation?

How else could I have interpreted the situation?

What other action could I have taken that might have been more helpful?

What will I do if I am faced with a similar situation in the future?

Your essay should be about 3 pages in length, double-spaced, Times New Roman font, 12-point.

#### CIS/Family Engagement Specialist Interview and Paper

Students will schedule a meeting with a school-level community involvement specialist (CIS) or another family involvement specialist. The student should inquire about current family and community engagement programs and how the CIS feels about their effectiveness. The student will then write a 3 to 4-page paper. Using course readings and data gathered from the interview, the student will analyze the available programs, their effectiveness, and consider what may be lacking. Students will also discuss any structural barriers to family involvement at their school and how these might be overcome. APA format is required.

#### Child Photograph Project and Paper

Select two children in your classroom or setting whose families/guardians you see on a regular basis. If you do not have access to families or guardians on a regular basis, consider asking friends or family members that may know someone willing to help you identify someone to participate. Ask these families/guardians to have their children take photographs or draw pictures of an evening at home. Children should be allowed to create pictures of whatever they want, within reason. They should take 5-7 photographs or draw 2-3 pictures. Ask the families/guardians to email or text the photographs to you (or however this will work best for you). To have time to complete the assignment in time, you should have the photographs or drawings no later than Friday, February 11. (This gives you the next week to have discussions with the children about the photo/drawings – next paragraph).

Using the Keat et al. article as an example, set aside some time (about 10 minutes per child) for the children to tell you about their photographs or drawings, in their own words. Ask questions, but do not guide the discussion.

Write a 3 to 4 page paper on your findings. What did you learn about these two families that you did not know? How does this change your perceptions of these families? Will this change your interaction with them? With the children? Most importantly, relate how your findings relate to content discussed in the course. Use previous course readings to reference. APA format is required.

#### Design Parent/Guardian Interview

Develop your own questionnaire for a parent/guardian interview. Your questionnaire should be designed to gain information from a parent/guardian to begin to tell the story of the family. Your questionnaire should contain 15-20 questions. Consider what you need to know to help you to understand both a child in your classroom or setting and the family. Prior to submitting your questionnaire, test it out on a friend or family member so that you can be sure that your questions 1) make sense to other people and 2) are asking for the information that you want. Interview guidelines will be provided on Canvas.

#### Home Visit/Family Case Study Report:

Choose one of the children/families that were part of your photo case study in Module 3.

Schedule a time with the parent/guardian and a colleague for a home visit.\* Using the interview protocol (questionnaire) that you designed in the module, interview the parent/guardian. Try to be as relaxed and conversational as possible but take good notes.

Using the data gathered from the parent/guardian interview and the child's photograph descriptions, write a family story. Following the family story, explain two or three important things that you learned about the family that you did not know. How will this affect your interaction with this family? How can you use what you have learned to build a stronger collaboration with the family? The final paper should be 6-8 pages, double-spaced. Due Sunday, February 27 at 11:55

pm. Please remember to maintain the anonymity of the family

\*Let me know ASAP if a home visit is not possible and why for an alternative assignment. Please note that Zoom is an acceptable option for this visit.

**Action Plan:**

Using all course readings, as well as any additional readings that you find appropriate, write an action plan for family collaboration. This should include a plan that increases family engagement both in your classroom or setting and at your school or organizational level. What has been missing and how will you change it? What are the obstacles to overcome? What are the obstacles that families may need to overcome? Think carefully and work to create a plan that you can implement in your school or setting. This will require you to mix some pragmatism with your idealism. Explain the steps that you would take to implement your plan, including any meetings with the family or school personnel, professional development workshops that you would lead, family workshops that you would lead, and family and community programs that could be added to your school or setting.

Weekly reflections will count for student reflection and response to readings and videos posted as required material each week. Students will respond to prompts and share thoughts with supportive citations included in APA format. Questions posed for peers will also be included.

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Tara Mathien

**Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

*• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:

Yes

**Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

*• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

**EEC XXXX: Families as a Context in Early Childhood Studies  
Course Syllabus**

**Instructor:** Tara Mathien, Ed.D.  
**Email:** [tmathien@coe.ufl.edu](mailto:tmathien@coe.ufl.edu)  
**Telephone:** (email preferred)  
**Office:** I303 Norman Hall – inside Anita Zucker Center for Early Childhood Excellence  
**Office Hours:** Thursdays 12-2pm or by appointment

**Course Description**

Explores the knowledge and skills necessary to form partnerships with families and how the family unit functions within the context of early childhood development and learning. Connections between theory and application of family capacity building will be identified through a developmental equity lens.

**Course Objectives**

- 1.) Identify how to support and engage families and through respectful, reciprocal relationships.
- 2.) Explain the multiple influences on development and learning.
- 3.) Examine diverse family and community characteristics.
- 4.) Explore the different forms of social and cultural capital among classroom and learning environment families and how these strengthen the family.
- 5.) Apply knowledge of family and community characteristics when involving families in their children’s development and learning.
- 6.) Apply knowledge of family and culture to practice to promote positive outcomes for each child.
- 7.) Analyze and evaluate relationships with families and communities.
- 8.) Create strong collaborations with families, communities, and colleagues (including school-level family engagement personnel) to develop comprehensive strategies to address the diverse educational needs of families and the community.

**Course Schedule**

Module 1: Defining Partnerships and Identifying Barriers to Engagement		
Week 1	Articles <ul style="list-style-type: none"> <li>● U.S. Departments of HHS/ED</li> <li>● Yamauchi, Ponte, Ratliffe, &amp; Traynor (2017) Frameworks used in School-Family Partnerships.</li> </ul> Textbook <ul style="list-style-type: none"> <li>● Berger (2019) Chapter 4</li> </ul> Case Studies:	Written Assignments/Projects <ul style="list-style-type: none"> <li>● Coursework Plan</li> </ul> Weekly Reflection <ul style="list-style-type: none"> <li>● Case studies</li> <li>● Wall of wonderings (question)</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Pearson et al., (2019)</a></li> <li>● <a href="#">Case Study Video: The Power of Family-Teacher Partnerships</a></li> </ul> <p>Book Club:</p> <ul style="list-style-type: none"> <li>● Chapters 1 to 4</li> </ul>	
Week 2	<p>Articles</p> <ul style="list-style-type: none"> <li>● National PTA (pg. 1-36)</li> <li>● <a href="#">Preparing Teachers to Effectively Engage With Young English Language Learners and Immigrant Families: A Research Review</a></li> </ul> <p>Case Studies:</p> <ul style="list-style-type: none"> <li>● <a href="#">Noah and Pop-Pop Go to Preschool</a> (video)</li> </ul>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● Critical Incident Report, Part I</li> </ul> <p>Weekly Reflection</p> <ul style="list-style-type: none"> <li>● Defining partnerships and barriers to involvement</li> <li>● Wall of wonderings (answers)</li> </ul> <p><a href="#">Book Club Sharing</a></p>

**Module 2: Unique Family Strengths and Perspectives**

Week 3	<p>Articles</p> <ul style="list-style-type: none"> <li>● Yoder &amp; Lopez</li> <li>● <a href="#">Equity Issues in Parental and Community Involvement in Schools: What Teacher Educators Need to Know</a></li> <li>● Keat, Strickland, &amp; Marinak (2009)</li> </ul> <p>Textbook:</p> <ul style="list-style-type: none"> <li>● Berger (2019) Chapters 1 &amp; 2</li> </ul> <p>Case Studies:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Book Club:</p> <ul style="list-style-type: none"> <li>● Chapters 5 to 9</li> </ul>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● None (Prepare for CIS interview. Begin to identify families for projects.)</li> </ul> <p>Weekly Reflection</p> <ul style="list-style-type: none"> <li>● Diverse family perspectives</li> <li>● Wall of wondering (questions)</li> </ul>
Week 4	<p>Articles:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Textbook</p> <ul style="list-style-type: none"> <li>● Berger (2019) Chapter 3</li> </ul> <p>Other Chapters:</p> <ul style="list-style-type: none"> <li>● Turnbull et al. (2021) Chapter 6</li> <li>● Gonzalez-Mena (2017) Chapter 7</li> </ul> <p>Resources:</p>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● CIS Interview Report</li> </ul> <p>Weekly Reflection</p> <ul style="list-style-type: none"> <li>● Case studies</li> <li>● Wall of wonderings (answer)</li> </ul> <p>Discussion board</p> <ul style="list-style-type: none"> <li>● Watch the video about the role of parents in shaping racism and share your thoughts.</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Video: The critical role white parents play in shaping racism — and eradicating it</a></li> </ul> <p>Case Studies</p> <ul style="list-style-type: none"> <li>● Tim Kelly</li> <li>● <a href="#">Erick's Case</a></li> <li>● <a href="#">Ines's Case</a></li> </ul>	<a href="#">Book Club Sharing</a>
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**Module 3: Using Knowledge of Families to Guide Engagement**

Week 5	<p>Articles:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Textbook</p> <ul style="list-style-type: none"> <li>● Berger (2019) Chapter 5</li> <li>● Berger (2019) Chapter 7</li> </ul> <p>Case Studies</p> <ul style="list-style-type: none"> <li>● Video: ABCs of Parent Involvement</li> </ul> <p>Website:</p> <ul style="list-style-type: none"> <li>● <a href="#">F is for Family Professional Partnership</a></li> </ul> <p>Book Club:</p> <ul style="list-style-type: none"> <li>● Chapters 10 to 15</li> </ul>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● None (Collect photographs for Photograph Project. Schedule home visit by this week.)</li> </ul> <p>Weekly Reflection</p> <ul style="list-style-type: none"> <li>● Case study video</li> <li>● Wall of wonderings (questions)</li> </ul>
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Week 6	<p>Articles:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Textbook:</p> <ul style="list-style-type: none"> <li>● Berger (2019) Chapter 8</li> </ul> <p>Chapters:</p> <ul style="list-style-type: none"> <li>● Gonzalez-Mena (2017) Chapter 5</li> <li>● Turnbull (2021) Chapter 5</li> </ul> <p>Case Studies:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Conversation Guide - Turnbull</a></li> </ul>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● Photograph Project</li> <li>● Design Parent/Guardian Interview</li> </ul> <p>Weekly Reflection</p> <ul style="list-style-type: none"> <li>● Problem solving situation</li> <li>● Wall of wonderings (answers)</li> </ul> <p><a href="#">Book Club Sharing</a></p>
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**Module 4: Building Strong Family-School Partnerships**

Week 7	<p>Articles:</p> <ul style="list-style-type: none"> <li>● N/A</li> </ul> <p>Textbook</p>	<p>Written Assignments/Projects</p> <ul style="list-style-type: none"> <li>● Home Visit/Family Case Study Report</li> </ul>
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	<ul style="list-style-type: none"> <li>● Berger (2019) Chapter 6</li> <li>● Berger (2019) Chapter 10</li> </ul> Playposit Video: <ul style="list-style-type: none"> <li>● <a href="#">Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes Session 3</a></li> </ul> Book Club: <ul style="list-style-type: none"> <li>● Chapters 16 to 19</li> </ul>	Weekly Reflection <ul style="list-style-type: none"> <li>● Case study video</li> <li>● Wall of wonderings (questions)</li> </ul>
Week 8	Articles: <ul style="list-style-type: none"> <li>● <a href="#">Epstein's Framework of Six Types of Involvement</a></li> </ul> Textbook <ul style="list-style-type: none"> <li>● Berger (2019) Chapter 12</li> <li>● Additional resource for assignment: Berger (2019) Chapter 9</li> </ul> Chapters: <ul style="list-style-type: none"> <li>● Turnbull (2021) Chapter 1</li> </ul> Case Studies <ul style="list-style-type: none"> <li>● <a href="#">Integrated School–Family Partnerships in Preschool: Building Quality Involvement Through Multidimensional Relationships</a></li> </ul>	Written Assignments/Projects <ul style="list-style-type: none"> <li>● Action Plan</li> <li>● Critical Incident Report, Part II</li> </ul> Weekly Reflection <ul style="list-style-type: none"> <li>● Case study</li> <li>● Wall of wonderings (answers)</li> </ul> <a href="#">Book Club Sharing</a>

### Materials/Resources

#### Course Textbook – Required

Berger, E.H. (2019). *Families as Partners in education: Families and schools working together* (10th Ed). Pearson Education.

#### Book - required for Book Club

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.

Additional Course readings include and will be posted to CANVAS:

Baquedano-López, P., Alexander, R. A., & Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. *Review of Research in Education*, 37(1), 149-182.

Epstein, J. L. (2010). School/family/community partnerships: Caring for the children we share. *Phi delta kappan*, 92(3), 81-96.

Howlett, K. M., & Young, H. D. (2019). Preparing teachers to effectively engage with young English language learners and immigrant families: A research review. *Handbook of research on engaging immigrant families and promoting academic success for English language learners*, 20-45.

- Keat, J. B., Strickland, M. J., & Marinak, B. A. (2009). Child voice: How immigrant children enlightened their teachers with a camera. *Early Childhood Education Journal*, 37, 13-21.
- National PTA. (2009). PTA national standards for family-school partnerships: An implementation guide. Retrieved from [https://s3.amazonaws.com/rdcms-pta/files/production/public/National\\_Standards\\_Implementation\\_Guide\\_2009.pdf](https://s3.amazonaws.com/rdcms-pta/files/production/public/National_Standards_Implementation_Guide_2009.pdf)
- Nitecki, E. (2015). Integrated School-Family Partnerships in Preschool: Building Quality Involvement through Multidimensional Relationships. *School Community Journal*, 25(2), 195-219.
- Pearson, J. N., Akamoglu, Y., Chung, M., & Meadan, H. (2019). Building family-professional partnerships with culturally, linguistically, and economically diverse families of young children. *Multicultural Perspectives*, 21(4), 208-216.
- U.S. Department of Health and Human Services, U.S. Department of Education. (2016). Policy statement on family engagement from the early years to the early grades. Retrieved from <https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>
- Yamauchi, L. A., Ponte, E., Ratliffe, K. T., & Traynor, K. (2017). Theoretical and conceptual frameworks used in research on family-school partnerships. *School Community Journal*, 27(2), 9-34. Retrieved from <https://eric.ed.gov/?id=EJ1165647>
- Yoder, J. R., & Lopez, A. (2013). Parent's perceptions of involvement in children's education: Findings from a qualitative study of public housing residents. *Child and Adolescent Social Work Journal*, 30(5), 415-433. DOI: 10.1007/s10560-013-0298-0

## **Grading**

Total Course = 400 possible points

### Module 1

Critical Incident Report: Part I	20 points
Coursework Plan	10 points
Weekly Reflection, Week 1	10 points
Weekly Reflection, Week 2	<u>10 points</u>
	50 points possible

### Module 2

CIS/Family Engagement Specialist Interview and Report	50 points
Weekly Reflection, Week 3	10 points
Weekly Reflection, Week 4	<u>10 points</u>
	70 points possible

### Module 3

Photograph Project and Report	50 points
Design Parent/Guardian Interview	10 points
Weekly Reflection, Week 5	10 points
Weekly Reflection, Week 6	<u>10 points</u>
	80 points possible

Module 4

Critical Incident Report: Part II	20 points
Action Plan	50 points
Home Visit/Family Case Study Report	60 points
Weekly Reflection, Week 7	10 points
Weekly Reflection, Week 8	10 points
Book club leader (20) and discussion contributions (10x3)	50 points
	200 points possible
	400 points possible

**Points to Letter Grade Conversion**

376-400 points, 94.0-100%	A	296-307 points, 74.0-76.9%	C
360-375 points, 90.0-93.9%	A-	280-295 points, 70.0-73.9%	C-
348-359 points, 87.0-89.9%	B+	268-279 points, 67.0-69.9%	D+
332-347 points, 83.0-86.9%	B	256-267 points, 64.0-66.9%	D
320-331 points, 80.0-82.9%	B-	240-255 points, 60.0-63.9%	D-
308-319 points, 77.0-79.9%	C+	<240 points, <60.0%	E

**Assignment Descriptions:**

**Book club:** Each Module will have assigned Book Club Leaders in charge of uploading an initial video with their thoughts and reflections to the flip platform. Depending on course enrollment there will be a minimum number of students in charge of the discussions at the end of each module. On weeks when students are not Book Leaders, they will be responding to their classmates' videos. To join the Flip Group, where students will upload their videos, click here: <https://flip.com/5a885378>

Reading sequence:

Module 1: Chapters 1 - 4

Module 2: Chapters 5 - 9

Module 3: Chapters 10-15

Module 4: Chapters 16 - 19

**Critical Incident:**

Critical Incident Report, Part I

A critical incident is an event that has significance for you. It is often an event that made you stop and think or one that raised questions for you. This event often changes an aspect of your beliefs, values, attitude, or behavior. It is an incident that in some way has had a significant impact on your personal and professional learning as a teacher or related professional of young children.

In this paper, you are to recount a ‘critical incident’ in your interactions with the parents/guardians of your students. This may be any interaction that made an impact on you, caused you to think differently, or caused you to question your assumptions or beliefs about families. In your written essay, avoid the real names of your students and their families (first or last) by creating pseudonyms, and do not include other identifying information.

Format for a critical incident report: (Include responses to each item below.)

- Describe the context of the incident.
- Describe the actual incident in detail.
- Explain why the incident was critical or significant to you.
- Explain your concerns at the time.
- Describe what you were thinking and feeling as it was taking place, and afterward.
- Mention anything particularly demanding about the situation.
- Explain how the incident impacted your learning about family engagement, your role, or the outcomes for children.
- Explain how it will impact your future role as a teacher or early childhood-related professional.

Analysis of the critical incident (part II):

- When analyzing your critical incident, it may be useful to ask yourself questions such as:
- Why did I view the situation like this?
- What assumptions did I make about the family, problem, or situation?
- How else could I have interpreted the situation?
- What other action could I have taken that might have been more helpful?
- What will I do if I am faced with a similar situation in the future?
- Your essay should be about 3 pages in length, double-spaced, Times New Roman font, 12-point.

### **CIS/Family Engagement Specialist Interview and Paper**

Students will schedule a meeting with a school-level community involvement specialist (CIS) or another family involvement specialist. The student should inquire about current family and community engagement programs and how the CIS feels about their effectiveness. The student will then write a 3 to 4-page paper. Using course readings and data gathered from the interview, the student will analyze the available programs, their effectiveness, and consider what may be lacking. Students will also discuss any structural barriers to family involvement at their school and how these might be overcome. APA format is required.

### **Child Photograph Project and Paper**

Select two children in your classroom or setting whose families/guardians you see on a regular basis. If you do not have access to families or guardians on a regular basis, consider asking friends or family members that may know someone willing to help you identify someone to participate. Ask these families/guardians to have their children take photographs or draw pictures of an evening at home. Children should be allowed to create pictures of whatever they want, within reason. They should take 5-7 photographs or draw 2-3 pictures. Ask the families/guardians to email or text the photographs to you (or however this will work best for

you). To have time to complete the assignment in time, you should have the photographs or drawings no later than Friday, February 11. (This gives you the next week to have discussions with the children about the photo/drawings – next paragraph).

Using the Keat et al. article as an example, set aside some time (about 10 minutes per child) for the children to tell you about their photographs or drawings, in their own words. Ask questions, but do not guide the discussion.

Write a 3 to 4 page paper on your findings. What did you learn about these two families that you did not know? How does this change your perceptions of these families? Will this change your interaction with them? With the children? Most importantly, relate how your findings relate to content discussed in the course. Use previous course readings to reference. APA format is required.

### **Design Parent/Guardian Interview**

Develop your own questionnaire for a parent/guardian interview. Your questionnaire should be designed to gain information from a parent/guardian to begin to tell the story of the family. Your questionnaire should contain 15-20 questions. Consider what you need to know to help you to understand both a child in your classroom or setting and the family. Prior to submitting your questionnaire, test it out on a friend or family member so that you can be sure that your questions 1) make sense to other people and 2) are asking for the information that you want. Interview guidelines will be provided on Canvas.

### **Home Visit/Family Case Study Report:**

Choose one of the children/families that were part of your photo case study in Module 3. Schedule a time with the parent/guardian and a colleague for a home visit.\* Using the interview protocol (questionnaire) that you designed in the module, interview the parent/guardian. Try to be as relaxed and conversational as possible but take good notes.

Using the data gathered from the parent/guardian interview and the child's photograph descriptions, write a family story. Following the family story, explain two or three important things that you learned about the family that you did not know. How will this affect your interaction with this family? How can you use what you have learned to build a stronger collaboration with the family? The final paper should be 6-8 pages, double-spaced. Due Sunday, February 27 at 11:55 pm. Please remember to maintain the anonymity of the family  
\*Let me know ASAP if a home visit is not possible and why for an alternative assignment. Please note that Zoom is an acceptable option for this visit.

### **Action Plan:**

Using all course readings, as well as any additional readings that you find appropriate, write an action plan for family collaboration. This should include a plan that increases family engagement both in your classroom or setting and at your school or organizational level. What has been missing and how will you change it? What are the obstacles to overcome? What are the obstacles that families may need to overcome? Think carefully and work to create a plan that you can implement in your school or setting. This will require you to mix some pragmatism with your idealism. Explain the steps that you would take to implement your plan, including any

meetings with the family or school personnel, professional development workshops that you would lead, family workshops that you would lead, and family and community programs that could be added to your school or setting.

Weekly reflections will count for student reflection and response to readings and videos posted as required material each week. Students will respond to prompts and share thoughts with supportive citations included in APA format. Questions posed for peers will also be included.

### **Course Policies**

This, like any online course, requires active participation. All students are expected to devote time to course readings and assignments. Because this course is imbedded in classrooms or educational settings, discussion of children and families in the students' classrooms or educational settings is expected, and at times required. It is imperative that you maintain the anonymity of children and families at all times. Do not use children's real first or last names, parents'/guardians' names, dates of birth, or other potentially identifying information in your assignments. Instead, use pseudonyms where appropriate and take other steps if needed to mask potentially identifying information.

Written assignments should be submitted in Word and should include your name and the file name. Student initials should be in the file name (same procedure as in your previous course). As this is a graduate class, papers should demonstrate high-quality writing. All papers must be edited for spelling, grammar, and clarity.

APA format is required for all cited works and references. Please use APA formatting when referencing any course readings in your reflections. All formal reports and papers should also use APA formatting for references and cited works. Purdue University has a very good online style guide. It can be found at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Students are expected to maintain the pacing of the class. In some cases, this may require students to think ahead to future modules. All work is expected on the date given. Work turned in after the due date may not be accepted. If there are extenuating circumstances that prohibit work being submitted on time, please contact the instructor before the work is due. The instructor will help you to decide on a course of action regarding the assignment. The instructor may *not* agree that an extension is acceptable.

### **UF Student Honor Code**

UF students are bound by the Honor Pledge which states, "We, the members of the UF 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 UF, 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Those students adjudged to have committed a violation of the Academic Honesty Guidelines (e.g., cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication) shall be subject to the sanctions listed in Paragraph XI of the Student Conduct Code. For additional information about the University of Florida Student Judicial Process or Academic Honesty Guidelines, contact the Office of Student Services, P202 Peabody Hall (phone 392-1261).

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

### **Student Assistance and Emergencies**

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: [www.counseling.ufl.edu](http://www.counseling.ufl.edu) or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1

*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:* <https://counseling.ufl.edu/>, 392-1575

*Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.

*University Police Department:* 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### **Additional Campus Resources**

*E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.* <https://lss.at.ufl.edu/help.shtml>

*Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.* <https://career.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. <http://teachingcenter.ufl.edu/>

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

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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

### **Acceptable Use Policy**

Please read the [University of Florida Acceptable Use Policy](http://www.it.ufl.edu/policies/aupolicy.html) that can be found at <http://www.it.ufl.edu/policies/aupolicy.html>. You are expected to abide by this policy.

# Course|New for request 18963

## Info

**Request:** FOR 5XXX Introduction to programming with R

**Description of request:** New course number for an intermediate graduate level six week basic statistical programming course in R with a scientific programming focus.

**Submitter:** Jennifer Vogel alpha32605@ufl.edu

**Created:** 10/16/2023 1:06:40 PM

**Form version:** 5

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

FOR

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

5

### Undergraduate students in 5000 level courses

*Is this course intended for an audience including undergraduate students?*

Response:

Yes

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

Response:

This course is intended as an introduction to principles of statistical programming with R and does not require any previous coding experience. Students will be a combination of intermediate/advanced undergraduate students and beginning graduate students in any of our SFFGS science majors. Students do not need prior coding experience but should have sufficient coursework in their major to be able to apply the programming skills taught to answer scientific questions and perform meaningful analysis.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

xxx

### **Lab Code**

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### **Category of Instruction**

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*  
&nbsp;

Response:

Joint (Ugrad/Grad)

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:

Introduction to programming with R

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:

Intro to programming with R

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:

Graduate

**Delivery Method(s)**

*Indicate all platforms through which the course is *<i>currently</i> <i>planned</i> to be delivered.**

Response:  
Online

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
Yes

**Co-Listing Explanation**

*Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format. &nbsp; It is recommended that a Course Differentiation document be provided for review and approval purposes. Please see the example below.*

• *Differentiation of Co-Listed Courses - Example*

&nbsp;  
&nbsp;*For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](#).*

Response:  
This course is intended as an introduction to principles of statistical programming with R and does not require any previous coding experience. Students will be a combination of intermediate undergraduate students and beginning graduate students in any of our SFFGS science majors. Graduate students do not need coding experience but should have a strong grounding in their major to be able to apply the programming skills taught to answer scientific questions and perform meaningful analysis. Students in the graduate sections learn alongside undergraduate students in a community of practice and will be asked to complete the same 9 coding assignments as undergraduate students but will perform an additional step/question , involving error identification, problem solving and designing new plots and functions that require higher order thinking, tasks and analysis. A sample assignment for each level has been attached.

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:

Earliest Available

**Rotating Topic**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
2

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;

Response:  
Lecture

### **Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:  
6

### **Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:  
An online scientific programming course taught using R language. The programming techniques learned in this course will be easily transferable to other programming languages. The focus will be on programming for scientific analyses. This course will cover basic concepts and techniques in programming such as recognizing and changing data types, reading in and writing out data, indexing, loops, creating functions, iterations, manipulating data and creating plots

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
n/a

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.  
Please verify that any prerequisite courses listed are active courses.

Response:  
n/a

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.

- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;<br></ol>

- Prereq published language:&nbsp;<br>BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

### Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This six-week summer B course was created to give graduate students in all SFFGS majors an introductory course in quantitative statistics using the R programming language with a focus on scientific programming.

### Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

At the end of this course, your will be able to:

- Explain the advantage of using a script vs point-and-click methods
- Apply basic programming concepts such as data types, data structures and indexing, and use them in your work
- Apply basic functions
- Conceptualize and create if-else statements and loops to solve different types of problems
- Create plots
- Perform basic exploratory data analysis with summary statistics and plots
- Utilize selected libraries
- Evaluate new data sets and functions by yourself using R
- Create original customized functions
- Identify errors and design corrections to incorrect or fragmented code

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

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;<br>Please provide specific examples&nbsp;<br>to evaluate the course and identify required textbooks.&nbsp;<br>

Response:

Online (free) text books:

1. Peng, R.D. (2020). R Programming for Data Science. <https://bookdown.org/rdpeng/rprogdatascience/>
2. Phillips, N.D. (2018). YaRrr, The Pirate's Guide to R. <https://bookdown.org/ndphillips/YaRrr/>
3. Mahoney, M. (2019). Introduction to Data Exploration and Analysis with R. <https://bookdown.org/mikemahoney218/IDEAR/>
4. Golemund, G. and Wickham, H. (2019). R for Data Science. <https://r4ds.had.co.nz/>

5. Wickham, H. (2018). The tidyverse styleguide. <https://style.tidyverse.org/>

### Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Week	Topics and video lectures	Reading**	Assignment
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Week 1

27 June

1. Introduction, expectations and tools
2. What is programming; about computers and stuff
3. What is scientific programming? And why use scripting? Introducing R, RStudio and RStudioCloud
4. First forays: R for calculations, variables and objects, assignments, vectors, built-in functions
5. Vector calculations, reading in data, more built-in functions
6. What is a working directory, RProjects, libraries
7. How to get help Phillips (2018), ch 1, 2, 3.1, 3.3, 4, 9

Peng (2020), ch 1,

2, 4.1, 4.2, 18 Introductions #1 Built-in functions, finding help and reading in data

Week 2

4 July

1. The nature of the beast: data types in R
2. Understanding and manipulating data structures
3. Things that can help or hurt you: factors
4. Visualization: making plots
5. Saving your hard work: writing out data and plots
6. What is data acumen and why should I care? Phillips (2018), ch 5, 6, 8.1-8.4, 11

Peng (2020), ch 4.3

– 4.15, 5

Grolemund & Wickham (2019):

3.2-3.6 #2 Vectors and dataframes

#3

Understanding scripts

Week 3

11 July

1. More about lists because they are special
2. How to find stuff: indexing
3. Making choices: conditional statements
4. Do one thing or another thing: if-else statements
5. Naming things and coding style matter Phillips (2018), ch 7, 8.5, 8.6

Peng (2020), ch 9,

13.1

Wickham (2018), ch

1-2#4 Indexing

#5 If-else statements

Week 4

1. When you're searching for words: working with strings
2. Dealing with dates and times
3. Doing things over and over

- 4. Making your own functions
- 5. Vectorization: what's the big deal?      Mahoney (2019), ch      #6 String and  
18 July                      11, 12    date
- Peng (2020), ch 11,      manipulation
- 13.2 – 13.7, 14, 17      #7 Functions
- Phillips (2018), ch
- 16, 17

Week 5

25 July

- 1. More fancy things with loops
- 2. More ways to iterate
- 3. Data exploration: descriptive statistics
- 4. So what do I know about programming now?      Phillips (2018), 13,  
14, 15

Peng (2020), ch 16

Mahoney (2019), ch

14 #8 Loops

#9 Iterate and summary statistics

Week 6

1 Aug

- 1. Data science principles: tidy data
- 2. A trip into the tidyverse
- 3. Putting it all together (an example)
- 4. Final remarks on scientific programming, using scripts, and other languages

Peng (2020), ch 12,

#10 tidyverse

Grolemund &

Wickham (2019), ch

5, 12, 13, 18

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Grading Policy

A 90.0-100

B+ 86.7-89.99      B      83.7-86.69      B-      80.0-83.69

C+ 76.7-79.99      C      73.7-76.69      C-      70.0-73.69

D+ 66.7-69.99      D      63.7-66.69      D-      60.0-63.69

E < 60.0

Assignment	Total Points	Percentage of Final Grade
Assignments (9)		

115 each

75%

Quiz (5)

50 each

15%

Participation (6)

20 each

10%

100%

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Geraldine Klarenberg

**Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:

Yes

**Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

**UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

### **Course Evaluation Policy**

#### *Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

• *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/public-results/>. 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/>.*

*&nbsp;*

Response:

Yes

## **Introduction to R Programming**

### **Differentiation Summary**

FOR3XXX

Course objectives

At the end of this course, students will be able to:

- Explain the advantage of using a script vs point-and-click methods
- Apply basic programming concepts such as data types, data structures and indexing, to your work
- Apply basic functions
- Conceptualize and create if-else statements and loops to solve different types of problems
- Create plots
- Demonstrate the use of selected libraries
- Evaluate new data sets and functions by yourself using R

FOR5XXX

Course objectives

At the end of this course, students will be able to:

- Explain the advantage of using a script vs point-and-click methods
- Apply basic programming concepts such as data types, data structures and indexing, to your work
- Apply basic functions
- Conceptualize and create if-else statements and loops to solve different types of problems
- Create plots
- Perform basic exploratory data analysis with summary statistics and plots
- Demonstrate the use of selected libraries
- Evaluate new data sets and functions by yourself using R
- Create original customized functions
- Identify errors and design corrections to incorrect or fragmented code

Each of the 9 coding assignments is differentiated by versioning with additional higher-level analysis, coding challenges, plotting and corrections for FOR6934. I have attached a sample versioned assignment. (Assignment 4)

# Introduction to programming with R

FOR XXXX, Sections: 4326 / 4825 / 4956

Online (asynchronous) course, 2 credits

Summer B 2022

## 1 Overview

An online scientific programming course taught using R language. The programming techniques learned in this course will be easily transferable to other programming languages. The focus will be on programming for scientific analyses. This course will cover basic concepts and techniques in programming such as recognizing and changing data types, reading in and writing out data, indexing, loops, creating functions, iterations, manipulating data and creating plots.

This course will use a combination of lectures, programming demonstrations, and assignments to teach introductory programming skills at the graduate level and senior undergraduate level.

This course is open for both on-campus and off-campus students, and targets people who have no experience in programming. Students will become familiar with R and achieve the ability to use R to solve their particular data analysis needs after finishing the course. This course is online and asynchronous, but not a “go at your own pace” course. Each module must be completed in a specific week (see weekly schedule below)

Instructor

Dr Geraldine Klarenberg

430 McCarty Hall C

[gklarenberg@ufl.edu](mailto:gklarenberg@ufl.edu)

352-273-0792

Office hours: Tuesday 1-2 pm, and Friday 10-11 am

Individual appointment: <https://calendly.com/gklarenberg/introduction-to-programming-with-r>

Email policy: emails and/or Canvas messages will be answered in 24 hours, during work hours.

## 1.1 Course Pre-Requisites / Co-Requisites

NA

## 1.2 Learning Outcomes

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

- Explain the advantage of using a script vs point-and-click methods
- Apply basic programming concepts such as data types, data structures and indexing, and use them in your work
- Apply basic functions
- Conceptualize and create if-else statements and loops to solve different types of problems
- Create plots
- Perform basic exploratory data analysis with summary statistics and plots
- Utilize selected libraries
- Evaluate new data sets and functions by yourself using R
- Create original customized functions
- Identify errors and design corrections to incorrect or fragmented code

## 1.3 Materials and Supply Fees

NA

## 1.4 Required Textbooks and Software

Online (free) text books:

1. Peng, R.D. (2020). R Programming for Data Science. <https://bookdown.org/rdpeng/rprogdatascience/>
2. Phillips, N.D. (2018). YaRrr, The Pirate's Guide to R. <https://bookdown.org/ndphillips/YaRrr/>
3. Mahoney, M. (2019). Introduction to Data Exploration and Analysis with R. <https://bookdown.org/mikemahoney218/IDEAR/>
4. Golemund, G. and Wickham, H. (2019). R for Data Science. <https://r4ds.had.co.nz/>
5. Wickham, H. (2018). The tidyverse styleguide. <https://style.tidyverse.org/>

Required software:

Primarily RStudio Cloud: online tool, available at no cost, no installation required.

If desired R and RStudio: open source, available at no cost.

## 1.5 *Recommended Materials*

N/A

## 1.6 *Course Logistics*

Modules include pre-recorded videos with built-in quizzes. These quizzes are short and ungraded but are a way to assess your understanding of the topic and allow you to move on to the next topic. Weekly graded quizzes on vocabulary and basic concepts will be conducted through Canvas. One or two assignments are due every week; submission will be through RStudio Cloud and/or Canvas. See section 2.1.

All materials will be made available through Canvas. Other online tools that will be used are RStudio Cloud (practice and assignments), Zoom (office hours) and Piazza (troubleshooting and discussions).

## 1.7 *Technology Requirements*

- A computer or mobile device with high-speed internet connection. This course will work best on a laptop or a desktop computer. It is possible to use the tools we employ in this course on a tablet or smartphone, but it is not recommended.
- A headset and/or microphone and speakers; a webcam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](#)

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

## 2 Course Schedule

Week	Topics and video lectures	Reading**	Assignment
Week 1 27 June	<ol style="list-style-type: none"> <li>1. Introduction, expectations and tools</li> <li>2. What is programming; about computers and stuff</li> <li>3. What is scientific programming? And why use scripting? Introducing R, RStudio and RStudioCloud</li> <li>4. First forays: R for calculations, variables and objects, assignments, vectors, built-in functions</li> <li>5. Vector calculations, reading in data, more built-in functions</li> <li>6. What is a working directory, RProjects, libraries</li> <li>7. How to get help</li> </ol>	<p>Phillips (2018), ch 1, 2, 3.1, 3.3, 4, 9</p> <p>Peng (2020), ch 1, 2, 4.1, 4.2, 18</p>	<p>Introductions</p> <p>#1 Built-in functions, finding help and reading in data</p>
Week 2 4 July	<ol style="list-style-type: none"> <li>1. The nature of the beast: data types in R</li> <li>2. Understanding and manipulating data structures</li> <li>3. Things that can help or hurt you: factors</li> <li>4. Visualization: making plots</li> <li>5. Saving your hard work: writing out data and plots</li> <li>6. What is data acumen and why should I care?</li> </ol>	<p>Phillips (2018), ch 5, 6, 8.1-8.4, 11</p> <p>Peng (2020), ch 4.3 - 4.15, 5</p> <p>Grolemund &amp; Wickham (2019): 3.2-3.6</p>	<p>#2 Vectors and dataframes</p> <p>#3 Understanding scripts</p>
Week 3 11 July	<ol style="list-style-type: none"> <li>1. More about lists because they are special</li> <li>2. How to find stuff: indexing</li> <li>3. Making choices: conditional statements</li> <li>4. Do one thing or another thing: if-else statements</li> <li>5. Naming things and coding style matter</li> </ol>	<p>Phillips (2018), ch 7, 8.5, 8.6</p> <p>Peng (2020), ch 9, 13.1</p> <p>Wickham (2018), ch 1-2</p>	<p>#4 Indexing</p> <p>#5 If-else statements</p>
Week 4 18 July	<ol style="list-style-type: none"> <li>1. When you're searching for words: working with strings</li> <li>2. Dealing with dates and times</li> <li>3. Doing things over and over</li> <li>4. Making your own functions</li> <li>5. Vectorization: what's the big deal?</li> </ol>	<p>Mahoney (2019), ch 11, 12</p> <p>Peng (2020), ch 11, 13.2 - 13.7, 14, 17</p> <p>Phillips (2018), ch 16, 17</p>	<p>#6 String and date manipulation</p> <p>#7 Making functions</p>
Week 5 25 July	<ol style="list-style-type: none"> <li>1. More fancy things with loops</li> <li>2. More ways to iterate</li> <li>3. Data exploration: descriptive statistics</li> <li>4. So what do I know about programming now?</li> </ol>	<p>Phillips (2018), 13, 14, 15</p> <p>Peng (2020), ch 16</p> <p>Mahoney (2019), ch 14</p>	<p>#8 Loops</p> <p>#9 Iterate and summary statistics</p>
Week 6 1 Aug	<ol style="list-style-type: none"> <li>1. Data science principles: tidy data</li> <li>2. A trip into the tidyverse</li> <li>3. Putting it all together (an example)</li> <li>4. Final remarks on scientific programming, using scripts, and other languages</li> </ol>	<p>Peng (2020), ch 12, 21</p> <p>Grolemund &amp; Wickham (2019), ch 5, 12, 13, 18</p>	<p>#10 tidyverse</p>

\*\* Additional/optional reading will be made available on Canvas

## 2.1 Assignments and quizzes

Quizzes are to be completed by Sunday and will evaluate your understanding of concepts covered in the week before, and programming (R) vocabulary. You have 2 attempts for each quiz, for 50pts open-note with a 20-minute time limit for each. The highest score will be kept. Of the five quizzes, the lowest scoring quiz will be dropped.

You will also have low-stakes (3pt) practice quizzes with unlimited attempts. These will not affect your grade.

One or two assignments are due every week. The first assignment will be due on Wednesday, the second on Sunday. The assignments follow the video lectures. It will be indicated which questions accompany which video. A document and a video outlining the format of assignment submissions will be available on Canvas. This format is *not* optional, and worth 10 points on each assignment.

During office hours on Tuesday (1-2 pm) I will go over (i.e. demonstrate) the assignment that was due on Sunday; on Friday (10-11 am) the assignment that was due on Wednesday. These sessions will be recorded and made available on Canvas (attendance is *not* mandatory). See section 3.1 for late submission policies.

For the assignments you are allowed to discuss on the discussion board, or ask for advice through other avenues, *but* you are expected to write your own code. Do not copy someone else's code; this amounts to plagiarism and violates UF's Academic Honesty Policy (see section 3.7).

Each assignment and quiz with the lowest score/points will be dropped from the final grade calculation.

## 2.2 Participation

We will use an online platform (Piazza) to engage and interact with each other. Asking questions and answering others' questions is an important part of learning. You will receive points for participating, to ensure interaction (though, you will soon realize how beneficial this interaction is for your learning!)

## 2.3 Evaluation of Grades

Assignment	Weighted % of Final Grade
Assignments (9)	75%
Quiz (5)	15%
Participation (6)	10%
	100%

## 2.4 Grading Policy

A	90.0-100				
B+	86.7-89.99	B	83.7-86.69	B-	80.0-83.69
C+	76.7-79.99	C	73.7-76.69	C-	70.0-73.69
D+	66.7-69.99	D	63.7-66.69	D-	60.0-63.69
E	< 60.0				

More information on UF grading policy may be found at:

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

## 3 Policies and Requirements

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

### 3.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. 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>

Late submissions of assignments (but before office hours in which the assignment is discussed) will result in a 10% deduction of total points earned. Submission after the assignment has been discussed and demonstrated will result in 20% deduction of total points earned. Quizzes are open until 24 hours after the due date (-10%) and will then be closed.

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems, call the HELP DESK phone number: 352-392- HELP / 352-392-4357 (option 2).

### 3.2 Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At approximately the mid-point of the semester, the School of Forest, Fisheries and Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation! At the end of the semester, 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/>

### 3.3 Netiquette: Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

### 3.4 Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

*The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Center for Inclusion and Multicultural Engagement website: <http://multicultural.ufl.edu>.

### 3.5 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>

### 3.6 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:

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

### 3.7 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 or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for

consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/process/student-conduct-code/>.

### 3.8 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.

## 4 Campus Helping Resources

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | <http://elearning.ufl.edu>
- Library Help Desk support <https://uflib.ufl.edu/contact-us/>
- SFRC Academic Hub <https://ufl.instructure.com/courses/303721>

### 4.1 Student Life, Wellness, and Counseling Help

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.

- Counseling and Wellness resources <https://counseling.ufl.edu/>
- U Matter, We Care <https://www.umatter.ufl.edu/>
- Career Connections Center <https://career.ufl.edu/>
- Other resources are available at <https://www.distance.ufl.edu/getting-help> for online students.

### 4.2 Student Complaint Process

The School of Forest, Fisheries and Geomatics Sciences cares about your experience and we will make every effort to address course concerns. We request that all of our

online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can also [submit feedback anytime](#).

If you have a more urgent concern, your first point of contact should be the FFGS Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- <https://distance.ufl.edu/getting-help/>
- <https://registrar.ufl.edu/complaint.html>

### 4.3 Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://at.ufl.edu/service-teams/e-learning/>

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

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

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

## Assignment 4 (115 points)

### Submission instructions (10 pts)

Please watch the video and read the document on assignment submissions – these are two *different* resources! Make sure you use the required format in your submission. This is an important component of writing reproducible and shareable code.

Where the questions asks for a written answer (not code), also write this in your script, with # so it is a comment.

*Make sure the results of your code are the same as the outputs shown.*

### After videos 1 (lists), 2 (indexing) and 3 (conditionals)

1. Create a vector called `lacroix_flavors` with the elements "coconut", "cran-raspberry", "lemon", "lime", "pomme baya", "apricot". For the next exercises (a-c), use indexing (do not recreate vectors by using `c()` and adding content!)
  - Create a vector `first_order` with only the first 3 elements from `lacroix_flavors`. (3 pts)
  - Create a vector `second_order` with "lemon", "lime", "apricot", "apricot" (in this order, and again, use indexing on `lacroix_flavors`). (3 pts)
  - Create a vector `third_order` with only the last two elements of `lacroix_flavors`, and in this case, use indexing with a minus sign. (4 pts)

Outputs:

```
> first_order
[1] "coconut"      "cran-raspberry" "lemon"
> second_order
[1] "lemon" "lime"  "apricot" "apricot"
> third_order
[1] "pomme baya" "apricot"
```

2. Load the file `penguin_data.csv` using `read_csv()` (load the library in the correct place in your script!). Let's say that we are only interested in data for Adelie penguins on the island Torgersen. From looking at the data quickly, it seems like these are only the first 19 rows. Use indexing to create a new data frame called `Adelie_Torgersen` with only the first 19 rows from the original

data frame, and all columns. Do not use relational<sup>1</sup> and logical<sup>2</sup> operators. (10 pts)

Outputs:

```
> Adelie_Torgersen
# A tibble: 19 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgersen    39.1          18.7           181           3750 male
2 Adelie Torgersen    39.5          17.4           186           3800 female
3 Adelie Torgersen    40.3           18            195           3250 female
4 Adelie Torgersen    36.7          19.3           193           3450 female
5 Adelie Torgersen    39.3          20.6           190           3650 male
6 Adelie Torgersen    38.9          17.8           181           3625 female
7 Adelie Torgersen    39.2          19.6           195           4675 male
8 Adelie Torgersen    34.1          18.1           193           3475 NA
9 Adelie Torgersen    42            20.2           190           4250 NA
10 Adelie Torgersen   37.8          17.1           186           3300 NA
11 Adelie Torgersen   37.8          17.3           180           3700 NA
12 Adelie Torgersen   41.1          17.6           182           3200 female
13 Adelie Torgersen   38.6          21.2           191           3800 male
14 Adelie Torgersen   34.6          21.1           198           4400 male
15 Adelie Torgersen   36.6          17.8           185           3700 female
16 Adelie Torgersen   38.7           19            195           3450 female
17 Adelie Torgersen   42.5          20.7           197           4500 male
18 Adelie Torgersen   34.4          18.4           184           3325 female
19 Adelie Torgersen   46            21.5           194           4200 male
```

3. We have the feeling that maybe we did not actually get all the data that we needed, so we decide to use relational and logical operators. Create the data frame `Adelie_Torgersen_base` and use relational operators and logical operators to get the rows with penguins of the species `Adelie` AND that are from the island `Torgersen` (keep all columns). Do not use tidyverse functions or the `subset()` function. (10 pts)

Outputs:

```
> Adelie_Torgersen_base
# A tibble: 51 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgersen    39.1          18.7           181           3750 male
2 Adelie Torgersen    39.5          17.4           186           3800 female
3 Adelie Torgersen    40.3           18            195           3250 female
4 Adelie Torgersen    36.7          19.3           193           3450 female
5 Adelie Torgersen    39.3          20.6           190           3650 male
6 Adelie Torgersen    38.9          17.8           181           3625 female
7 Adelie Torgersen    39.2          19.6           195           4675 male
8 Adelie Torgersen    34.1          18.1           193           3475 NA
9 Adelie Torgersen    42            20.2           190           4250 NA
10 Adelie Torgersen   37.8          17.1           186           3300 NA
# ... with 41 more rows
```

---

<sup>1</sup> Relational operators are `==`, `>`, `<`, `<=`, `>=`, `!=`

<sup>2</sup> Logical operators are `&` and `|`

4. Create a logical vector showing which elements in the vector `penguin_info$body_mass_g` are smaller than 3500. Use this expression to create the data frame `small_penguins` with only penguin data for penguins that weigh less than 3500 grams (keep all columns). Do not use tidyverse functions or the `subset()` function. (10 pts)

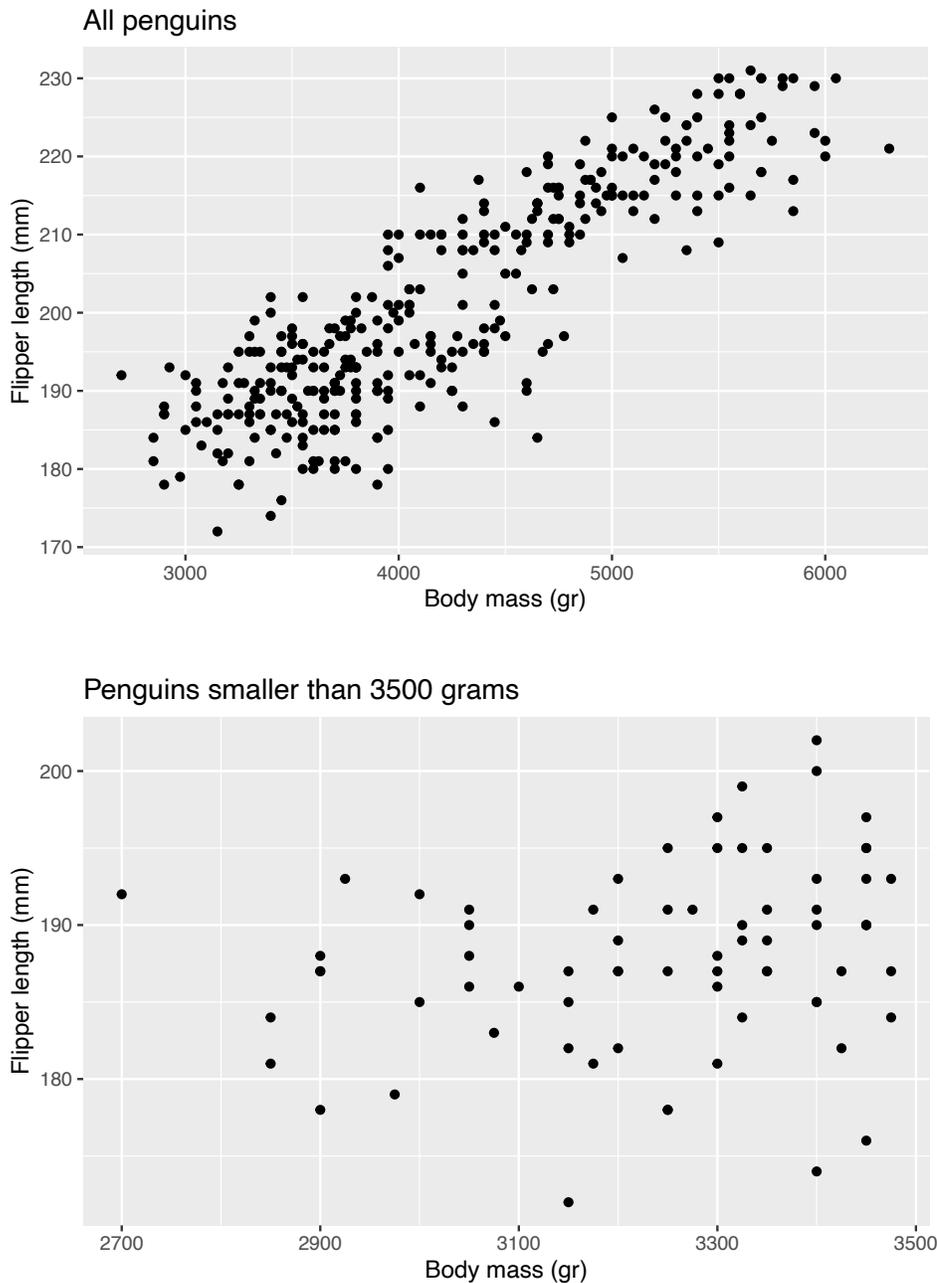
Outputs:

```
[1] FALSE FALSE TRUE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE
[14] FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE
[27] TRUE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[40] TRUE FALSE TRUE FALSE TRUE FALSE TRUE TRUE TRUE FALSE FALSE FALSE TRUE
[53] FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[66] TRUE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[79] FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[92] TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE
[105] FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[118] TRUE TRUE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE
[131] TRUE FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE TRUE TRUE FALSE
[144] TRUE FALSE FALSE TRUE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[157] FALSE FALSE
[170] FALSE FALSE
[183] FALSE FALSE
[196] FALSE FALSE
[209] FALSE FALSE
[222] FALSE FALSE
[235] FALSE FALSE
[248] FALSE FALSE
[261] FALSE FALSE
[274] FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE FALSE FALSE FALSE FALSE FALSE
[287] FALSE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE TRUE TRUE FALSE TRUE
[300] FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE FALSE FALSE FALSE
[313] TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE FALSE TRUE FALSE TRUE
[326] FALSE FALSE FALSE TRUE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[339] TRUE FALSE FALSE FALSE
```

```
> small_penguins
# A tibble: 71 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr> <chr> <dbl> <dbl> <dbl> <dbl> <chr>
1 Adelle Torgersen 40.3 18 195 3250 female
2 Adelle Torgersen 36.7 19.3 193 3450 female
3 Adelle Torgersen 34.1 18.1 193 3475 NA
4 Adelle Torgersen 37.8 17.1 186 3300 NA
5 Adelle Torgersen 41.1 17.6 182 3200 female
6 Adelle Torgersen 38.7 19 195 3450 female
7 Adelle Torgersen 34.4 18.4 184 3325 female
8 Adelle Biscoe 37.8 18.3 174 3400 female
9 Adelle Biscoe 40.5 17.9 187 3200 female
10 Adelle Biscoe 37.9 18.6 172 3150 female
# ... with 61 more rows
```

- Using `ggplot()`, make a scatter plot with body mass on the x-axis and flipper length on the y-axis, using the data frame `penguin_info`. Make a similar plot using the data frame `small_penguins`. Make sure that all axis labels and plot titles are the same as the output shown! These are two separate plots. You do not have to save the plots. (15 pts)

Outputs:



6. Using the tidyverse function shown in video 3, create data frames with the same information as in questions 3 and 4. Call these data frames `Adelie_Torgersen_tv` and `small_penguins_tv` (15 pts)

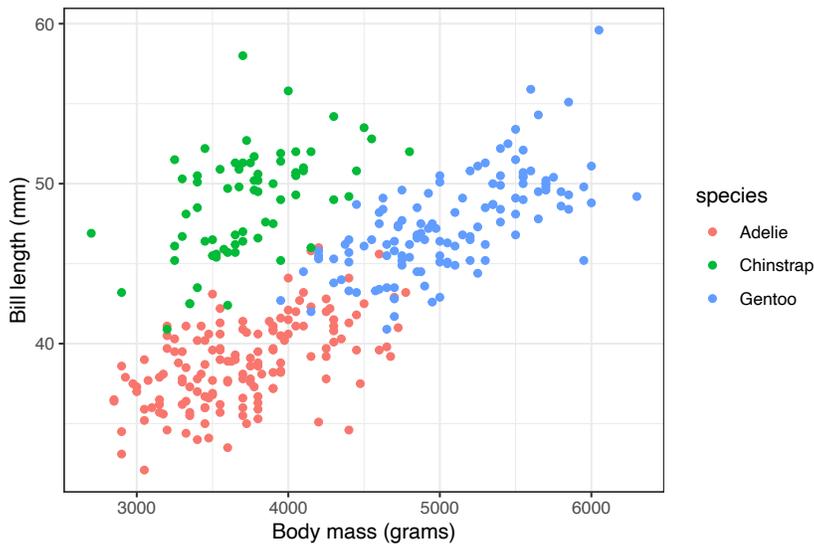
Outputs:

```
> Adelie_Torgersen_tv
# A tibble: 51 x 7
  species island  bill_length_mm bill_depth_mm flipper_length_... body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgers...   39.1          18.7           181           3750 male
2 Adelie Torgers...   39.5          17.4           186           3800 fema...
3 Adelie Torgers...   40.3          18             195           3250 fema...
4 Adelie Torgers...   36.7          19.3           193           3450 fema...
5 Adelie Torgers...   39.3          20.6           190           3650 male
6 Adelie Torgers...   38.9          17.8           181           3625 fema...
7 Adelie Torgers...   39.2          19.6           195           4675 male
8 Adelie Torgers...   34.1          18.1           193           3475 NA
9 Adelie Torgers...    42           20.2           190           4250 NA
10 Adelie Torgers...   37.8          17.1           186           3300 NA
# ... with 41 more rows
> small_penguins_tv
# A tibble: 71 x 7
  species island  bill_length_mm bill_depth_mm flipper_length_... body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgers...   40.3          18             195           3250 fema...
2 Adelie Torgers...   36.7          19.3           193           3450 fema...
3 Adelie Torgers...   34.1          18.1           193           3475 NA
4 Adelie Torgers...   37.8          17.1           186           3300 NA
5 Adelie Torgers...   41.1          17.6           182           3200 fema...
6 Adelie Torgers...   38.7          19             195           3450 fema...
7 Adelie Torgers...   34.4          18.4           184           3325 fema...
8 Adelie Biscoe    37.8          18.3           174           3400 fema...
9 Adelie Biscoe    40.5          17.9           187           3200 fema...
10 Adelie Biscoe    37.9          18.6           172           3150 fema...
# ... with 61 more rows
```

7. a) For the code snippet below (also available in the assignment on RStudio Cloud), fill in the blanks (-----) to create the plot shown. Do not change anything else about the code. (10 pts)

```
penguin_info_trunc <- select(-----, species, body_mass_g, -----)  
  
----- (data = penguin_info_trunc, aes(x = body_mass_g, y = bill_length_mm, color = species))+  
geom_point()+  
----- (x = "Body mass (grams)",  
        y = "Bill length (mm)")+  
theme_bw()
```

Outputs:



b) Looking at this plot, answer the questions below:

- for which species was the smallest penguin recorded (in terms of body mass)?
- what is your conclusion about the relationship between body mass and bill length for the different penguin species?

8. a) The code lines below are jumbled up (also available in the assignment on RStudio Cloud). Reorder the lines so this code fragment does the following: (10 pts)

- Create a linear model relating flipper length and body mass of all penguins
- Create a summary of the model outputs
- Extract the model coefficients and p-values from the summary (which is a list!)
- Put the model coefficients and p-values in one data frame

Do not change anything else about the code!

Introduction to Programming with R (FOR 6934)  
Klarenberg, Summer B

```
penguin_coefficients <- penguin_model_summary$coefficients[,1]
penguin_pvalues <- penguin_model_summary$coefficients[,4]
penguin_model_summary <- summary(penguin_model)
final_output <- data.frame(penguin_coefficients, penguin_pvalues)
penguin_model <- lm(formula = flipper_length_mm ~ body_mass_g, data = penguin_info)
```

Outputs:

```
> final_output
      penguin_coefficients penguin_pvalues
(Intercept)      136.72955927  5.712947e-201
body_mass_g         0.01527592  4.370681e-107
```

b) Answer the questions below about this linear model: (15 pts)

- what is the response variable in this model?
- what does the intercept tell us?
- what is the value of the slope?
- what does the value of the slope tell us about the relationship between penguin body mass and penguin flipper length?

(Potentially useful resources for this question: last week's video 4, on plotting, and sections 15.1 and 15.2 from Phillips (2018):

<https://bookdown.org/ndphillips/YaRrr/the-linear-model.html>, or 23 from Wickham (2018): <https://r4ds.had.co.nz/model-basics.html#model-basics> (up until (and incl) 23.3).

## **Week 1**

- Peng, R. D. (2022). R programming for data science. Chapters 1, 2, 4.1, 4.2, 18.
- Phillips, N.D. (2018). YaRrr! The pirate's guide to r. Chapters 1, 2.1, 2.2, 2.4, 2.5, 3.1, 3.3, 2.3, 9.

## **Week 2**

- Peng, R. D. (2022). R programming for data science. Chapters 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.11,
- Phillips, N.D. (2018). YaRrr! The pirate's guide to r. Chapters 6, 5, 8.1-8.4, 11, 9
- Wickman, H. & Grolemond, G. (2018). R for data science. Chapters 3.1, 3.2, 3.3, 3.4, 3.6.

## **Week 3**

- Peng, R. D. (2022). R programming for data science. Chapters 9, 13.1.
- Phillips, N.D. (2018). YaRrr! The pirate's guide to r. Chapters 7.1, 8.5.1, 7.2, 7.3, 8.5, 8.6.
- USGS. Learning R. Module 4.5.
- Wickman, H. & Grolemond, G. (2018). R for data science. Chapters 3.5.1, 3.5.2, 1, 2.

## **Week 4**

- Mahoney (2019). Chapters 11, 12
- Peng, R. D. (2022). R programming for data science. Chapters 11, 13.2-13.7, 14, 18
- Phillips, N.D. (2018). YaRrr! The pirate's guide to r. Chapters 16, 17
- Ross, N. (2014). Vectorization in r: Why?

## **Week 5**

- Mahoney (2019). Chapters 14
- Peng, R. D. (2022). R programming for data science. Chapters 16
- Phillips, N.D. (2018). YaRrr! The pirate's guide to r. Chapters 13, 14, 15
- Stuagger et al. (2021). Introduction to programming with r. Chapters 14

## **Week 6**

- Peng, R. D. (2022). R programming for data science. Chapters 12, 21
- Wickman, H. & Grolemond, G. (2018). R for data science. Chapters 5, 12, 13, 18

# Introduction to programming with R

FOR XXXX, Section 4195

Online (asynchronous) course, 2 credits

Summer B 2022

## 1 Overview

An online scientific programming course taught using R language. The programming techniques learned in this course will be easily transferable to other programming languages. The focus will be on programming for scientific analyses. This course will cover basic concepts and techniques in programming such as recognizing and changing data types, reading in and writing out data, indexing, loops, creating functions, iterations, manipulating data and creating plots.

This course will use a combination of lectures, programming demonstrations, and assignments to teach introductory programming skills at the graduate level and senior undergraduate level.

This course is open for both on-campus and off-campus students, and targets people who have no experience in programming. Students will become familiar with R and achieve the ability to use R to solve their particular data analysis needs after finishing the course. This course is online and asynchronous, but not a “go at your own pace” course. Each module must be completed in a specific week (see weekly schedule below)

Instructor

Dr Geraldine Klarenberg

430 McCarty Hall C

[gklarenberg@ufl.edu](mailto:gklarenberg@ufl.edu)

352-273-0792

Office hours: Tuesday 1-2 pm, and Friday 10-11 am

Individual appointment: <https://calendly.com/gklarenberg/introduction-to-programming-with-r>

Email policy: emails and/or Canvas messages will be answered within 24 hours, during work hours.

## 1.1 Course Pre-Requisites / Co-Requisites

Junior or senior standing

## 1.2 Learning Outcomes

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

- Explain the advantage of using a script vs point-and-click methods
- Apply basic programming concepts such as data types, data structures and indexing, and use them in your work
- Apply basic functions
- Conceptualize and create if-else statements and loops to solve different types of problems
- Create plots
- Utilize selected libraries
- Evaluate new data sets and functions by yourself using R

## 1.3 Materials and Supply Fees

NA

## 1.4 Required Textbooks and Software

Online (free) textbooks:

1. Peng, R.D. (2020). R Programming for Data Science. <https://bookdown.org/rdpeng/rprogdatascience/>
2. Phillips, N.D. (2018). YaRrr, The Pirate's Guide to R. <https://bookdown.org/ndphillips/YaRrr/>
3. Mahoney, M. (2019). Introduction to Data Exploration and Analysis with R. <https://bookdown.org/mikemahoney218/IDEAR/>
4. Golemund, G. and Wickham, H. (2019). R for Data Science. <https://r4ds.had.co.nz/>
5. Wickham, H. (2018). The tidyverse styleguide. <https://style.tidyverse.org/>

Required software:

Primarily RStudio Cloud: online tool, available at no cost, no installation required.

If desired R and RStudio: open source, available at no cost.

## 1.5 Recommended Materials

N/A

## 1.6 Course Logistics

The “modules” on Canvas contain weekly overview pages that serve as a one-stop shop. Modules include pre-recorded videos with built-in quizzes. These quizzes are short and ungraded but are a way to assess your understanding of the topic and allow you to move on to the next topic. Weekly graded quizzes on vocabulary and basic concepts will be conducted through Canvas. One or two assignments are due every week; submission will be through RStudio Cloud and/or Canvas. See section 2.1.

All materials will be made available through Canvas. Other online tools that will be used are RStudio Cloud (practice and assignments), Zoom (office hours) and Piazza (troubleshooting and discussions).

## 1.7 Technology Requirements

- A computer or mobile device with high-speed internet connection. This course will work best on a laptop or a desktop computer. It is possible to use the tools we employ in this course on a tablet or smartphone, but it is not recommended.
- A headset and/or microphone and speakers; a webcam is suggested.
- Latest version of web browser. Canvas supports only the two most recent versions of any given browser. [What browser am I using?](#)

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

## 2 Course Schedule

Week	Topics and video lectures	Reading**	Assignment
Week 1 27 June	<ol style="list-style-type: none"> <li>1. Introduction, expectations and tools</li> <li>2. What is programming; about computers and stuff</li> <li>3. What is scientific programming? And why use scripting? Introducing R, RStudio and RStudioCloud</li> <li>4. First forays: R for calculations, variables and objects, assignments, vectors, built-in functions</li> <li>5. Vector calculations, reading in data, more built-in functions</li> <li>6. What is a working directory, RProjects, libraries</li> <li>7. How to get help</li> </ol>	<p>Phillips (2018), ch 1, 2, 3.1, 3.3, 4, 9</p> <p>Peng (2020), ch 1, 2, 4.1, 4.2, 18</p>	<p>Introductions #1 Built-in functions, finding help and reading in data</p>
Week 2 4 July	<ol style="list-style-type: none"> <li>1. The nature of the beast: data types in R</li> <li>2. Understanding and manipulating data structures</li> <li>3. Things that can help or hurt you: factors</li> <li>4. Visualization: making plots</li> <li>5. Saving your hard work: writing out data and plots</li> <li>6. What is data acumen and why should I care?</li> </ol>	<p>Phillips (2018), ch 5, 6, 8.1-8.4, 11</p> <p>Peng (2020), ch 4.3 - 4.15, 5</p> <p>Grolemund &amp; Wickham (2019): 3.2-3.6</p>	<p>#2 Vectors and dataframes #3 Understanding scripts</p>
Week 3 11 July	<ol style="list-style-type: none"> <li>1. More about lists because they are special</li> <li>2. How to find stuff: indexing</li> <li>3. Making choices: conditional statements</li> <li>4. Do one thing or another thing: if-else statements</li> <li>5. Naming things and coding style matter</li> </ol>	<p>Phillips (2018), ch 7, 8.5, 8.6</p> <p>Peng (2020), ch 9, 13.1</p> <p>Wickham (2018), ch 1-2</p>	<p>#4 Indexing #5 If-else statements</p>
Week 4 18 July	<ol style="list-style-type: none"> <li>1. When you're searching for words: working with strings</li> <li>2. Dealing with dates and times</li> <li>3. Doing things over and over</li> <li>4. Making your own functions</li> <li>5. Vectorization: what's the big deal?</li> </ol>	<p>Mahoney (2019), ch 11, 12</p> <p>Peng (2020), ch 11, 13.2 - 13.7, 14, 17</p> <p>Phillips (2018), ch 16, 17</p>	<p>#6 String and date manipulation #7 Functions</p>
Week 5 25 July	<ol style="list-style-type: none"> <li>1. More fancy things with loops</li> <li>2. More ways to iterate</li> <li>3. Data exploration: descriptive statistics</li> <li>4. So what do I know about programming now?</li> </ol>	<p>Phillips (2018), 13, 14, 15</p> <p>Peng (2020), ch 16</p> <p>Mahoney (2019), ch 14</p>	<p>#8 Loops #9 Iterate and summary statistics</p>
Week 6 1 Aug	<ol style="list-style-type: none"> <li>1. Data science principles: tidy data</li> <li>2. A trip into the tidyverse</li> <li>3. Putting it all together (an example)</li> <li>4. Final remarks on scientific programming, using scripts, and other languages</li> </ol>	<p>Peng (2020), ch 12, 21</p> <p>Grolemund &amp; Wickham (2019), ch 5, 12, 13, 18</p>	<p>#10 tidyverse</p>

\*\* Additional/optional reading will be made available on Canvas

## 2.1 Assignments and quizzes

Quizzes are to be completed by Sunday and will evaluate your understanding of concepts covered in the week before, and programming (R) vocabulary. You have 2 attempts for each quiz, open-note for 50pts with a 20-minute time limit for each. The highest score will be kept. Of the five quizzes, the lowest scoring quiz will be dropped.

You will also have low-stakes (3pt) practice quizzes with unlimited attempts. These will not affect your grade.

One or two assignments are due every week. The first assignment will be due on Wednesday, the second on Sunday. The assignments follow the video lectures. It will be indicated which questions accompany which video. A document and a video outlining the format of assignment submissions will be available on Canvas. This format is *not* optional, and worth 10 points on each assignment.

During office hours on Tuesday (1-2 pm) I will go over (i.e. demonstrate) the assignment that was due on Sunday; on Friday (10-11 am) the assignment that was due on Wednesday. These sessions will be recorded and made available on Canvas (attendance is *not* mandatory). See section 3.1 for late submission policies.

For the assignments you are allowed to discuss on the discussion board, or ask for advice through other avenues, *but* you are expected to write your own code. Do not copy someone else's code; this amounts to plagiarism and violates UF's Academic Honesty Policy (see section 3.7).

Each assignment and quiz with the lowest score/points will be dropped from the final grade calculation.

## 2.2 Participation

There will be six weekly participation grades. We will use an online platform (Piazza) to engage and interact with each other. Asking questions and answering others' questions is an important part of learning. You will receive points for participating, to ensure interaction (though, you will soon realize how beneficial this interaction is for your learning!)

## 2.3 Evaluation of Grades

Assignment	Percentage of Final Grade
Assignments (9)	75%
Quiz (5)	15%
Participation (6)	10%

	100%
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## 2.4 Grading Policy

A	90.0-100				
B+	86.7-89.99	B	83.7-86.69	B-	80.0-83.69
C+	76.7-79.99	C	73.7-76.69	C-	70.0-73.69
D+	66.7-69.99	D	63.7-66.69	D-	60.0-63.69
E	< 60.0				

More information on UF grading policy may be found at:

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

## 3 Policies and Requirements

This syllabus represents current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, logistics, or to enhance learning. Such changes, communicated clearly, are not unusual and should be expected.

### 3.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access on-line lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. 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/>

Late submissions of assignments (but before office hours in which the assignment is discussed) will result in a 10% deduction of total points earned. Submission after the assignment has been discussed and demonstrated will result in 20% deduction of total points earned. Quizzes are open until 24 hours after the due date (-10%) and will then be closed.

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration. For computer, software compatibility, or access problems, call the HELP DESK phone number: 352-392- HELP / 352-392-4357 (option 2).

### 3.2 Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At approximately the midpoint of the semester, the School of Forest, Fisheries and Geomatics Sciences will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation! At the end of the semester, 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/>

### 3.3 Netiquette: Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained in this class at all times. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students' Office.

### 3.4 Inclusive Learning Environment

This course embraces the University of Florida's Non-Discrimination Policy, which reads,

*The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.*

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see the instructor or refer to the Center for Inclusion and Multicultural Engagement website: <https://multicultural.ufl.edu>.

### 3.5 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>

### 3.6 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:

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

### 3.7 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 or appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for

consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/process/student-conduct-code/>.

### 3.8 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.

## 4 Campus Helping Resources

For issues with technical difficulties for e-learning in Canvas, please post your question to the Technical Help Discussion in your course, or contact the UF Help Desk at:

- Learning-support@ufl.edu | (352) 392-HELP - select option 2 | <http://elearning.ufl.edu>
- Library Help Desk support <https://uflib.ufl.edu/contact-us/>
- SFRC Academic Hub <https://ufl.instructure.com/courses/303721>

### 4.1 Student Life, Wellness, and Counseling Help

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.

- Counseling and Wellness resources <https://counseling.ufl.edu/> U Matter, We Care <https://www.umatter.ufl.edu/>
- Career Connections Center <https://career.ufl.edu/>
- Other resources are available at <https://www.distance.ufl.edu/getting-help> for online students.

### 4.2 Student Complaint Process

The School of Forest, Fisheries and Geomatics Sciences cares about your experience, and we will make every effort to address course concerns. We request that all of our

online students complete a course satisfaction survey each semester, which is a time for you to voice your thoughts on how your course is being delivered. You can also [submit feedback anytime](#).

If you have a more urgent concern, your first point of contact should be the FFGS Academic Coordinator or the Graduate/Undergraduate Coordinator for the program offering the course. You may also submit a complaint directly to UF administration:

- <https://distance.ufl.edu/getting-help/>
- <https://registrar.ufl.edu/complaint.html>

### 4.3 Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://at.ufl.edu/service-teams/e-learning/>

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

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

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

## Assignment 4 (100 points)

### Submission instructions (10 pts)

Please watch the video and read the document on assignment submissions – these are two *different* resources! Make sure you use the required format in your submission. This is an important component of writing reproducible and shareable code.

Where the questions asks for a written answer (not code), also write this in your script, with # so it is a comment.

*Make sure the results of your code are the same as the outputs shown.*

### After videos 1 (lists), 2 (indexing) and 3 (conditionals)

1. Create a vector called `lacroix_flavors` with the elements "coconut", "cran-raspberry", "lemon", "lime", "pomme baya", "apricot". For the next exercises (a-c), use indexing (do not recreate vectors by using `c()` and adding content!)
  - Create a vector `first_order` with only the first 3 elements from `lacroix_flavors`. (3 pts)
  - Create a vector `second_order` with "lemon", "lime", "apricot", "apricot" (in this order, and again, use indexing on `lacroix_flavors`). (3 pts)
  - Create a vector `third_order` with only the last two elements of `lacroix_flavors`, and in this case, use indexing with a minus sign. (4 pts)

Outputs:

```
> first_order
[1] "coconut"      "cran-raspberry" "lemon"
> second_order
[1] "lemon" "lime"  "apricot" "apricot"
> third_order
[1] "pomme baya" "apricot"
```

2. Load the file `penguin_data.csv` using `read_csv()` (load the library in the correct place in your script!). Let's say that we are only interested in data for Adelie penguins on the island Torgersen. From looking at the data quickly, it seems like these are only the first 19 rows. Use indexing to create a new data frame called `Adelie_Torgersen` with only the first 19 rows from the original

data frame, and all columns. Do not use relational<sup>1</sup> and logical<sup>2</sup> operators. (10 pts)

Outputs:

```
> Adelie_Torgersen
# A tibble: 19 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgersen    39.1          18.7           181           3750 male
2 Adelie Torgersen    39.5          17.4           186           3800 female
3 Adelie Torgersen    40.3           18            195           3250 female
4 Adelie Torgersen    36.7          19.3           193           3450 female
5 Adelie Torgersen    39.3          20.6           190           3650 male
6 Adelie Torgersen    38.9          17.8           181           3625 female
7 Adelie Torgersen    39.2          19.6           195           4675 male
8 Adelie Torgersen    34.1          18.1           193           3475 NA
9 Adelie Torgersen    42            20.2           190           4250 NA
10 Adelie Torgersen   37.8          17.1           186           3300 NA
11 Adelie Torgersen   37.8          17.3           180           3700 NA
12 Adelie Torgersen   41.1          17.6           182           3200 female
13 Adelie Torgersen   38.6          21.2           191           3800 male
14 Adelie Torgersen   34.6          21.1           198           4400 male
15 Adelie Torgersen   36.6          17.8           185           3700 female
16 Adelie Torgersen   38.7           19            195           3450 female
17 Adelie Torgersen   42.5          20.7           197           4500 male
18 Adelie Torgersen   34.4          18.4           184           3325 female
19 Adelie Torgersen   46            21.5           194           4200 male
```

3. We have the feeling that maybe we did not actually get all the data that we needed, so we decide to use relational and logical operators. Create the data frame `Adelie_Torgersen_base` and use relational operators and logical operators to get the rows with penguins of the species `Adelie` AND that are from the island `Torgersen` (keep all columns). Do not use tidyverse functions or the `subset()` function. (10 pts)

Outputs:

```
> Adelie_Torgersen_base
# A tibble: 51 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgersen    39.1          18.7           181           3750 male
2 Adelie Torgersen    39.5          17.4           186           3800 female
3 Adelie Torgersen    40.3           18            195           3250 female
4 Adelie Torgersen    36.7          19.3           193           3450 female
5 Adelie Torgersen    39.3          20.6           190           3650 male
6 Adelie Torgersen    38.9          17.8           181           3625 female
7 Adelie Torgersen    39.2          19.6           195           4675 male
8 Adelie Torgersen    34.1          18.1           193           3475 NA
9 Adelie Torgersen    42            20.2           190           4250 NA
10 Adelie Torgersen   37.8          17.1           186           3300 NA
# ... with 41 more rows
```

---

<sup>1</sup> Relational operators are `==`, `>`, `<`, `<=`, `>=`, `!=`

<sup>2</sup> Logical operators are `&` and `|`

4. Create a logical vector showing which elements in the vector `penguin_info$body_mass_g` are smaller than 3500. Use this expression to create the data frame `small_penguins` with only penguin data for penguins that weigh less than 3500 grams (keep all columns). Do not use tidyverse functions or the `subset()` function. (10 pts)

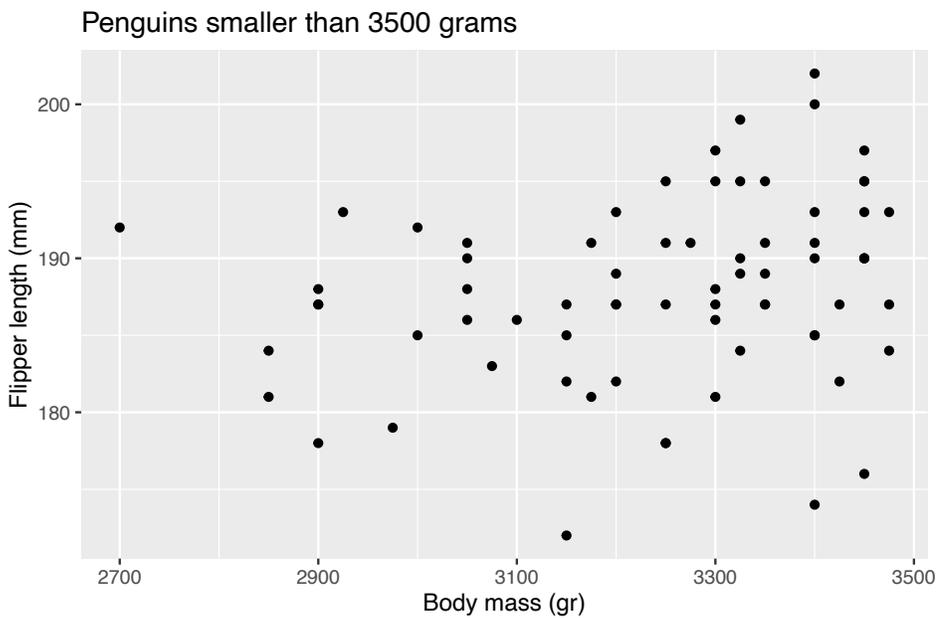
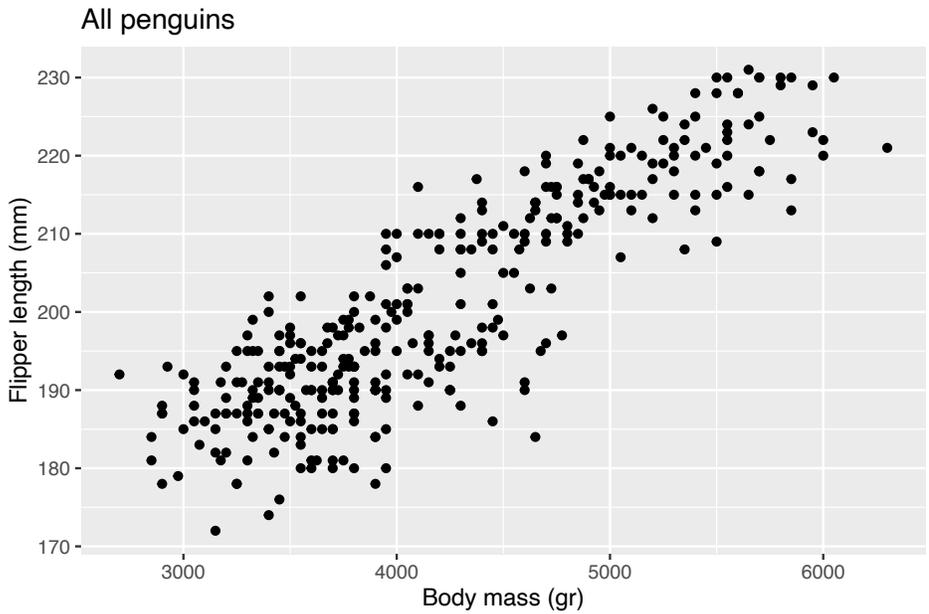
Outputs:

```
[1] FALSE FALSE TRUE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE
[14] FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE
[27] TRUE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[40] TRUE FALSE TRUE FALSE TRUE FALSE TRUE TRUE TRUE FALSE FALSE FALSE TRUE
[53] FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[66] TRUE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[79] FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE FALSE FALSE FALSE
[92] TRUE FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE
[105] FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE FALSE FALSE TRUE FALSE
[118] TRUE TRUE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE
[131] TRUE FALSE FALSE TRUE FALSE TRUE FALSE TRUE FALSE TRUE TRUE TRUE FALSE
[144] TRUE FALSE FALSE TRUE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[157] FALSE FALSE
[170] FALSE FALSE
[183] FALSE FALSE
[196] FALSE FALSE
[209] FALSE FALSE
[222] FALSE FALSE
[235] FALSE FALSE
[248] FALSE FALSE
[261] FALSE FALSE
[274] FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE FALSE FALSE FALSE FALSE
[287] FALSE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE TRUE TRUE FALSE TRUE
[300] FALSE TRUE FALSE FALSE FALSE TRUE FALSE TRUE FALSE FALSE FALSE FALSE
[313] TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE TRUE FALSE TRUE FALSE TRUE
[326] FALSE FALSE FALSE TRUE TRUE FALSE FALSE FALSE FALSE FALSE FALSE FALSE
[339] TRUE FALSE FALSE FALSE
```

```
> small_penguins
# A tibble: 71 x 7
  species island bill_length_mm bill_depth_mm flipper_length_mm body_mass_g sex
  <chr> <chr> <dbl> <dbl> <dbl> <dbl> <chr>
1 Adelle Torgersen 40.3 18 195 3250 female
2 Adelle Torgersen 36.7 19.3 193 3450 female
3 Adelle Torgersen 34.1 18.1 193 3475 NA
4 Adelle Torgersen 37.8 17.1 186 3300 NA
5 Adelle Torgersen 41.1 17.6 182 3200 female
6 Adelle Torgersen 38.7 19 195 3450 female
7 Adelle Torgersen 34.4 18.4 184 3325 female
8 Adelle Biscoe 37.8 18.3 174 3400 female
9 Adelle Biscoe 40.5 17.9 187 3200 female
10 Adelle Biscoe 37.9 18.6 172 3150 female
# ... with 61 more rows
```

- Using `ggplot()`, make a scatter plot with body mass on the x-axis and flipper length on the y-axis, using the data frame `penguin_info`. Make a similar plot using the data frame `small_penguins`. Make sure that all axis labels and plot titles are the same as the output shown! These are two separate plots. You do not have to save the plots. (15 pts)

Outputs:



6. Using the tidyverse function shown in video 3, create data frames with the same information as in questions 3 and 4. Call these data frames `Adelie_Torgersen_tv` and `small_penguins_tv` (15 pts)

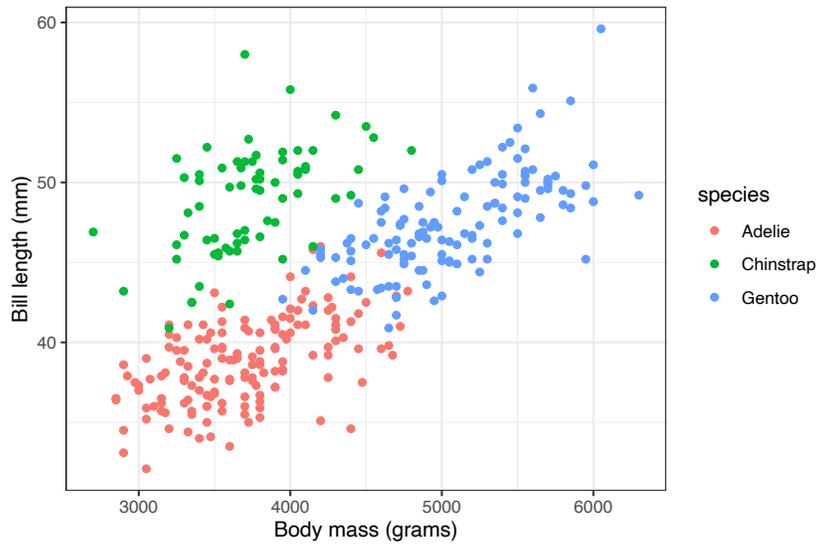
Outputs:

```
> Adelie_Torgersen_tv
# A tibble: 51 x 7
  species island  bill_length_mm bill_depth_mm flipper_length_... body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgers...   39.1           18.7           181           3750 male
2 Adelie Torgers...   39.5           17.4           186           3800 fema...
3 Adelie Torgers...   40.3           18             195           3250 fema...
4 Adelie Torgers...   36.7           19.3           193           3450 fema...
5 Adelie Torgers...   39.3           20.6           190           3650 male
6 Adelie Torgers...   38.9           17.8           181           3625 fema...
7 Adelie Torgers...   39.2           19.6           195           4675 male
8 Adelie Torgers...   34.1           18.1           193           3475 NA
9 Adelie Torgers...   42             20.2           190           4250 NA
10 Adelie Torgers...  37.8           17.1           186           3300 NA
# ... with 41 more rows
> small_penguins_tv
# A tibble: 71 x 7
  species island  bill_length_mm bill_depth_mm flipper_length_... body_mass_g sex
  <chr>   <chr>         <dbl>         <dbl>         <dbl>         <dbl> <chr>
1 Adelie Torgers...   40.3           18             195           3250 fema...
2 Adelie Torgers...   36.7           19.3           193           3450 fema...
3 Adelie Torgers...   34.1           18.1           193           3475 NA
4 Adelie Torgers...   37.8           17.1           186           3300 NA
5 Adelie Torgers...   41.1           17.6           182           3200 fema...
6 Adelie Torgers...   38.7           19             195           3450 fema...
7 Adelie Torgers...   34.4           18.4           184           3325 fema...
8 Adelie Biscoe     37.8           18.3           174           3400 fema...
9 Adelie Biscoe     40.5           17.9           187           3200 fema...
10 Adelie Biscoe     37.9           18.6           172           3150 fema...
# ... with 61 more rows
```

7. For the code snippet below (also available in the assignment on RStudio Cloud), fill in the blanks (-----) to create the plot shown (next page). Do not change anything else about the code. (10 pts)

```
penguin_info_trunc <- select(-----, species, body_mass_g, -----)
----- (data = penguin_info_trunc, aes(x = body_mass_g, y = bill_length_mm, color = species))+
  geom_point()+
  ----- (x = "Body mass (grams)",
          y = "Bill length (mm)")+
  theme_bw()
```

Outputs:



8. The code lines below are jumbled up (also available in the assignment on RStudio Cloud). Reorder the lines so this code fragment does the following: (10 pts)

- Create a linear model relating flipper length and body mass of all penguins
- Create a summary of the model outputs
- Extract the model coefficients and p-values from the summary (which is a list!)
- Put the model coefficients and p-values in one data frame

Do not change anything else about the code!

```
penguin_coefficients <- penguin_model_summary$coefficients[,1]
penguin_pvalues <- penguin_model_summary$coefficients[,4]
penguin_model_summary <- summary(penguin_model)
final_output <- data.frame(penguin_coefficients, penguin_pvalues)
penguin_model <- lm(formula = flipper_length_mm ~ body_mass_g, data = penguin_info)
```

Outputs:

```
> final_output
      penguin_coefficients penguin_pvalues
(Intercept)      136.72955927  5.712947e-201
body_mass_g       0.01527592  4.370681e-107
```

# Course|New for request 18876

## Info

**Request:** PET 5XXX High Performance Coaching: Leadership Through a Sport Lens

**Description of request:** PET 5XXX High Performance Coaching: Leadership Through a Sport Lens

**Submitter:** Cyntrice Thomas cthomas10@ufl.edu

**Created:** 10/4/2023 8:36:08 PM

**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

PET

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

5

### Undergraduate students in 5000 level courses

*Is this course intended for an audience including undergraduate students?*

Response:

No

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.*

Response:

This is intended to be an introductory course for those students who are interested in leadership in a sport and high performance coaching context.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

### Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.  
&nbsp;

Response:  
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)*

### Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
High Performance Coaching: Leadership Through a Sport Lens

### Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
HPC: Leadership Through Sport

### Degree Type

Select the type of degree program for which this course is intended.

Response:  
Graduate

### Delivery Method(s)

Indicate all platforms through which the course is *<i>currently</i>* *<i>planned</i>* to be delivered.

Response:  
Online

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
Earliest Available

**Rotating Topic**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;

Response:

Lecture

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course.

Response:

3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

Students will examine techniques to foster intrinsic motivation and self-awareness among those they lead through a sport lens in high performance settings. Individual development dialogues will assist those they lead on a journey of self-discovery with the goal of creating a platform to develop a positive and healthy inner coach.

### **Co-requisites**

*Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.*

Response:  
N/A

### **Prerequisites**

*Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.*

*Undergraduate courses level 3000 and above must have a prerequisite.*

*Please verify that any prerequisite courses listed are active courses.*

Response:  
7HH or 8HH

### **Completing Prerequisites:**

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

<ol>

• Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

### **Rationale and Placement in Curriculum**

*Explain the rationale for offering the course and its place in the curriculum.*

Response:  
This course will be offered as an elective for students in the Sport Management Graduate Program. It will complement the core courses of the program and allow students to tailor their degree to their interest in high performance coaching.



### Module 3

#9 10-16 to 10-20 Maintaining Innocence

#10 10-23 to 10-27 Understanding Achievement

Read Kelsey Plum's Untold Story: A Journey to Happiness and The Surprising Truth About Success

#11 10-30 to 11-3 Overcoming Your Ego

Watch: Sherri Coale and Dave Aranda discuss coaches as commodities

#12 11-6 to 11-9 Navigating Praise

Watch: the documentary Tiger

### Module 4

#13 11-13 to 11-17 Outside Distractions

#14 11-20 to 11-21 Thanksgiving

#15 11-27 to 12-1 Outcome Response

Watch coaches Geno Auriemma and Mark Few take on the topic of dealing with outcomes

#16 12-4 to 12-6 Identity Foreclosure

Watch Dr. Jim Loehr and the Goldman Dilemma and read Identity Foreclosure Can Harm College Athletes Mental Health

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details &nbsp;regarding how those items will be assessed.*

Response:

Module Assignments (4)

40 pts each = 160 pts (21%)

Unit Live Digital Lectures & Questions or

Unit Recorded Lectures & Questions (15) 10 pts each = 150 pts (20%)

Unit Discussion Boards (15)

15 pts each = 225 pts (30%)

Module Voice Thread Response Logs (4) 25 pts each = 100 pts (13%)

Coaching Lab Reflection Papers (3)

20 pts each = 60 pts (8%)

Final Reflection Position Paper (1)

50 pts each = 50 pts (7%)

Anonymous End of Course Survey (1)

10 pts each = 10 pts (1%)

### Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:  
Becky Burleigh, M.S.

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:  
Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:  
Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- *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/public->*

results/. 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/>.

&nbsp;

Response:  
Yes

# High Performance Coaching: Leadership Through a Sport Lens

PET5XXX | Section OSBB

Class # 19717

3 Credits | Fall 2023

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## COURSE INFORMATION

### INSTRUCTOR

**Becky Burleigh, MS**

Office: FLG 301

Email: [beckyb@ufl.edu](mailto:beckyb@ufl.edu)

Mobile number: 352.256.1107

Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

### OFFICE HOURS

Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in.

### COURSE ACCESS

Access course through Canvas on UF eLearning (<https://elearning.ufl.edu/>)

Course URL: <https://ufl.instructure.com/courses/466410>

## COURSE DESCRIPTION

Students will examine techniques to foster intrinsic motivation and self-awareness among those they lead through a sport lens in high performance settings. Individual development dialogues will assist those they lead on a journey of self-discovery with the goal of creating a platform to develop a positive and healthy inner coach.

## PREREQUISITES

- 7HH or 8HH

## REQUIRED MATERIALS/TEXTBOOKS

- Required readings and videos are posted on the course website and available through the library course reserves.
- There are no supply or material fees for this course.

## COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general

requirements. A student's computer configuration should include:

- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

### COURSE LEARNING OBJECTIVES

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

1. Evaluate the rapidly changing environment for the modern athlete and how this limits your own frame of reference.
2. Develop a framework of question-based facilitation skills.
3. Examine situational-based coaching tools.
4. Apply question-based facilitation skills with an understanding of the challenges faced by the modern athlete to become a thinking partner for those you lead.
5. Analyze the support/accountability matrix and 4 stages of development.

### COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (4)	40 pts each = 160 pts	160/755 = 21%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (15)	10 pts each = 150 pts	150/755 = 20%
Unit Discussion Boards (15)	15 pts each = 225 pts	225/755 = 30%
Module Voice Thread Response Logs (4)	25 pts each = 100 pts	100/755 = 13%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/755 = 8%
Final Reflection Position Paper (1)	50 pts each = 50 pts	50/755 = 7%
Anonymous End of Course Survey (1)	10 pts each = 10 pts	10/755 = 1%
	<b>Total = 755 pts</b>	<b>Total = 100%</b>

**Module Assignments (4 x 40 pts = 160 pts):** The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in the units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to a team/staff environment. Finding examples from real-world scenarios, practicing your own interaction with case studies and interviews with current coaches/leaders will help make the presentations and readings come to life. The Module Assignments will be due at the conclusion of each of the four modules. Refer to the grading rubric below.

**Module Assignment Grading Rubric**

Criterion				Score
	<b>Exceeded Expectations (10-9 pts)</b>	<b>Met Expectations (8-7 pts)</b>	<b>Below Expectations (6-0 pts)</b>	
<b>Communication of Thoughts</b>	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	____/10
<b>Application of Concepts</b>	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	____/10
<b>Evidence to Support Claims</b>	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	____/10
<b>Assignment Requirements</b>	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	____/10
				<b>Total /40</b>

**Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (15 x 10 pts = 150 pts):** Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical guidance on instances and issues that students will encounter as a coach or leader. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

**Unit Live Digital Lectures & Questions Grading Rubric**

Criteria				
	<b>Exemplary (10-9 points)</b>	<b>Proficient (8-7 points)</b>	<b>Poor (6-0 points)</b>	<b>Total Score</b>
<b>Level of Engagement</b>	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

**Unit Recorded Lectures and Questions Grading Rubric**

Criteria				
	<b>Exemplary (10-9 points)</b>	<b>Proficient (8-7 points)</b>	<b>Poor (6-0 points)</b>	<b>Total Score</b>
<b>Level of Engagement</b>	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

**Unit Discussion Boards (15 x 15 points = 225 pts):** Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

**Unit Discussion Boards Grading Rubric**

Criterion				
	<b>Exemplary (5 points)</b>	<b>Proficient (4 points)</b>	<b>Unsatisfactory (3-0 points)</b>	<b>Score</b>
<b>Critical Analysis</b>	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
<b>Student Interactions</b>	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
<b>Timeliness and Word Count</b>	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both posts are fewer than 150 words.	___/5 pts

			<b>Total</b> ____/15 pts
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**Module VoiceThread Logs (4 x 25 pts = 100 pts):** Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

***Module VoiceThread Logs Grading Rubric***

Criterion	Excellent (12 -11 points)	Good (10-9 points)	Poor (8-0 points)	Score
<b>Application of Knowledge</b>	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/12
<b>Analysis</b>	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/12
<b>Directions (Included Word Count)</b>				___/1
			<b>Total Score</b>	___/25

**Coaching Lab Reflection Papers (3 x 20 pts = 60pts):** Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

***Coaching Lab Reflection Papers Grading Rubric***

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
<b>Application of Knowledge</b>	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
<b>Analysis</b>	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			<b>Total Score</b>	___/20

**Final Reflection Position Paper (50 points):** At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies students will choose to guide how they construct a team/staff environment.

***Final Reflection Position Paper Grading Rubric***

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
<b>Application of Knowledge</b>	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	____/25
<b>Analysis</b>	- Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments.  -Paper shows strong sincerity and depth in the personal reflection and examines feelings and reasons for the action.	- Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments.  -Paper shows good depth in its personal reflection and begins examining feelings and reasons for the action.	- Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments.  -Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments.  -Paper poorly generates personal reflection.	____/25
			<b>Total Score</b>		____/50

**Anonymous Course Survey (1 x 10 pts = 10 pts):** At the conclusion of the course, students will complete an anonymous course survey to assess the course. At no time will the instructor be able to identify the responses from any student. The instructor will only be able to identify if the student has completed the assignment.

**GRADING SCALE**

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student’s performance measured by assignments, discussion boards, voicethreads, and papers. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. *More detailed information regarding current UF grading policies can be found here:* <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade	Grade Points
A = 93-100%	4.0
A- = 90- 92.9%	3.67
B+ = 87-89.9%	3.33
B = 83-86.9%	3.0
B- = 80-82.9%	2.67
C+ = 77-79.9%	2.33
C = 73-76.9%	2.0
C- = 70-72.9%	1.67
D+ = 67-69.9%	1.33
D = 63-66.9%	1
D- = 60-62.9%	.67
E = 59.9 or lower	0

## Course & University Policies

### ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

### PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

### *Adherence to the UF Student Honor Code*

- 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

### ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

### MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university

policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”

- Acceptable reasons for an absence or failure to engage in class include:
  - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
  - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
  - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
  - The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

## ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

## COURSE EVALUATIONS

- 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/>.

## CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to [one.ufl.edu](https://one.ufl.edu), click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

## IN-CLASS RECORDINGS

- 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, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.

- Publication without the 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.”

## Getting Help

### STUDENT SUPPORT

- **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.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit [shcc.ufl.edu](http://shcc.ufl.edu).
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

### ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

## Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

## CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)

- November 10: Veteran's Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

**Weekly Course Schedule**

Units	Dates	Readings	Assignments
<b>Module 1</b>			
#1	8-23 to 8-25	Course Introduction	<p><b>Due: Fri, Aug 25 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Introduce yourself and explain your leadership background and why you are taking the course.</li> <li>• Unit Zoom Interview or Interview Quiz</li> </ul>
#2	8-28 to 9-1	<p>Introduction to What Drives Winning Leaders</p> <p>Image Grid: What resonates and why?</p>	<p><b>Due: Mon, Aug 28 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin</b></p> <ul style="list-style-type: none"> <li>• Unit #2 VoiceThread</li> </ul> <p><b>Due: Wed, Aug 30 - Fri, Sept 1 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Aug 31 - Fri, Sept 1 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Image Grid: What resonates and why?</li> </ul>
#3	9-5 to 9-8	<p>Confronting the Predictable</p> <p>Texas football coach bus rant: helpful or destructive?</p>	<p><b>Due: Tues, Sept 5 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin</b></p> <ul style="list-style-type: none"> <li>• Unit #3 VoiceThread</li> </ul> <p><b>Due: Wed, Sept 6 - Fri, Sept 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Sept 7 - Fri, Sept 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Texas football coach bus rant: helpful or destructive?</li> </ul>
#4	9-11 to 9-15	<p>Dealing with Social Media</p> <p>Watch <i>Fake Famous</i> and read <i>The Impact of Social Media on the Mental Health of Athletes Across NCAA Divisions</i></p>	<p><b>Due: Mon, Sept 11 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>• Unit #4 VoiceThread</li> </ul> <p><b>Due: Wed, Sept 13 - Fri, Sept 15 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Sept 14 - Fri, Sept 15 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Unit Discussion Board: Watch Fake Famous and read The Impact of Social Media on the Mental Health of Athletes Across NCAA Divisions</li> </ul> <p><b>Due: Fri, Sept 8 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Module Assignment: Question-based leadership practice with tools: Best Friend, Advice, Movie, Letter, and Peace</li> <li>• Module Units #2 &amp; #3, &amp; #4 VoiceThread Log: Module 1 Worksheet</li> </ul>
<b>Module 2</b>			

#5	9-18 to 9-22	Parental Involvement  Watch Katie Meyer's parent interview and read Stanford's Katie Meyer felt "pressure" ahead of death	<p><b>Due: Mon, Sept 18 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #5 VoiceThread</li> </ul> <p><b>Due: Wed, Sept 20 - Fri, Sept 22 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Sept 21 - Fri, Sept 22 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch Katie Meyer's parent interview and read Stanford's Katie Meyer felt "pressure" ahead of death</li> </ul>
#6	9-25 to 9-29	Managing Expectations  Aliyah Boston interacts with Blakey's letter on managing expectations	<p><b>Due: Mon, Sept 25 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #6 VoiceThread</li> </ul> <p><b>Due: Wed, Sept 27 - Fri, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Sept 28 - Fri, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Aliyah Boston interacts with Blakey's letter on managing expectations.</li> </ul>
#7	10-2 to 10-5	Handling Criticism  Oklahoma basketball coach Sherri Coale I Bought Them Dinner video and read College Coaches Experiences with Stress: "Problem Solvers" Have Problems Too	<p><b>UF Homecoming Holiday (Friday, October 7)</b></p> <p><b>Due: Mon, Oct 2 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #7 VoiceThread</li> </ul> <p><b>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Oklahoma basketball coach Sherri Coale I Bought Them Dinner video and read College Coaches Experiences with Stress: "Problem Solvers" Have Problems Too</li> </ul>
#8	10-9 to 10-13	Handling Adversity  Read What Happened to Superman? How Dwight Howard Lost His Way and is Trying to Get it Back	<p><b>Due: Mon, Oct 9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #8 VoiceThread</li> </ul> <p><b>Due: Wed, Oct 11 - Fri, Oct 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Oct 12 - Fri, Oct 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Read What Happened to Superman? How Dwight Howard Lost His Way and is Trying to Get it Back</li> </ul> <p><b>Due: Fri, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Assignment: Question-based leadership practice with tools: Teach Me, Role Play, Scale It, Awareness</li> </ul> <p><b>Due: Fri, Sept 29 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Units #5, #6, #7 &amp; #9 VoiceThread Log: Module 2 Worksheet</li> </ul>
		<b>Module 3</b>	

#9	10-16 to 10-20	Maintaining Innocence	<p><b>Due: Mon, Oct 16 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #9 VoiceThread</li> </ul> <p><b>Due: Wed, Oct 18 - Fri, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Oct 19 - Fri, Oct 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Post an article, video or excerpt on a coach or athlete who has been able to maintain innocence in the pursuit of high performance</li> </ul>
#10	10-23 to 10-27	Understanding Achievement  Read Kelsey Plum's Untold Story: A Journey to Happiness and The Surprising Truth About Success	<p><b>Due: Mon, Oct 23 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #10 VoiceThread</li> </ul> <p><b>Due: Wed, Oct 25 - Fri, Oct 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Oct 26 - Fri, Oct 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Read Kelsey Plum's Untold Story: A Journey to Happiness and The Surprising Truth About Success</li> </ul>
#11	10-30 to 11-3	Overcoming Your Ego  Watch: Sherri Coale and Dave Aranda discuss coaches as commodities	<p><b>Due: Mon, Oct 30 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #11 VoiceThread</li> </ul> <p><b>Due: Wed, Nov 1 - Fri, Nov 3 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Nov 2 - Fri, Nov 3 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch: Sherri Coale and Dave Aranda discuss coaches as commodities</li> </ul>
#12	11-6 to 11-9	Navigating Praise  Watch: the documentary Tiger	<p><b>Veteran's Day Holiday (Friday, November 10)</b></p> <p><b>Due: Mon, Nov 6 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #12 VoiceThread</li> </ul> <p><b>Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch: the documentary Tiger</li> </ul> <p><b>Due: Thurs, Nov 9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Assignment: Question-based leadership practice with tools: Triggers, Strategy, Belief and Fuel</li> </ul> <p><b>Due: Thurs, Nov 9 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Module Units #9, #10, #11, &amp; #12 VoiceThread Log: Module 3 Worksheet</li> </ul>
		<b>Module 4</b>	

#13	11-13 to 11-17	Outside Distractions	<p><b>Due: Mon, Nov 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #13 VoiceThread</li> </ul> <p><b>Due: Wed, Nov 15 - Fri, Nov 17 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Nov 15 - Fri, Nov 17 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Detail a personal example of your relationship with praise</li> </ul>
#14	11-20 to 11-21		<b>Thanksgiving</b>
#15	11-27 to 12-1	Outcome Response  Watch coaches Geno Auriemma and Mark Few take on the topic of dealing with outcomes	<p><b>Due: Mon, Nov 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #15 VoiceThread</li> </ul> <p><b>Due: Wed, Nov 29 – Fri, Dec 1 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Discussion Board: Watch coaches Geno Auriemma and Mark Few take on the topic of dealing with outcomes</li> </ul>
#16	12-4 to 12-6	Identity Foreclosure  Watch Dr. Jim Loehr and the Goldman Dilemma and read Identity Foreclosure Can Harm College Athletes Mental Health	<p><b>Due: Mon, Dec 4 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Live Digital Lecture &amp; Questions</li> </ul> <p><b>Begin:</b></p> <ul style="list-style-type: none"> <li>Unit #16 VoiceThread</li> </ul> <p><b>Due: Tues, Dec 5 – Wed, Dec 6 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Unit Recorded Lectures &amp; Questions</li> </ul> <p><b>Due: Wed, Dec 6 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>Discussion Board: Dr. Jim Loehr and the Goldman Dilemma and read <i>Identity Foreclosure Can Harm College Athletes Mental Health</i></li> <li>Module Assignment: Question-based leadership practice stitching previously used tools together</li> <li>Module Units #13, #15, &amp; #16 VoiceThread Log: Module 4 Worksheet</li> <li>End of Course Survey</li> <li>Final Reflection Position Paper</li> <li>3 Coaching Lab Reflection Papers</li> </ul>

# Course|New for request 18519

## Info

**Request:** SPM 5XXX Name, Image, and Likeness: Amateur Athletes as Brands

**Description of request:** New course proposal

**Submitter:** Cytrice Thomas cthomas10@ufl.edu

**Created:** 5/3/2023 3:16:16 PM

**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

SPM

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

*Note: 5000 level courses must be submitted through the undergraduate new course process*

Response:

5

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target audience, program, school). 5000 level courses may need additional, joint review by the University Curriculum Committee and Graduate School.*

Response:

This course will be an elective course taught in the Graduate Sport Management Program. It introduces students to the laws and policies surrounding name, image, and likeness for amateur athletes, an growing aspect of intercollegiate and interscholastic athletics.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

**Category of Instruction**

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.  
&nbsp;

Response:  
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
Name, Image, and Likeness: Amateur Athletes as Brands

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
NIL Amateur Athletes as Brands

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Graduate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
Online

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
2024

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

### **Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors. &nbsp;

Response:  
Lecture

### **Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:  
3

### **Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:  
Intercollegiate athletics is undergoing seismic shifts as athletes begin monetizing their name, image and likeness for the first time. This class serves as an introduction to NIL rules and laws to examine how the industry is adapting and explore how college athletes can develop their personal brands to maximize opportunities.

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
N/A

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Undergraduate courses level 3000 and above must have a prerequisite.  
Please verify that any prerequisite courses listed are active courses.

Response:  
HH7 or HH8

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

Example:&nbsp;

<ol>

• Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

### **Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course is an elective that will complement the core curriculum of the Masters of Science in Sport Management degree. It is one of many courses that gives students an opportunity to learn about emerging issues and sport management and better prepares them to work in the sport industry.

### **Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

Upon completing this course, students will:

- Explain what NIL rights are and how student athletes gained these rights
- Describe the current framework of laws, rules and regulations surrounding NIL rights in intercollegiate athletics
- Define and assess the different ways in which student athletes are monetizing their NIL
- Analyze the new economy developing around NIL and the types of businesses being created within this new framework
- Identify and apply the different strategies being employed by brands entering NIL deals with student athletes
- Identify and analyze the current trends in NIL
- Evaluate and assess different branding strategies

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

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course and identify required textbooks.&nbsp;&nbsp;&nbsp;*

Response:

There is no required textbook for this course. The Business of College Sports website will serve as a primary resource. All other readings can be accessed through the library's course reserves or through open access resources.

### **Weekly Schedule of Topics**

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Module 1

Topic: NIL Rights and History

Module 2

Topic: NIL Activities/Opportunities

Module 3

Topic: Personal Branding

Module 4

Topic: Social Media Marketing

Module 5

Topic: Licensing

Module 6

Topic: Contracts

Module 7

Topic: Notable NIL Deals & Brand Strategies

Module 8

Topic: The New NIL Economy

Module 9

Topic: Effects on Athletic Departments

Module 10

Topic: Looking to the Future

Module 11

Topic: NIL Startups

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Discussion Posts (11)

35%

Discussion Posts – There will be a discussion post activity after each module, plus an introductory discussion. You are to discuss/answer all of the topics posed in each discussion board. The goal for those discussion board posts is to start thinking more critically about the material. These discussion posts will require you to interact with a small group of your classmates—which will allow you to give and receive feedback. Failure to adequately discuss/answer posed questions will result in a penalty to be decided solely by the instructor. You can find the grading rubric for this assignment in Appendix B.

Assignments (6)

50%

Assignments – There will be six (6) assignments throughout the course, each worth 100 points. The goal for these assignments is to get hands-on experience with the topics covered in the modules and apply what you've learned to real-life scenarios.

1. Personal Branding Assignment, Part I: This three-part assignment will take you through a personal branding quiz and ask you to assess how well it fits your perception of yourself. You will complete a SWOT Analysis of your personal brand and write a brand positioning statement. Your grade will be based on completing each part of the assignment pursuant to the instructions, with each part being worth an equal number of points. Failure to respond to any question or part thereof will result in a loss of points for that part.
2. Personal Branding Assignment, Part II: For this assignment, students will review social media profiles and other publicly available information on a classmate and summarize what you perceive as their personal brand. Student are graded based on the completeness of your answer.
3. Personal Branding Assignment, Part III: For this assignment, students will review the personal brand analysis your classmate left for you and discuss how it compared to your own analysis of your personal brand in Part I. Students are graded on your level of self-analysis pursuant to the instructions.
4. Contract Assignment: students will review two NIL contracts and then choose one to negotiate. Students will identify red flags in the contract that should either be negotiated for removal or revised and explain your reasoning. Students are graded based on completing each part of the assignment pursuant to the instructions, with each part being worth an equal number of points. Failure to respond to any question or part thereof will result in a loss of points for that part.
5. Brand Strategy Assignment: For this assignment, students will be acting as brand managers and developing a strategy for working with student-athlete influencers, including the campaign idea and how you'll measure ROI. You can find the grading rubric for this assignment in Appendix A.
6. Resume and Cover Letter: Students will prepare their resumes and cover letters to apply for an NIL-related job. This assignment is pass/fail, but you will receive feedback on each document.

Final Exam

15%

The final exam will consist of fifty (50) questions and will be cumulative, meaning it will test on ALL MODULES. Question formats may include: fill in the blank, multiple choice, multiple

response, and true/false. Students are permitted to use notes and material, however, the assistance of another student and/or online searches are strictly forbidden. Exam questions are generated by the course instructor and the majority of focus should be given to the lecture notes when studying.

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Kristi Dosh, J.D.

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:  
Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:  
Yes

## Course Evaluation Policy

### Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

# Name, Image, and Likeness: Amateur Athletes as Brands

Connect with SPM



SPM5### | Class # XXXXX | 3 Credits | Spring 2023

## Course Info

### INSTRUCTOR

**Kristi Dosh, J.D.**

Office Phone: **904-446-8104**

Email: [kdosh@ufl.edu](mailto:kdosh@ufl.edu)

Preferred Method of Contact: **Email or Canvas messaging**

### OFFICE HOURS

Mondays 3:00pm-5:00pm or by appointment

### MEETING TIME/LOCATION

Access course through [Canvas](#) & the Canvas mobile app by Instructure

## COURSE DESCRIPTION

Intercollegiate athletics is undergoing seismic shifts as athletes begin monetizing their name, image and likeness for the first time. This class serves as an introduction to NIL rules and laws to examine how the industry is adapting and explore how college athletes can develop their personal brands to maximize opportunities.

## PREREQUISITE KNOWLEDGE AND SKILLS

HH7 or HH8; Students are not expected to have any previous knowledge or skills

## REQUIRED AND RECOMMENDED MATERIALS

There is no required textbook for this course. The [Business of College Sports](#) website will serve as a primary resource. All other readings can be accessed through the library's course reserves or through open access resources.

## COURSE FORMAT

This course is delivered through an online asynchronous format. While we will not meet at a designated time, Students are expected watch videos, and engage exercises and discussions, and complete assignments by the deadlines provided in Canvas and listed on the syllabus.

## **COURSE LEARNING OBJECTIVES:**

Upon completing this course, students will:

- Explain what NIL rights are and how student athletes gained these rights
- Describe the current framework of laws, rules and regulations surrounding NIL rights in intercollegiate athletics
- Define and assess the different ways in which student athletes are monetizing their NIL
- Analyze the new economy developing around NIL and the types of businesses being created within this new framework
- Identify and apply the different strategies being employed by brands entering NIL deals with student athletes
- Identify and analyze the current trends in NIL
- Evaluate and assess different branding strategies

## **Course & University Policies**

### **ATTENDANCE POLICY**

Because this is an entirely online course, you are not expected to make an appearance anywhere at any time. However, you most certainly ARE expected to participate in the discussions and complete your quizzes and exam at the designated times.

### **PERSONAL CONDUCT 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 the instructor or TA in this class.

### **PROFESSIONALISM**

As graduate students, I expect you to maintain a high level of professionalism in all of our interactions. This includes being courteous and respectful to all members of the course. When responding to others on the discussion board, you should treat others with respect, even if you disagree with their opinions.

### **EMAIL POLICY**

As a state employee, my email is considered a public record, and can be requested via an open-records request. Because of this, you should not email things that you would be uncomfortable with anyone else reading (personal information, information about grades, etc.). In general, face-to-face meetings tend to take less time, and result in less confusion than emailed conversations. While you are welcome to email me, I may indicate that you need an in-person meeting depending on the complexity of the issue. Also, please be aware that email is considered formal communication, and it is important to practice professionalism. Make sure that you do not treat email as text (i.e. don't use text abbreviations), and never email something that you would not say to your boss's face.

## LATE OR MISSED WORK AND MAKE-UP POLICY

Deadlines for each assignment will be given in advance, and students are expected to meet them. Late assignments will automatically lose 10% for each day they are late. Some consideration, however, may be given at the discretion of the instructor if there are extenuating circumstances; however, you need to notify the instructor before the deadline is missed, not after the fact.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [online catalog](#).

## ACCOMMODATING STUDENTS WITH DISABILITIES

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 EVALUATIONS

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 [Providing Constructive Feedback](#). 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](#). Summaries of course evaluation results are available to students at [Public Results](#).

## Grading

The following table outlines the three (3) components of the course on which you will be evaluated.

Evaluation Components	% of Total Grade
Discussion Posts (11)	35%
Assignments (6)	50%
Final Exam	15%

**Assignments** – There will be six (6) assignments throughout the course, each worth 100 points. The goal for these assignments is to get hands-on experience with the topics covered in the modules and apply what you've learned to real-life scenarios.

1. **Personal Branding Assignment, Part I:** This three-part assignment will take you through a personal branding quiz and ask you to assess how well it fits your perception of yourself. You will complete a SWOT Analysis of your personal brand and write a brand positioning statement. Your grade will be based on completing each part of the assignment pursuant to the instructions, with each part being worth an equal number of points. Failure to respond to any question or part thereof will result in a loss of points for that part.
2. **Personal Branding Assignment, Part II:** For this assignment, students will review social media profiles and other publicly available information on a classmate and summarize what you perceive as their personal brand. Student are graded based on the completeness of your answer.

3. **Personal Branding Assignment, Part III:** For this assignment, students will review the personal brand analysis your classmate left for you and discuss how it compared to your own analysis of your personal brand in Part I. Students are graded on your level of self-analysis pursuant to the instructions.
4. **Contract Assignment:** students will review two NIL contracts and then choose one to negotiate. Students will identify red flags in the contract that should either be negotiated for removal or revised and explain your reasoning. Students are graded based on completing each part of the assignment pursuant to the instructions, with each part being worth an equal number of points. Failure to respond to any question or part thereof will result in a loss of points for that part.
5. **Brand Strategy Assignment:** For this assignment, students will be acting as brand managers and developing a strategy for working with student-athlete influencers, including the campaign idea and how you'll measure ROI. You can find the grading rubric for this assignment in Appendix A.
6. **Resume and Cover Letter:** Students will prepare their resumes and cover letters to apply for an NIL-related job. This assignment is pass/fail, but you will receive feedback on each document.

**Discussion Posts** – There will be a discussion post activity after each module, plus an introductory discussion. You are to discuss/answer all of the topics posed in each discussion board. The goal for those discussion board posts is to start thinking more critically about the material. These discussion posts will require you to interact with a small group of your classmates—which will allow you to give and receive feedback. *Failure to adequately discuss/answer posed questions will result in a penalty to be decided solely by the instructor.* You can find the grading rubric for this assignment in Appendix B.

**\* Discussion Board Policy**

All discussion boards are open-resource; however, please avoid using random sites such as Wikipedia. **Your #1 resource should be the class lectures and suggested resources.** Late submissions on any discussion board will result in a one-point deduction for each day past the due date listed in the syllabus.

**Final Exam** – The final exam will consist of fifty (50) questions and will be cumulative, meaning it will test on ALL MODULES. Question formats *may* include: fill in the blank, multiple choice, multiple response, and true/false. Students are permitted to use notes and material, however, the assistance of another student and/or online searches are strictly forbidden. Exam questions are generated by the course instructor and the majority of focus should be given to the lecture notes when studying. The exam must be completed between April 24 – May 5. Once accessed students will have 60 minutes to complete the exam.

## GRADING SCALE

More detailed information regarding current UF grading policies can be found in the [UF Graduate Catalog](#).

Letter Grade	Percent Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	94.00-100%	4.0
A-	90.00-93.99	3.67
B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
E	0-59.99%	0

## SUCCESS AND STUDY TIPS

- Snowball the lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to the exam.
- Engage your classmates. This material is meant to be discussed...and you can't do that well with just yourself. Post questions to the discussion board. Exchange contact information and have a phone conversation. Post cool videos you find regarding related material to the discussion boards. ENGAGE!
- **CALENDAR ALL DUE DATES AND SET REMINDERS.** Google Calendar is a great resource for this. Please take the needed 15-20 minutes to set the dates on a calendar with appropriate reminds. You are all busy and you might understandably forget to submit a discussion post or take a quiz on time. This happens every semester and unfortunately, your grade will suffer unnecessarily. **PLEASE TAKE THIS BIT OF ADVICE SERIOUSLY.**

## Course Schedule

It is HIGHLY recommended that you adhere to the following schedule as closely as possible. You will need to complete all activities for a given week by 11:59 pm the Sunday of each week. For example, all activities for Module 1 are due at 11:59pm on January 15, 2023. The course is set up so that you must move through each module sequentially. You will not be able to access Module 2 lectures etc. prior to completing Module 1. It is HIGHLY recommended that you approach each module in the following order:

- Watch and take plenty of notes on the lecture videos
- Complete the required reading pages
- Complete Discussion Posts or Assignments

Friendly Reminder: The instructor reserves the right, when necessary, to modify the syllabus, change examination and assignment dates, and modify the course content. Modifications will be announced on Canvas. Students are responsible for those changes.

Week	Corresponding Period	Assignment/Quiz	Date Due
<b>1</b>	<b>January 9 – January 15</b>		
	Topic: NIL Rights and History	Complete all Module readings & lectures	01/09/2023
		Post to discussion board	01/09/2023
<b>2</b>	<b>January 16 – January 22</b>		
	Topic: NIL Activities/Opportunities	Complete all Module readings & lectures	01/22/2023
		Post to discussion board	01/22/2023
<b>3</b>	<b>January 23 – January 29</b>		
	Topic: Personal Branding	Complete all Module readings & lectures	01/29/2023
		Post to discussion board	01/29/2023
		Personal branding assignment, Part I	01/29/2023
<b>4 and 5</b>	<b>January 30 – February 12</b>		
	Topic: Social Media Marketing	Complete all Module readings & lectures	02/12/2023
		Post to discussion board	02/12/2023
		Personal branding assignment, Part II	02/12/2023
<b>6</b>	<b>February 13 – February 19</b>		
	Topic: Licensing	Complete all Module readings & lectures	02/19/2023
		Post to discussion board	02/19/2023

<b>7 and 8</b>	<b>February 20 – March 5</b>		
	Topic: Contracts	Complete all Module readings & lectures	03/05/2023
		Post to discussion board	03/05/2023
		Contract assignment	03/05/2023
<b>9</b>	<b>March 6 – March 12</b>		
	Topic: Notable NIL Deals & Brand Strategies	Complete all Module readings & lectures	03/12/2023
		Post to discussion board	03/12/2023
		Brand strategy assignment (carries over into Module 8 because of Spring Break)	03/26/2023
<b>10</b>	<b>March 13 – March 19</b>	<b>SPRING BREAK</b>	
<b>11</b>	<b>March 20 – March 26</b>		
	Topic: The New NIL Economy	Complete all Module readings & lectures	03/26/2023
		Post to discussion board	03/26/2023
		Brand strategy assignment (from Module 7)	03/26/2023
<b>12</b>	<b>March 27 – April 2</b>		
	Topic: Effects on Athletic Departments	Complete all Module readings & lectures	04/02/2023
		Post to discussion board	04/02/2023
		Resume/Cover Letter Assignment	04/02/2023
<b>13 and 14</b>	<b>April 3 – April 16</b>		
	Topic: Looking to the Future	Complete all Module readings & lectures	04/16/2023
		Post to discussion board	04/16/2023
<b>15</b>	<b>April 17 - 23</b>		
	Topic: NIL Startups	Complete all Module readings & lectures	04/23/2023
		Post to discussion board	04/23/2023
<b>Final Exam</b>	<b>April 24 – May 5</b>		
		Complete Final Exam	05/05/2023

### **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 this [Notification of FERPA](#).

### **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 Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

## **Getting Help**

### **HEALTH & 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
- [Counseling and Wellness Center](#): 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- [University Police Department](#), 392-1111 (or 9-1-1 for emergencies)

### **ACADEMIC RESOURCES**

- [E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).
- [Career Connections Center](#), Reitz Union, 392-1601. Career assistance and counseling.

- [Library Support](#), 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.
- [Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints On-Campus](#) or [On-Line Students Complaints](#):

## APPENDIX A

### Brand Strategy Assignment Grading Rubric

Criteria	Ratings				Pts
Brand Identity	<b>25 to &gt;16.66 pts Excellent</b> Your description of the brand and its ideal client/customer is clear and detailed.	<b>16.66 to &gt;8.33 pts Good</b> Your description of the brand and its ideal client/customer has a few basics but lacks greater detail.	<b>8.33 to &gt;1 pts Okay</b> Your description of the brand and its ideal client/customer is vague.	<b>1 to &gt;0 pts Missing</b> There are no real details about the brand or its ideal client/customer.	25 pts
Athlete Choice	<b>25 to &gt;16.66 pts Excellent</b> You gave a clear description of the student athlete who would be a good fit for the brand and have clearly shown how they would help the brand reach its ideal client/customer.	<b>16.66 to &gt;8.33 pts Good</b> You gave some details about the student athlete the brand should target but didn't draw clear lines between your ideal client/customer profile and the athlete you chose.	<b>8.33 to &gt;1 pts Okay</b> The type of athlete who would be a good fit for this campaign wasn't explained in enough detail to fit anyone in particular. In other words, it could be any student athlete.	<b>1 to &gt;0 pts Missing</b> You forgot to identify any characteristics of the type of student athlete you'd target for this campaign.	25 pts
The Campaign	<b>25 to &gt;16.66 pts Excellent</b> The campaign idea has been described in enough detail that it could be implemented with little additional detail needed.	<b>16.66 to &gt;8.33 pts Good</b> You outlined the campaign but some key details were missing.	<b>8.33 to &gt;1 pts Okay</b> The campaign was described only in very basic terms.	<b>1 to &gt;0 pts Missing</b> There was no real explanation of what the campaign would entail.	25 pts
Measuring ROI	<b>25 to &gt;16.66 pts Excellent</b> You gave specific metrics by which you would measure the campaign's success.	<b>16.66 to &gt;8.33 pts Good</b> You mentioned at least one specific detail for measuring the campaign, but it could have been more detailed.	<b>8.33 to &gt;1 pts Okay</b> There was only a vague mention of how the campaign success would be measured.	<b>1 to &gt;0 pts Missing</b> You gave no mention of how this campaign's success would be measured.	25 pts
<b>Total Points: 100</b>					

## APPENDIX B

### Discussion Post Grading Rubric

Discussion Grading Rubric <span style="float: right;">✎ 🔍 🗑</span>						
Criteria	Ratings					Pts
Quality of Post	<b>40 pts Full Marks</b> Appropriate comments: thoughtful, reflective, and respectful of others postings	<b>30 pts Partial Marks</b> Appropriate comments and responds respectfully to others postings	<b>20 pts Partial Marks</b> Responds with average effort providing obvious information without further analysis	<b>10 pts Partial Marks</b> Responds, but with minimum effort. (e.g. "I agree with Bill")	<b>0 pts No Marks</b> No Posting	40 pts
Relevance of Post	<b>40 pts Full Marks</b> Post topics related to discussion topic; prompts further discussion of topic	<b>30 pts Partial Marks</b> Posts topics that are related to discussion content	<b>20 pts Partial Marks</b> Posts topics which do not relate to the discussion content	<b>10 pts Partial Marks</b> Makes short or irrelevant remarks	<b>0 pts No Marks</b> No Posting	40 pts
Contribution to the Learning Community	<b>20 pts Full Marks</b> Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic. Two clear, respectful replies and critique using proper grammar and spelling.		<b>10 pts Partial Marks</b> Makes little effort to participate in learning community as it develops.	<b>0 pts No Marks</b> No feedback provided to fellow student(s)		20 pts
<b>Total Points: 100</b>						

# Course|New for request 17709

## Info

**Request:** SPM 5XXX Nonprofit Management in Sport  
**Description of request:** New Course: Nonprofit Management in Sport  
**Submitter:** Cytrice Thomas cthomas10@ufl.edu  
**Created:** 1/17/2023 1:46:16 PM  
**Form version:** 5

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
SPM

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).  
Note: 5000 level courses must be submitted through the undergraduate new course process*

Response:  
5

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target audience, program, school)*

Response:  
This course is an elective in the department of sport management. There is no required prerequisite for this course and it does not build upon the content in existing courses. It is intended to complement the core courses in the graduate program and provide students with opportunities to take the course at any time of their academic program. The target audience for this course includes students in the Master's of Science in Sport Management program and also graduate students outside the department that have an interest in the nonprofit sport management organizations.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
XXX

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

### **Category of Instruction**

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*  
&nbsp;

Response:  
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Nonprofit Management in Sport

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Nonprofit Management in Sport

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

### **Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
On-Campus

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:

No

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:

Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:

Earliest Available

**Rotating Topic?**

*Select "Yes" if the course can&nbsp;have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:

No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this&nbsp;in the question above.*

Response:

No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:

3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors. &nbsp;

Response:

Lecture

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This course is designed to survey the nonprofit sport environment through a managerial lens. It will situate the nonprofit sector as an important facet of the sport industry, and allow students to analyze this space in the broader social and historical context of its existence.

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

7HH or 8HH

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

Example:&nbsp;

<ol>

• Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

## Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

## Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course will be offered as an graduate elective in the Department of Sport Management. There are different aspects of the sport industry that students may seek employment opportunities, including the non-profit sector. This course will provide students with an introduction to this segment of the sport industry. It complements our current degree program by allowing students to understand how concepts, skills and knowledge from our core courses are applied in nonprofit organizations. This will be a unique addition to our sport management curriculum as we continue to make efforts to increase the needs and interests of our students.

## Course Objectives



#### Part 1: Board of Directors

1. Balduck, A. L., Van Rossem, A., & Buelens, M. (2010). Identifying competencies of volunteer board members of community sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 213-235.
2. Ferkins, L., Shilbury, D., & McDonald, G. (2009). Board involvement in strategy: Advancing the governance of sport organizations. *Journal of Sport Management*, 23(3), 245-277.
3. Van Bussel, M., & Doherty, A. (2015). An examination of the conflict process in nonprofit community sport boards. *European Sport Management Quarterly*, 15(2), 176-194.
4. Jenkins, G. (2015). The wall street takeover of nonprofit boards. *Stanford Social Innovation Review*.

#### Part 2: Executive Leadership and Decision-Making

1. Hoye, R., & Cuskelly, G. (2003a). Board-executive relationships within voluntary sport organisations. *Sport Management Review*, 6(1), 53-73.
2. Dittmore, S., Mahony, D., Andrew, D. P., & Hums, M. A. (2009). Examining fairness perceptions of financial resource allocations in US olympic sport. *Journal of Sport Management*, 23(4), 429-456.
3. Bernstein, M., & Linsky, M. (2016). Leading change through adaptive design. *Stanford Social Innovation Review*.

#### Assignments:

Discussion Boards (Initial posts due Wednesday, May 18th, 11:59pm EST, Responses due Sunday, May 22nd, 11:59pm EST)

### Module 3: External and Internal Stakeholders (May 23-29)

#### Assigned Readings:

##### Part 1: Collaboration

1. Babiak, K., & Thibault, L. (2009). Challenges in multiple cross-sector partnerships. *Nonprofit and Voluntary Sector Quarterly*, 38(1), 117-143.
2. Misener, K. E., & Doherty, A. (2012). Connecting the community through sport club partnerships. *International Journal of Sport Policy and Politics*, 4(2), 243-255.
3. Parent, M. M., & Harvey, J. (2009). Towards a management model for sport and physical activity community-based partnerships. *European Sport Management Quarterly*, 9(1), 23- 45.
4. Nambisan, S. (2009). Platforms for collaboration. *Stanford Social Innovation Review*.

##### Part 2: Human Resources Management

1. Taylor, T., & McGraw, P. (2006). Exploring human resource management practices in nonprofit sport organisations. *Sport Management Review*, 9(3), 229-251.
2. Østerlund, K. (2013). Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly*, 13(2), 143-165
3. Eisner, D., Grimm Jr., R. T., Maynard, S., & Washburn, S. (2009). The new volunteer workforce. *Stanford Social Innovation Review*.

#### Assignments:

Discussion Boards (Initial posts due Wednesday, May 25th, 11:59pm EST, Responses due Sunday, May 29th, 11:59pm EST)

Case Study Report (Due Friday, May 27th at 11:59pm EST)

### Module 4: Performance Evaluation (May 31-June 5)

#### Assigned Readings:

##### Part 1: Performance Metrics

1. Nowy, T., Wicker, P., Feiler, S., & Breuer, C. (2015). Organizational performance of nonprofit and for-profit sport organizations. *European Sport Management Quarterly*, 15(2), 155-175.

2. Wemmer, F., Emrich, E., & Koenigstorfer, J. (2016). The impact of coopetition-based open innovation on performance in nonprofit sports clubs. *European Sport Management Quarterly*, 16(3), 341-363.
3. Winand, M., Rihoux, B., Robinson, L., & Zintz, T. (2013). Pathways to high performance: A qualitative comparative analysis of sport governing bodies. *Nonprofit and Voluntary Sector Quarterly*, 42(4), 739-762
4. Fruchterman, J. (2016). Using data for action and for impact. *Stanford Social Innovation Review*.

#### Part 2: Generating Revenue (Social Revenue and Financial Revenue in Hybridity)

1. Wicker, P., Longley, N., & Breuer, C. (2015). Revenue volatility in German nonprofit sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 44(1), 5-24.
2. Wicker, P., Feiler, S., & Breuer, C. (2013). Organizational mission and revenue diversification among non-profit sports clubs. *International Journal of Financial Studies*, 1(4), 119-136.
3. Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*.
4. Svensson, P. G., & Seifried, C. S. (2017). Navigating plurality in hybrid organizing: The case of sport for development and peace entrepreneurs. *Journal of Sport Management*, 31(2), 1-42.
5. Kim, P. & Bradach, J (2012). Why more nonprofits are getting bigger. *Stanford Social Innovation Review*.

#### Part 3: Financial Management

1. Cordery, C. J., Sim, D., & Baskerville, R. F. (2013). Three models, one goal: Assessing financial vulnerability in New Zealand amateur sports clubs. *Sport Management Review*, 16(2), 186-199.
2. Wicker, P., Breuer, C., & Hennigs, B. (2012). Understanding the interactions among revenue categories using elasticity measures—Evidence from a longitudinal sample of non-profit sport clubs in Germany. *Sport Management Review*, 15(3), 318-329.
3. Rhode, D. L., & Packel, A. K. (2009). Ethics and nonprofits. *Stanford Social Innovation Review*.
4. Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*.

#### Assignments:

Discussion Boards (Initial posts due Wednesday, June 1st, 11:59pm EST, Responses due Sunday, June 5th, 11:59pm EST)

#### Module 5: Innovation and Technology (June 6-12)

##### Assigned Readings:

##### Part 1: Innovation

1. Hoeber, L., Doherty, A., Hoeber, O., & Wolfe, R. (2015). The nature of innovation in community sport organizations. *European Sport Management Quarterly*, 15(5), 518-534.
2. Winand, M., Scheerder, J., Vos, S., & Zintz, T. (2016). Do non-profit sport organisations innovate? Types and preferences of service innovation within regional sport federations. *Innovation*, 18(3), 289-308.
3. Brown, L. D. (2015). Bridge-building for social transformation. *Stanford Social Innovation Review*.

##### Part 2: Technology

1. Svensson, P. G., Mahoney, T. Q., & Hambrick, M. E. (2015). Twitter as a Communication Tool for Nonprofits: A Study of Sport-for-Development Organizations. *Nonprofit and Voluntary Sector Quarterly*, 44(6), 1086-1106.
2. Naraine, M. L., & Parent, M. M. (2016). Illuminating centralized users in the social media ego network of two national sport organizations. *Journal of Sport Management*.
3. Hoeber, L., & Hoeber, O. (2012). Determinants of an innovation process: A case study of technological innovation in a community sport organization. *Journal of Sport Management*, 26(3),

213-223.

4. Arrillaga-Andreessen, L. (2015). Disruption for good. *Stanford Social Innovation Review*

Assignments:

Discussion Boards (Initial posts due Wednesday, June 8th, 11:59pm EST, Responses due Sunday, June 12th, 11:59pm EST)

Shark Tank Submission (Due Friday, June 10th, 11:59pm EST)

Module 6: Nonprofit Capacity Building (June 13-19)

Assigned Readings:

1. Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit and Voluntary Sector Quarterly*, 43(2S), 124S – 142S.

2. Misener, K., & Doherty, A. (2013). Understanding capacity through the processes and outcomes of interorganizational relationships in nonprofit community sport organizations. *Sport Management Review*, 16(2), 135-147.

3. Millar, P., & Doherty, A. (2016). Capacity building in nonprofit sport organizations: Development of a process model. *Sport Management Review*, 19(4), 365-377.

4. Milway, K. S., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*.

Assignments:

Discussion Boards (Initial posts due Wednesday, June 15th, 11:59pm EST, Responses due Sunday, June 19th, 11:59pm EST)

Shark Tank Peer evaluation (Due Friday, June 17th, 11:59pm EST)

Final Exam (Open June 15th, 12:00am until June 17th, 11:59pm EST)

## Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

Discussion board (120 points)

You will take part in six (6) weekly discussions during the semester. The discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion will be comprised of four (4) sets of questions on the Canvas course site. You will post an initial response to each of the questions/topics, as well as several subsequent posts in response to their peers' contributions. Discussion boards open at 12:00pm on Monday each week.

- You will begin each discussion board by posting their initial responses to the sets of proposed questions/topics no later than Wednesday at 11:59pm EST during the week in which the discussion takes place.

- o Your two remaining postings, due Sunday at 11:59pm EST of that week, will simply be responses to your peers and a continuation of the discussion.

- o Please make at least one posting by Friday to facilitate a discussion and prevent everyone from logging on Sunday to make both postings.

- ? This will help each of you to lead better discussions

- o Due to holidays, there may be a week or two in which due dates have changed.

- o You are encouraged to post more than the minimum

- Discussion Boards are worth 20 points (5 points for each set of questions/topic):

- o 3 points maximum available for each opening statement

- o 1 point each for your subsequent responses

- Points will be given on thoughtful and articulate position statements, completing your postings

on time, and critical evaluation of and response to your classmate's postings.

- To successfully complete and fully participate in the discussion boards, you must:
- Read and understand the assigned readings prior to the beginning of a discussion session.
- Prepare answers (in writing) to each of the posed discussion questions.
- Respond to the discussion board sessions by supporting/disputing the views of others.

#### Discussion Leaders (30 points)

For Modules 3 – 6, up to five students (depending on the size of the class) will serve as discussion leader (I will serve in this role for Module 1 and 2). As a discussion leader, you will submit to me at least three (3) discussion questions/topics and be expected to facilitate the online discussion for that module. Thus, it is expected that as discussion leader, you will check your respective discussion board daily and post much more than the minimum contributions and be graded on your ability to assist in critical analysis and discussion on each topic. You are to send me your three (at minimum) questions or topics by 11:59pm on the first Sunday (see course schedule) of your respective module. I will post the questions that following Monday morning. Even if your questions are not chosen, you will still be responsible to help facilitate discussion on your assigned board.

#### Exam (100 points)

You will be given an essay exam designed to evaluate your ability to apply relevant concepts in a nonprofit sport context. The exam is worth 100 points, and will take place at the conclusion of Module 6. The exam will be graded objectively.

#### Case study report (50 points)

You will read and submit a detailed report for a case study assigned this semester. The case study will help you apply what you have learned in class to more real-life situations. There are three options available in the Harvard Business Review Coursepack that I have identified as appropriate Case Studies for this course. In addition to choosing one of these three, you will also need to purchase materials in the Coursepack about how to analyze a case study, as well as how to write a case-based essay. Coursepack is available at the following link: <https://hbsp.harvard.edu/import/934254>. The case study report will be graded based on a rubric provided in Canvas.

#### Nonprofit sport 'shark tank' project (50 points)

The final project requires you to develop an innovative solution to a practical nonprofit sport issue based on what you have learned about nonprofit management in this course. You are expected to complete your project individually without consulting with your classmates. Similar to the 'Shark Tank' television show, you will pitch your idea for why your proposal is unique, innovative, and attractive for someone to invest in. More details will be provided regarding the assignment instructions and how your work will be evaluated. Once everyone has pitched their idea, you will vote for the best proposal (excluding your own).

#### Assessment Values:

Discussion Boards (6x20)

120 points

Discussion Leader

30 points

Case Study

50 points

Shark tank project

50 points

Final Exam

100 points

Course Total

350 points

**Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

Dr. Christine Wegner

**Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

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

Response:

Yes

**Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:

Yes

**UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:

Yes

**Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy.*

*A statement related to course evaluations will be included in the syllabus. The following statement may be used*

directly in the syllabus:

• 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/public-results/>. 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/>.

&nbsp;

Response:

Yes

**NONPROFIT MANAGEMENT IN SPORT**  
**UNIVERSITY OF FLORIDA**  
**DEPARTMENT OF SPORT MANAGEMENT**  
**SUMMER 2022**

**COURSE OUTLINE**

<b>A. DESIGNATION:</b>	<b>Department and Number</b>	SPM XXXX
	<b>Credits</b>	3
	<b>Location</b>	Web Based ( <a href="http://elearning.ufl.edu">elearning.ufl.edu</a> )

**B. COURSE DESCRIPTION:**

This course is designed to survey the nonprofit sport environment through a managerial lens. It will situate the nonprofit sector as an important facet of the sport industry, and allow students to analyze this space in the broader social and historical context of its existence.

**C. CONTACT INFO:**

Dr. Christine Wegner, Ph.D.  
Florida Gym, Room 300B  
Phone: 352-294-2821  
Email: [christinewegner@ufl.edu](mailto:christinewegner@ufl.edu)  
Office Hours: Tues, 10am-12pm via Zoom; by appt.

**D. COURSE OBJECTIVES:**

*Upon completion of this course, students are expected to successfully:*

- Identify the nature of the nonprofit context, current trends, and issues in nonprofit management
- Discuss concepts of governance, leadership, fundraising, fiscal management, collaboration, and nonprofit performance in sport contexts.
- Explain the role of technology and innovation in nonprofit sport organizations
- Identify key strengths and challenges associated with organizational hybridity in the sport industry
- Apply the concept of organizational capacity and capacity-building processes to nonprofit sport organizations

## E. COURSE POLICIES

### Course communication

- The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructors may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com, etc.).
- Email subject should start with “6905/5936 – First name, Last name - ...”
- Email use does not relieve student from the responsibility of confirming the communication with the instructors.
- Students may also use message tool in Canvas for communication.
- Course-related communications such as syllabus, announcements, and other documentations will be available on [Canvas](#)
- It is your responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

### Academic Integrity

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course that was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. Plagiarism and academic cheating (including cyber-cheating) are prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Penalties range from failure of the assignment/test to expulsion from the university.

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 [Student Honor Code and Student Conduct 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.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via [GatorEvals](#). These evaluations are conducted online at <http://evaluations.ufl.edu>. Students will be notified

when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals or in their Canvas course menu under GatorEvals. Summaries results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## **Students Needing Accommodations**

Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. 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 when requesting accommodation. For more information, refer to:

*Online:* [Disability Resource Center](#)

*Phone:* (352) 392-8565 (V) or (800) 955-8771 (Relay)

*Office:* Reid Hall Room 001

This syllabus and other class materials are available in alternative formats upon request.

## **U Matter, We Care**

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

## **Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given that some of the material discussed in class may be sensitive or difficult, it is imperative that there be an atmosphere of trust and safety in discussion spaces. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews

expressed. Please let me know if something said or done in the course, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with another student in the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

## **Class Recording**

All class lectures are recorded. 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 Policy on Course Syllabi 3 *UF, Academic Affairs, August 5th, 2021* 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 the [Notification to Students of FERPA Rights](#).

## 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) or 352-392-1575 so that a team member will can out to the student in distress.
- [Counseling and Wellness Center](#): Visit 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
- Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- [University Police Department](#): Visit or call 352-392-1111 (or 9-1-1 for emergencies).
- For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608

### 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](#)

## F. COURSE MATERIALS

There is no required textbook for this course. However, case studies and supplemental materials must be purchased from our Harvard Business Review Coursepack, available at this link:

<https://hbsp.harvard.edu/import/934254>

You are required to read one (1) of the Case Studies for the Case Study assignment. You are also required to read both supplemental essays on how to analyze a case and how to write a case-based essay. Each document costs \$4.25, for a total of \$12.75.

All other required materials will be available through the library course reserves.

## G. COURSE REQUIREMENTS

The assignments on the following pages will be used to assess the student's academic standing in this course. **Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting examinations and/or projects are at the discretion of the instructor. Exceptions are excused absences consistent with the [university policies](#).

### Discussion board (120 points)

You will take part in six (6) weekly discussions during the semester. The discussion boards will be a chance for you, the student, to discuss ideas and topics most relevant to you. Each discussion will be comprised of four (4) sets of questions on the Canvas course site. You will post an initial response to each of the questions/topics, as well as several subsequent posts in response to their peers' contributions. Discussion boards open at 12:00pm on Monday each week.

- You will begin each discussion board by posting their initial responses to the sets of proposed questions/topics no later than ***Wednesday at 11:59pm EST*** during the week in which the discussion takes place.
  - Your two remaining postings, due ***Sunday at 11:59pm EST*** of that week, will simply be responses to your peers and a continuation of the discussion.
  - Please make at least one posting by Friday to facilitate a discussion and prevent everyone from logging on Sunday to make both postings.
    - This will help each of you to lead better discussions
  - Due to holidays, there may be a week or two in which due dates have changed.
  - You are encouraged to post more than the minimum
- Discussion Boards are worth 20 points (5 points for each set of questions/topic):
  - 3 points *maximum* available for each opening statement
  - 1 point each for your subsequent responses
- Points will be given on thoughtful and articulate position statements, completing your postings on time, and critical evaluation of and response to your classmate's postings.
- To successfully complete and fully participate in the discussion boards, you must:
- Read and understand the assigned readings prior to the beginning of a discussion session.
- Prepare answers (in writing) to each of the posed discussion questions.
- Respond to the discussion board sessions by supporting/disputing the views of others.

### **Discussion Leaders (30 points)**

For Modules 3 – 6, up to five students (depending on the size of the class) will serve as discussion leader (I will serve in this role for Module 1 and 2). As a discussion leader, you will submit to me at least three (3) discussion questions/topics and be expected to facilitate the online discussion for that module. Thus, it is expected that as discussion leader, you will check your respective discussion board daily and post much more than the minimum contributions and be graded on your ability to assist in critical analysis and discussion on each topic. You are to send me your three (at minimum) questions or topics by **11:59pm on the first Sunday** (see course schedule) of your respective module. I will post the questions that following Monday morning. Even if your questions are not chosen, you will still be responsible to help facilitate discussion on your assigned board.

### **Exam (100 points)**

You will be given an essay exam designed to evaluate your ability to apply relevant concepts in a nonprofit sport context. The exam is worth 100 points, and will take place at the conclusion of Module 6. The exam will be graded objectively.

### **Case study report (50 points)**

You will read and submit a detailed report for a case study assigned this semester. The case study will help you apply what you have learned in class to more real-life situations. There are three options available in the Harvard Business Review Coursepack that I have identified as appropriate Case Studies for this course. In addition to choosing one of these three, you will also need to purchase materials in the Coursepack about how to analyze a case study, as well as how to write a case-based essay. Coursepack is available at the following link:

<https://hbsp.harvard.edu/import/934254>

### **Nonprofit sport ‘shark tank’ project (50 points)**

The final project requires you to develop an innovative solution to a practical nonprofit sport issue based on what you have learned about nonprofit management in this course. You are expected to complete your project individually without consulting with your classmates. Similar to the ‘Shark Tank’ television show, you will pitch your idea for why your proposal is unique, innovative, and attractive for someone to invest in. More details will be provided regarding the assignment instructions and how your work will be evaluated. Once everyone has pitched their idea, you will vote for the best proposal (excluding your own).

## H. GRADING SYSTEM

### Assessment Values:

Discussion Boards	(6x20)	120 points
Discussion Leader		30 points
Case Study		50 points
Shark tank project		50 points
Final Exam		100 points
<b>Course Total</b>		<b>350 points</b>

### Grading Scale (No Rounding):

<i>Letter Grade</i>		<i>Total Points</i>		<i>Grade Points</i>
<i>A</i>	=	<i>324.0 – 350.0</i>	=	<i>4.00</i>
<i>A-</i>	=	<i>315.0 – 323.9</i>	=	<i>3.67</i>
<i>B+</i>	=	<i>308.0 – 314.9</i>	=	<i>3.33</i>
<i>B</i>	=	<i>287.0 – 307.9</i>	=	<i>3.00</i>
<i>B-</i>	=	<i>280.0 – 286.9</i>	=	<i>2.67</i>
<i>C+</i>	=	<i>273.0 – 279.9</i>	=	<i>2.33</i>
<i>C</i>	=	<i>252.0 – 272.9</i>	=	<i>2.00</i>
<i>C-</i>	=	<i>245.0 – 251.9</i>	=	<i>1.67</i>
<i>D+</i>	=	<i>238.0 – 244.9</i>	=	<i>1.33</i>
<i>D</i>	=	<i>217.0 – 237.9</i>	=	<i>1.00</i>
<i>D-</i>	=	<i>210.0 – 216.9</i>	=	<i>0.67</i>
<i>E</i>	=	<i>≤ 209.9</i>	=	<i>0.00</i>

\*For more on grading please visit the [Grades and Grading Policies](#) and the [UF Graduate Catalog](#).

## I. COPYRIGHT STATEMENT

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

## J. 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.

## K. COURSE SCHEDULE

### Module 1: The Nonprofit Context (May 9-15)

#### Assigned Readings:

1. Gugelev, A., & Stern, A. (2015). What's your endgame? *Stanford Social Innovation Review*.
2. Urban Institute. (2015). The nonprofit sector in brief 2015: Public charities, giving, and volunteering.
3. Silverman, L., & Taliento, L. (2006). What business execs don't know—but should—about nonprofits. *Stanford Social Innovation Review*.
4. Anheier, H. K. (2013). The nonprofits of 2025. *Social Innovation Review*.

#### Assignments:

**Welcome Discussion Board (Wednesday, May 11<sup>th</sup>, 11:59pm EST)**

**Discussion Boards (Initial posts due Wednesday, May 11<sup>th</sup>, 11:59pm EST, Responses due Sunday, May 15<sup>th</sup>, 11:59pm EST)**

### Module 2: Leadership (May 16-22)

#### Assigned Readings:

##### Part 1: Board of Directors

1. Balduck, A. L., Van Rossem, A., & Buelens, M. (2010). Identifying competencies of volunteer board members of community sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 213-235.
2. Ferkins, L., Shilbury, D., & McDonald, G. (2009). Board involvement in strategy: Advancing the governance of sport organizations. *Journal of Sport Management*, 23(3), 245-277.
3. Van Bussel, M., & Doherty, A. (2015). An examination of the conflict process in nonprofit community sport boards. *European Sport Management Quarterly*, 15(2), 176-194.

4. Jenkins, G. (2015). The wall street takeover of nonprofit boards. *Stanford Social Innovation Review*.

#### Part 2: Executive Leadership and Decision-Making

1. Hoye, R., & Cuskelly, G. (2003a). Board–executive relationships within voluntary sport organisations. *Sport Management Review*, 6(1), 53-73.
2. Dittmore, S., Mahony, D., Andrew, D. P., & Hums, M. A. (2009). Examining fairness perceptions of financial resource allocations in US olympic sport. *Journal of Sport Management*, 23(4), 429-456.
3. Bernstein, M., & Linsky, M. (2016). Leading change through adaptive design. *Stanford Social Innovation Review*.

#### Assignments:

**Discussion Boards (Initial posts due Wednesday, May 18<sup>th</sup>, 11:59pm EST, Responses due Sunday, May 22<sup>nd</sup>, 11:59pm EST)**

### **Module 3: External and Internal Stakeholders (May 23-29)**

#### Assigned Readings:

##### Part 1: Collaboration

1. Babiak, K., & Thibault, L. (2009). Challenges in multiple cross-sector partnerships. *Nonprofit and Voluntary Sector Quarterly*, 38(1), 117-143.
2. Misener, K. E., & Doherty, A. (2012). Connecting the community through sport club partnerships. *International Journal of Sport Policy and Politics*, 4(2), 243-255.
3. Parent, M. M., & Harvey, J. (2009). Towards a management model for sport and physical activity community-based partnerships. *European Sport Management Quarterly*, 9(1), 23- 45.
4. Nambisan, S. (2009). Platforms for collaboration. *Stanford Social Innovation Review*.

##### Part 2: Human Resources Management

1. Taylor, T., & McGraw, P. (2006). Exploring human resource management practices in nonprofit sport organisations. *Sport Management Review*, 9(3), 229-251.
2. Østerlund, K. (2013). Managing voluntary sport organizations to facilitate volunteer recruitment. *European Sport Management Quarterly*, 13(2), 143-165

3. Eisner, D., Grimm Jr., R. T., Maynard, S., & Washburn, S. (2009). The new volunteer workforce. *Stanford Social Innovation Review*.

Assignments:

**Discussion Boards (Initial posts due Wednesday, May 25<sup>th</sup>, 11:59pm EST, Responses due Sunday, May 29<sup>th</sup>, 11:59pm EST)**  
**Case Study Report (Due Friday, May 27<sup>th</sup> at 11:59pm EST)**

**Module 4: Performance Evaluation (May 31- June 5)**

Assigned Readings:

Part 1: Performance Metrics

1. Nowy, T., Wicker, P., Feiler, S., & Breuer, C. (2015). Organizational performance of nonprofit and for-profit sport organizations. *European Sport Management Quarterly*, 15(2), 155-175.
2. Wemmer, F., Emrich, E., & Koenigstorfer, J. (2016). The impact of coopetition-based open innovation on performance in nonprofit sports clubs. *European Sport Management Quarterly*, 16(3), 341-363.
3. Winand, M., Rihoux, B., Robinson, L., & Zintz, T. (2013). Pathways to high performance: A qualitative comparative analysis of sport governing bodies. *Nonprofit and Voluntary Sector Quarterly*, 42(4), 739-762
4. Fruchterman, J. (2016). Using data for action and for impact. *Stanford Social Innovation Review*.

Part 2: Generating Revenue (Social Revenue and Financial Revenue in Hybridity)

1. Wicker, P., Longley, N., & Breuer, C. (2015). Revenue volatility in German nonprofit sports clubs. *Nonprofit and Voluntary Sector Quarterly*, 44(1), 5-24.
2. Wicker, P., Feiler, S., & Breuer, C. (2013). Organizational mission and revenue diversification among non-profit sports clubs. *International Journal of Financial Studies*, 1(4), 119-136.
3. Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*.
4. Svensson, P. G., & Seifried, C. S. (2017). Navigating plurality in hybrid organizing: The case of sport for development and peace entrepreneurs. *Journal of Sport Management*, 31(2), 1-42.
5. Kim, P. & Bradach, J (2012). Why more nonprofits are getting bigger. *Stanford Social Innovation Review*.

### Part 3: Financial Management

1. Cordery, C. J., Sim, D., & Baskerville, R. F. (2013). Three models, one goal: Assessing financial vulnerability in New Zealand amateur sports clubs. *Sport Management Review, 16*(2), 186-199.
2. Wicker, P., Breuer, C., & Hennigs, B. (2012). Understanding the interactions among revenue categories using elasticity measures—Evidence from a longitudinal sample of non-profit sport clubs in Germany. *Sport Management Review, 15*(3), 318-329.
3. Rhode, D. L., & Packel, A. K. (2009). Ethics and nonprofits. *Stanford Social Innovation Review*.
4. Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*.

### Assignments:

**Discussion Boards (Initial posts due Wednesday, June 1<sup>st</sup>, 11:59pm EST, Responses due Sunday, June 5<sup>th</sup>, 11:59pm EST)**

## **Module 5: Innovation and Technology (June 6-12)**

### Assigned Readings:

#### Part 1: Innovation

1. Hoerber, L., Doherty, A., Hoerber, O., & Wolfe, R. (2015). The nature of innovation in community sport organizations. *European Sport Management Quarterly, 15*(5), 518-534.
2. Winand, M., Scheerder, J., Vos, S., & Zintz, T. (2016). Do non-profit sport organisations innovate? Types and preferences of service innovation within regional sport federations. *Innovation, 18*(3), 289-308.
3. Brown, L. D. (2015). Bridge-building for social transformation. *Stanford Social Innovation Review*.

#### Part 2: Technology

1. Svensson, P. G., Mahoney, T. Q., & Hambrick, M. E. (2015). Twitter as a Communication Tool for Nonprofits: A Study of Sport-for-Development Organizations. *Nonprofit and Voluntary Sector Quarterly, 44*(6), 1086-1106.
2. Naraine, M. L., & Parent, M. M. (2016). Illuminating centralized users in the

social media ego network of two national sport organizations. *Journal of Sport Management*.

3. Hoerber, L., & Hoerber, O. (2012). Determinants of an innovation process: A case study of technological innovation in a community sport organization. *Journal of Sport Management*, 26(3), 213-223.
4. Arrillaga-Andreessen, L. (2015). Disruption for good. *Stanford Social Innovation Review*

Assignments:

**Discussion Boards (Initial posts due Wednesday, June 8<sup>th</sup>, 11:59pm EST, Responses due Sunday, June 12<sup>th</sup>, 11:59pm EST)**  
**Shark Tank Submission (Due Friday, June 10<sup>th</sup>, 11:59pm EST)**

**Module 6: Nonprofit Capacity Building (June 13-19)**

Assigned Readings:

1. Doherty, A., Misener, K., & Cuskelly, G. (2014). Toward a multidimensional framework of capacity in community sport clubs. *Nonprofit and Voluntary Sector Quarterly*, 43(2S), 124S – 142S.
2. Misener, K., & Doherty, A. (2013). Understanding capacity through the processes and outcomes of interorganizational relationships in nonprofit community sport organizations. *Sport Management Review*, 16(2), 135-147.
3. Millar, P., & Doherty, A. (2016). Capacity building in nonprofit sport organizations: Development of a process model. *Sport Management Review*, 19(4), 365-377.
4. Milway, K. S., & Saxton, A. (2011). The challenge of organizational learning. *Stanford Social Innovation Review*.

Assignments:

**Discussion Boards (Initial posts due Wednesday, June 15<sup>th</sup>, 11:59pm EST, Responses due Sunday, June 19<sup>th</sup>, 11:59pm EST)**  
**Shark Tank Peer evaluation (Due Friday, June 17<sup>th</sup>, 11:59pm EST)**  
**Final Exam (Open June 15<sup>th</sup>, 12:00am until June 17<sup>th</sup>, 11:59pm EST)**

Case Study Rubric—50pts

Criterion			
Identification Of Main Issues/Problems (5pts)	5pts Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	3pts Identifies and demonstrates an accomplished understanding of most of the issues/problems.	1pt Identifies and demonstrates acceptable understanding of some of the issues in the case study.
Analysis/Evaluation of Issues/Problems (10pts)	10pts Presents an insightful and thorough analysis of all identified issues/problems.	7pts Presents a thorough analysis of most of the issues identified.	5pts Presents a superficial or incomplete analysis of some of the identified issues.
Recommendations on Effective Solutions/Strategies (20pts)	20pts Supports diagnosis and opinions with strong arguments and well-documented evidence; presents a balanced and critical view; interpretation is both reasonable and objective.	15pts Supports diagnosis with limiting reasoning and evidence; presents a somewhat one-sided argument; demonstrates little engagement with ideas presented.	10pts Little or no action suggested and/or inappropriate solutions proposed to the case study.
Links to Course Readings And Additional Research (10pts)	10pts Makes appropriate and powerful connections between identified issues/problems and the leadership concepts studied in the course readings and lectures; supplements case study with relevant and thoughtful research and documents all sources of information.	7pts Makes appropriate but someone vague connections between identified issues/problems and concepts studied in readings and lectures; supplements case study with limited research.	5pts Makes inappropriate or little connection between issues identified and the concepts studied in the readings; supplements case study, if at all, with incomplete research.
Writing Mechanics And Formatting Guidelines (5pts)	5pts Demonstrates clarity, conciseness and correctness; formatting is inappropriate and writing is free of grammar and spelling errors	3pts Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization	1pt Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines

<b>Necessary Content</b>	<b>(10)</b>	<b>(5)</b>	<b>(0)</b>
All relevant information about your community (you can look up any additional information you need, like demographic breakdown, etc)	All relevant information provided	Some relevant information about the community missing	Element not present
Information about the need you are filling, i.e. justification for why your organization is necessary.	Information and justification provided	Information provided without justification	Element not present
A stated mission for your organization (connected to the needs of the community)	Mission statement connected to the needs of the community	Mission statement without connecting it to the needs of the community	Element not present
A description of the service you are providing—make sure to include where and how often this service will be provided	Full description of services	Partial description of services	Element not present
The target population of this service	Target population provided		Element not present
What initial funding sources you would seek, and why (be as specific as possible—it is not enough to say “donors”)	Initial funding sources provided along with justification	Initial funding sources provided without justification	Element not present
The kind of people you would tap to be on your BOD, and why you need these particular types of people	BOD makeup provided with justification	BOD makeup provided without justification	Element not present
The number and type of people you will have delivering this service (and why this is the best model)	Information provided with justification	Information provided without justification	Element not present
Partnerships with external entities, and how they add to your capacity	Partnerships with external entities listed and justified	Partnerships with external entities listed without justification	Element not present
How you will measure whether you have met your goals	Specific measurement of goals provided	Non-specific measurement of goals provided.	Element not present
			<b>Total (/100):</b>

# Course|New for request 17717

## Info

**Request:** SPM 5XXX Sport Sponsorship

**Description of request:** Sport Sponsorship Graduate Course Proposal

**Submitter:** Cytrice Thomas cthomas10@ufl.edu

**Created:** 9/26/2023 1:52:15 PM

**Form version:** 3

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

SPM

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

*Note: 5000 level courses must be submitted through the undergraduate new course process*

Response:

5

### Rationale for 5000 level course request

*Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target audience, program, school)*

Response:

The course is an elective offered in the Department and is intended to provide students with an introduction to another aspect of sport management: the significance of developing and maintaining relationships with third party organizations and potential sponsors for sport organization. It is a course meant to complement to current required courses in our master's degree program.

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:

None

**Category of Instruction**

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.  
&nbsp;

Response:  
Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
Sport Sponsorship

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
Sport Sponsorship

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Graduate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
Online, On-Campus

**Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

**Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
Earliest Available

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

**Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;

Response:

Lecture

**Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

**Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This course is designed to explore sponsorship in sport. Through the exploration of various types of sponsorship, students will also be able to formulate their own creative solutions to achieve partner brand objectives. Further, students will gain a firm understanding in how sports sponsorships are sought out, formulated, evaluated, and activated to produce positive ROI and ROO for partner brands.

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:  
7HH or 8HH

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

Example:&nbsp;

<ol>

- Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2#### or greater, FAS2#### or greater, BOT2#### or greater, PCB2#### or greater, BCH2#### or greater, ZOO2#### or greater, MCB 2#### or greater, CHM 2#### or greater, PHY 2#### or greater, or STA 2#### or greater).</ol>

## Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
N/A

## Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

This course will be offered as an elective in the department of sport management. It will provide students with an opportunity to explore another aspect of sport marketing, already a core element of our degree program. Sport sponsorship accounts for roughly 70% of total sponsorship spending in North America. With such a substantial share of sponsorship spending, it is essential for students who hope to have a career in the sport industry to have an understanding and appreciation for its role in sport organizations.



- ESP's Guide to Sponsorship: Everything You Need to Know About Sports, Art, Event, Entertainment and Cause Marketing.pdf
- Five Tips on Maximizing the True Worth of Sponsorship sponsorship.com
- Campus Wide Sponsorship Programs Move to the Head of the Class sponsorship.com
- Kinecta Shoots for the Stars with LA Galaxy sponsorship.com

Assignment: Big Idea

Week 4 How Companies Determine What to Sponsor

Reading:

- ZTrip Calls Up New Sponsorship.pdf
- Why Dow Chemical is Bonding with Sponsorship sponsorship.com
- Inside Anheuser-Busch's Sustainable Sponsorship Strategy sponsorship.com

Assignment: Case Study Quiz 2

Week 5 Types of Sponsorship Rights and Benefits

Reading:

- How the LPGA is Succeeding with Data sponsorship.com
- Naming Rights Deal Moves Beyond Reach sponsorship.com
- How TE Connectivity Connects with Sponsorship sponsorship.com

Week 6 Sell with a Story

Reading:

- Sell with a Story – Chapters 1-7

Assignment: Case Study Quiz 3

Week 7 Prospecting

Reading:

- Sponsor Prospecting: Ten Categories to Watch in 2018 sponsorship.com
- Sponsorship Prospecting: Three Categories to Watch sponsorship.com
- NASCAR-Team Goes Back to School to Secure New Part sponsorship.com
- Key Questions to Ask When Qualifying Prospects sponsorship.com
- Inside the Big Ten's Conference's Sales Strategy sponsorship.com

Assignment: Video Assignment

Week 8 Mid-Term Examination

Reading:

- Review course reading materials

Assignment: Mid Term Exam

Week 9 Anatomy of a Proposal/Pitch

Reading:

- What Not to Do When Selling Sponsorship sponsorship.com
- Sponsor View: How to Increase the Odds for Closing sponsorship.com
- Decision Maker View: What to do When Selling Sponsorship sponsorship.com

Assignment: Case Study Quiz 4

Week 10 Negotiation & Objection

Reading:

- Sell With A Story – Chapter 8
- The Art of Negotiating.pdf
- 5 Tips to Winning a Big Sports Negotiation.pdf
- Overcoming Objections: How to Deal with the 9 Most Common Sales Objections.pdf

Week 11 Activation

Reading:

- How Sponsors are Activating the 2017-2018 NBA Playoffs and Finals sponsorship.com

- Activation Rundown at the 2018 Pyeong Chang Games sponsorship.com
- Bank of America Banks Success with MLB Activation sponsorship.com

Assignment: Brand Brief Assignment  
Case Study Quiz 5

Week 12 Performance Measurement

Reading:

- How to Make the Most Out of Post-Event Recap Reports sponsorship.com
- Five Tips on Creating Post-Event Recap Reports sponsorship.com
- 10 Ways to Increase Your Social Media Engagement like Never Before. pdf

Week 13 Creating Long-Term Partnerships

Reading:

- Best Practices: Sponsor Summits sponsorship.com
- Sponsor Survey Reveals Dissatisfaction with Property Partners sponsorship.com
- Four Trends in Sponsorship Summits sponsorship.com

Assignment: Case Study Quiz 6

Week 14 Sponsorship Proposal

Assignment: Sponsorship Partner Proposal

Week 15 Final Examination

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details &nbsp;regarding how those items will be assessed.*

Response:

- 4% - Student Engagement (15 points total)
- 11% - Assignments (x3; 15 points each)
- 30% - Case Study Quiz (x6; 20 points each)
- 37% - Mid-Term & Final Examinations (x2; 75 points each)
- 17% - Sport Sponsorship Partnership Proposal (70 points)

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:

To be determined

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Response:  
Yes

### **Accommodations**

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:  
Yes

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

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:  
Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/public-results/>. 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/>.

&nbsp;

Response:  
Yes

# Sport Sponsorship

SPM XXXX | Fall 2020 | MWF, 8:30 AM – 9:25 AM | FLG 2XX

Instructor: TBD

Office: FLG XXX | Phone: 352-294-xxxx | Email: | Office Hours: TBD

**This course is designed to explore sponsorship in sport.** Through the exploration of various types of sponsorship, students will also be able to formulate their own creative solutions to achieve partner brand objectives. Further, students will gain a firm understanding in how sports sponsorships are sought out, formulated, evaluated, and activated to produce positive ROI and ROO for partner brands.

## Course Objectives

Upon completion of this course, students are expected to successfully:

- ✓ Explain the difference between advertising and sponsorship and why companies utilize sports sponsorship as an effective marketing tool
- ✓ Identify and differentiate between various sports sponsorship categories
- ✓ Distinguish upon and demonstrate how to research prospective sponsors
- ✓ Formulate a sponsorship proposal and effectively “pitch” ideas through story telling
- ✓ Articulate and categorize the keys to effectively negotiate and how to overcome objections
- ✓ Dissect and evaluate effective sponsorship proposals
- ✓ Summarize what sponsorship activation is and illustrate how to increase your likelihood of retaining and/or upselling partners
- ✓ Classify and differentiate between key performance indicators (KPI) for sponsorship recaps such as ROI and ROO
- ✓ Identify the key reasons partnerships succeed or fail

## Course Requirements

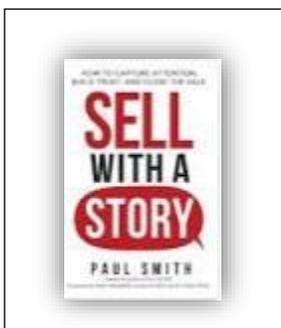
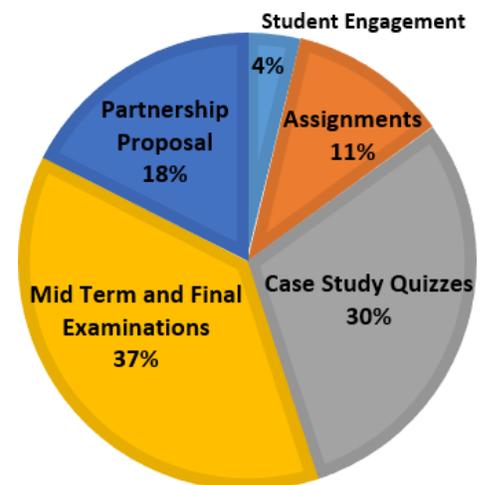
- 3.75% - Student Engagement (15 points total)
- 11.25% - Assignments (x3; 15 points each)
- 30% - Case Study Quiz (x6; 20 points each)
- 37.5% - Mid-Term & Final Examinations (x2; 75 points each)
- 17.5% - Sport Sponsorship Partnership Proposal (70 points)

## Grading Standards

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

See current UF Grading Policies for further details:

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



## Text & Reading Material

Smith, Paul (2016). *Sell With A Story* (1<sup>st</sup> Ed.) AMACOM.

ISBN-13: 978-0814437117

[www.Sponsorship.com](http://www.Sponsorship.com) (sign up for free membership under “Log-in” tab. Will be utilized to access various article assignments.)

**ESP Guide to Sponsorship** (uploaded in Canvas. Will be utilized for various reading assignments as outlined each week)

**Additional Readings posted to Canvas.**

## Course Requirements

The assignments will be used to assess the student's academic standing in this course. **Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment.** Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Student Engagement: 4%

Students are expected to exhibit a high degree of professionalism during all class meetings and when submitting work assigned throughout the course. At minimum, students are expected to show up to class on time **and be prepared to participate thoughtfully in the discussion and activities that are part of each class period. Engagement grade will be based on a rubric provided in Canvas.**

### Course Assignments 11%

As you move through the course of the semester, you and your fellow classmates will be grouped to form your own "agency" (2-3 person groups depending on class size). Your "agency" will assume the role of a consultant for the Tampa Bay Lightning Corporate Partnership team. You'll be assigned a specific case study and be asked to formally present a minimum of 2 "big ideas" around activating one of their sponsors. Not only will your assignment receive a grade per the rubric, but executives from the Tampa Bay Lightning Corporate Partnership team will review submissions and select one "agency" as the "winner".

### Case Study Quizzes 30%

There will be eight (8) case study quizzes throughout the semester. Case Study quizzes will consist of five (5) questions and you will have 15-minutes to complete them. Case Study quizzes will be available Monday to Sunday via Canvas and are due by 11:59PM Sunday; however, you only get one opportunity to complete it. Case Study quizzes are **open** notes. We are not responsible for computer/connection errors, so please make sure you use a reliable computer with a secure connection and take quizzes earlier in the day to leave you more time in case there is an issue. If you do have technical difficulties, be sure to contact Learning Support Services and email me immediately with a screenshot of the issue.

### Exams (Mid-Term and Final) 37%

There will be two (2) exams throughout the semester. The exams will consist of 5-7 short answer questions and you will have 70-minutes to complete them. Exams will be available for a four-day period via Canvas and are due by 11:59PM on the due date; however, you only get one opportunity to complete it. Exams are **closed** notes and will be proctored through Honorlock. Please be sure you use a reliable computer with a secure connection and take quizzes earlier in the day to leave you more time in case there is an issue. If you do have technical difficulties, be sure to contact Learning Support Services and email me immediately with a screenshot of the issue.

### Final Sport Sponsorship Partnership Proposal 17%

The assignments over the course of the semester will aid in building your final proposal, some group and some individual. The high-level progression breaks down as follows:

- 1) Review the final project video (Individual)
- 2) Research the Tampa Bay Lightning & assigned company (Individual)
- 3) Complete Selling with a Story exercise (Individual)
- 4) Schedule and conduct prospecting call (Group)
- 5) Complete a brand brief (Individual)
- 6) Complete formal proposal for the Tampa Bay Lightning (Group)

Module	Week	Topics	Assessment	Due Date	Point Value
<p><b>Module 1</b> <b>What is Sport Sponsorship</b></p> <p>In this module, students will gain a better understanding of what sports sponsorship is and why it's continuing to grow. We'll examine why companies sponsor and what goes into their decision making process when determining which properties to partner with. In addition, we'll explore the various benefits a company may receive when sponsoring a property</p>	<b>Week 1</b>	<p><b>Introduction to Sport Sponsorship</b></p> <p><i>Reading:</i> Syllabus</p>	Case Study Quiz 1	Due Sunday, by 2359 hrs EST	20
	<b>Week 2</b>	<p><b>What is Sport Sponsorship?</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• ESP's Guide to Sponsorship: Everything you Need to Know about Sports, Art, Event, Entertainment and Cause Marketing.pdf</li> <li>• <a href="#">Signs Point to Healthy Sponsorship Spending</a> sponsorship.com</li> <li>• <a href="#">Sponsorship Spending on the NHL Totals \$559.5 Million in 2017-2018</a> sponsorship.com</li> <li>• <a href="#">Sponsorship Spending on the NBA Totals \$1.2 Billion in 2017-2018</a> sponsorship.com</li> <li>• <a href="#">How Good is the New Cool</a> sponsorship.com</li> </ul>			
	<b>Week 3</b>	<p><b>Sports Sponsorship: Why Companies Sponsor</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• ESP's Guide to Sponsorship: Everything You Need to Know About Sports, Art, Event, Entertainment and Cause Marketing.pdf</li> <li>• <a href="#">Five Tips on Maximizing the True Worth of Sponsorship</a> sponsorship.com</li> <li>• <a href="#">Campus Wide Sponsorship Programs Move to the Head of the Class</a> sponsorship.com</li> <li>• <a href="#">Kinecta Shoots for the Stars with LA Galaxy</a> sponsorship.com</li> </ul>	Big Idea Assignment	Due Sunday, by 2359 hrs EST	15
	<b>Week 4</b>	<p><b>How Companies Determine What to Sponsor</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• ZTrip Calls Up New Sponsorship.pdf</li> <li>• <a href="#">Why Dow Chemical is Bonding with Sponsorship</a> sponsorship.com</li> <li>• <a href="#">Inside Anheuser-Busch's Sustainable Sponsorship Strategy</a> sponsorship.com</li> </ul>	Case Study Quiz 2	Due Sunday, by 2359 hrs EST	20
	<b>Week 5</b>	<p><b>Types of Sponsorship Rights and Benefits</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">How the LPGA is Succeeding with Data</a> sponsorship.com</li> <li>• <a href="#">Naming Rights Deal Moves Beyond Reach</a> sponsorship.com</li> <li>• <a href="#">How TE Connectivity Connects with Sponsorship</a> sponsorship.com</li> </ul>			

Module	Week	Topics	Assessment	Due Date	Point Value
<b>Module 2 Sponsorship Sales</b>  In this module we will examine various aspects of the sales cycle and how to effectively use story-telling throughout. Further we'll learn how to prospect and pitch clients and the role analytics plays in building an effective proposal. Lastly we will examine effective ways to negotiate and handle objections.	<b>Week 6</b>	<b>Sell with a Story</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>Sell with a Story – Chapters 1-7</li> </ul>	Case Study Quiz 3	Due Sunday, by 2359 hrs EST	20
	<b>Week 7</b>	<b>Prospecting</b> <i>Reading:</i> <ul style="list-style-type: none"> <li><a href="http://sponsorship.com">Sponsor Prospecting: Ten Categories to Watch in 2018</a> sponsorship.com</li> <li><a href="http://sponsorship.com">Sponsorship Prospecting: Three Categories to Watch</a> sponsorship.com</li> <li><a href="http://sponsorship.com">NASCAR-Team Goes Back to School to Secure New Part</a> sponsorship.com</li> <li><a href="http://sponsorship.com">Key Questions to Ask When Qualifying Prospects</a> sponsorship.com</li> <li><a href="http://sponsorship.com">Inside the Big Ten's Conference's Sales Strategy</a> sponsorship.com</li> </ul>	Video Assignment	Due Sunday, by 2359 hrs EST	15
	<b>Week 8</b>	<b>Mid-Term Examination</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>Review course reading materials</li> </ul>	Mid Term Exam	Due Sunday, by 2359 hrs EST	75
	<b>Week 9</b>	<b>Anatomy of a Proposal/Pitch</b> <i>Reading:</i> <ul style="list-style-type: none"> <li><a href="http://sponsorship.com">What Not to Do When Selling Sponsorship</a> sponsorship.com</li> <li><a href="http://sponsorship.com">Sponsor View: How to Increase the Odds for Closing</a> sponsorship.com</li> <li><a href="http://sponsorship.com">Decision Maker View: What to do When Selling Sponsorship</a> sponsorship.com</li> </ul>	Case Study Quiz 4	Due Sunday, by 2359 hrs EST	20
	<b>Week 10</b>	<b>Negotiation &amp; Objection</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>Sell With A Story – Chapter 8</li> <li>The Art of Negotiating.pdf</li> <li>5 Tips to Winning a Big Sports Negotiation.pdf</li> <li>Overcoming Objections: How to Deal with the 9 Most Common Sales Objections.pdf</li> </ul>			

Module	Week	Topics	Assessment	Due Date	Point Value
<b>Module 3 Sponsorship Activation</b>  In this module students will examine many facets of activating a sports sponsorship deal; namely what it is, what it costs, role responsibilities and challenges. Further students will examine ROI, ROO and KPI and how they are showcased to partners. Lastly, students will also explore various ways to create long-term partnerships and why sponsorships fail.	<b>Week 11</b>	<b>Activation</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>• <a href="#">How Sponsors are Activating the 2017-2018 NBA Playoffs and Finals</a> sponsorship.com</li> <li>• <a href="#">Activation Rundown at the 2018 Pyeong Chang Games</a> sponsorship.com</li> <li>• <a href="#">Bank of America Banks Success with MLB Activation</a> sponsorship.com</li> </ul>	Brand Brief Assignment	<b>Due Sunday, by 2359 hrs EST</b>	15
	<b>Week 12</b>	<b>Performance Measurement</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>• <a href="#">How to Make the Most Out of Post-Event Recap Reports</a> sponsorship.com</li> <li>• <a href="#">Five Tips on Creating Post-Event Recap Reports</a> sponsorship.com</li> <li>• 10 Ways to Increase Your Social Media Engagement like Never Before. pdf</li> </ul>	Case Study Quiz 5		20
	<b>Week 13</b>	<b>Creating Long-Term Partnerships</b> <i>Reading:</i> <ul style="list-style-type: none"> <li>• <a href="#">Best Practices: Sponsor Summits</a> sponsorship.com</li> <li>• <a href="#">Sponsor Survey Reveals Dissatisfaction with Property Partners</a> sponsorship.com</li> <li>• <a href="#">Four Trends in Sponsorship Summits</a> sponsorship.com</li> </ul>	Case Study Quiz 6	<b>Due Sunday, by 2359 hrs EST</b>	20
Module	Week	Topics	Assessment	Due Date	Point Value
<b>Module 4 Success in Sport Sponsorship</b>	<b>Week 14</b>	<b>Sponsorship Proposal</b>	Sponsorship Partner Proposal	<b>Due Sunday, by 2359 hrs EST</b>	70
	<b>Week 15</b>	<b>Final Examination</b>	Final Examination		75

## Course Policies

**Absences** - Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the designated due date. Documentation is required for an absence to be excused. Excused absences include, but are not limited to, personal illness, family illness or death, call to jury duty, religious holy days, and official University activity consistent with the [university policies](#). Absences will be excused at instructor's discretion. Unexcused absences will affect participation grade.

**Academic Integrity** - Any individual who becomes aware of an honor code violation is committed to take corrective action. Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the [UF Student Honor Code](#).

**Students with Disabilities** - Any student who feels she or he may need an accommodation based on the Impact of a disability should contact me privately to discuss your specific needs. This syllabus and other class materials are available in alternative formats upon request. 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 when requesting accommodation. For more information, refer to [Disability Resource Center](#) (352-392-8565)

**Course Evaluations** - Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via [GatorEvals](#). 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/>.

**Course Communication** - The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with “SPM 46XX – First name, Last name - ...” Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days. However, a timely email response will be subject to the instructor's commitment to research, scholarly activity, and service. Course-related communications such as syllabus, announcements, and other documentations will be available for students on Canvas (<http://elearning.ufl.edu/>). It is the student's responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

**Class Demeanor** - Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom, or during designated break periods. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

## 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.

**Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need

**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/>.

For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608

### 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 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**, 2215 Turlington 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).

Final Sponsorship Proposal Rubric

Possible Points	Discussion Criteria	Satisfactory	Needs Improvement	Poor	Score
20%	Property knowledge & Alignment	Student provided a thorough overview of the TB Lightning and provided a minimum of (3) relevant data insights which were properly reflected in the presentation.	Student shared little information about the TB Lightning or only offered (2) relevant data insights. Analytical data insights weren't conveyed correctly.	The company overview was sparse and there wasn't any supporting analytical data.	
20%	Product / Prospect Knowledge	Student provided a thorough overview of Spectrum Mobile and provided a minimum of (3) key insights.	Student provided an overview of Spectrum Mobile and provided a couple of takeaways.	There was a lack of detailed information on Spectrum Mobile.	
20%	Big Ideas & Story	Student provided a minimum of (2*) feasible big ideas that aligned with Spectrum Mobile's objective. Minimum of (2) stories told in the presentation. (*3 big ideas for groups of 3 students)	Multiple thought starters were not provided and/or didn't seem to align with Spectrum Mobile's objective. Only one story was told.	Lack of thought starter ideas and a disregard for Spectrum Mobile's objective. Story-telling was missing.	
15%	Participation & Delivery	Student was dressed professionally and their spoken delivery was easy to understand and follow. The student shared in equal weight of the presentation.	The student's delivery was a hard to follow and professional appearance/attire was not followed.	Student struggled to present & disregarded the professional attire. Did not share equal weight of the presentation.	
15%	Organization & Presentation Deck	The appearance of the presentation deck was professional and high-quality. The presentation had a natural flow, was well organized, and easy to follow.	The presentation contained several errors and/or wasn't well organized.	The presentation looked rushed and incomplete.	
10%	Timeliness & Responses	The final proposal was turned in on time and was within the 15-20 minute mark. Two (2) responses were given to fellow students in a timely manner.	The final proposal minimally fell short of the required time requirements. Responses to other students were tardy.	Proposal was turned in late and there was a complete disregard for the time requirements or response to other students.	
					100 Max Points

# Course|New for request 18785

## Info

**Request:** SWS 6XXX Soil Health and Data  
**Description of request:** New Graduate Course Request  
**Submitter:** Yang Lin ylin2@ufl.edu  
**Created:** 9/14/2023 6:25:19 PM  
**Form version:** 2

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
SWS

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).  
Note: 5000 level courses must be submitted through the undergraduate new course process*

Response:  
6

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
XXX

### Lab Code

*Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).*

Response:  
None

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Intermediate

• 1000 level = Introductory undergraduate

- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

### **Course Title**

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;*

Response:  
Soil Health and Data

### **Transcript Title**

*Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).*

Response:  
Soil Health and Data

### **Degree Type**

*Select the type of degree program for which this course is intended.*

Response:  
Graduate

### **Delivery Method(s)**

*Indicate all platforms through which the course is currently planned to be delivered.*

Response:  
Online

### **Co-Listing**

*Will this course be jointly taught to undergraduate, graduate, and/or professional students?*

Response:  
No

### **Effective Term**

*Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective*

*term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.*

Response:  
Earliest Available

**Effective Year**

*Select the requested year that the course will first be offered. See preceding item for further information.*

Response:  
Earliest Available

**Rotating Topic?**

*Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.*

Response:  
No

**Repeatable Credit?**

*Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.*

Response:  
No

**Amount of Credit**

*Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.*

Response:  
3

**S/U Only?**

*Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.*

Response:  
No

**Contact Type**

*Select the best option to describe course contact type. This selection determines whether base hours or*

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:  
Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Clinical Instruction [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

### **Course Type**

Please select the type of course being created. These categories are required by the Florida Board of Governors.&nbsp;

Response:  
Lecture

### **Weekly Contact Hours**

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:  
3

### **Course Description**

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:  
Examine the concept, history, and underlying science of soil health; Apply basic statistical methods to analyze soil data and assess soil health in the R programming environment; Compare and select soil health indicators; Discuss the management practices for enhancing soil health.

### **Prerequisites**

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.  
Please verify that any prerequisite courses listed are active courses.

Response:  
N/A

Completing Prerequisites on UCC forms:

- Use “&” and “or” to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, “MAC 2311(B)” indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- “Permission of department” is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example:&nbsp;

Example:&nbsp;

<ol>

- Prereq published language:&nbsp;BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).</ol>

## Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Soil health has emerged as a unifying concept with broad endorsement from the agriculture enterprise to sustain and promote long-term sustainability of soil sources. How to translate soil data into actionable management practices and policy recommendations remains a key challenge. This course couples the underlying science behind the concept of soil health with the analytical methods of soil data. In the lectures, we will study the fundamentals of soil health and introduce the general framework of soil health assessment. Using hands-on data tutorials, students will learn how to interact with soil health data including data structure, data management, and programming for data analysis and visualization. No prior experience in R programming is needed, as the tutorials will be self-guided to provide the necessary knowledge on these topics. Students’ learning will be supported via peer discussion over Canvas, weekly chat sessions, and appointments with the instructor.

## Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

After successfully completing the course, students will be able to:

- Define and critique the concept of soil health
- Compare and select soil health indicators for field evaluation
- Develop basic programming proficiency in R
- Apply statistical methods to describe, visualize, and interpret soil health data
- Identify common management practices for enhancing soil health and evaluate their potentials and limitations
- Assess the unique challenges in quantifying and managing soil health in the state of Florida

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

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;Please provide specific examples&nbsp;to evaluate the course and identify required textbooks.&nbsp;

Response:

- Required readings are available on Canvas. Students will discuss the following papers in the journal club:
  - o Chahal, I. & Eerd, L. L. V. *Geoderma* 352, 38–48 (2019).
  - o Culman, S. W. et al. *Soil Sci Soc Am J* 76, 494–504 (2012).
  - o Fine, A. K., Es, H. M. & Schindelbeck, R. R. *Soil Sci Soc Am J* 81, 589–601 (2017).
  - o Karlen, D. L., et al. *Electronic Journal of Integrative Biology* (2008).
  - o Lehmann, J. et al. *Nat Rev Earth Environ* 1–10 (2020)
  - o Liptzin, D. et al. *Soil Biology Biochem* 172, 108708 (2022).
  - o Mohammed, A. K. et al. 2020. *Geoderma* 357:113945.
  - o Nunes, M. R. et al. *Soil Sci Soc Am J* 85, 1196–1213 (2021).
  - o Stewart, R. D. et al. *Agricultural & Environmental Letters* 3 (2018).
  - o Sanderman, J., Hengl, T. & Fiske, G. J. *Proc National Acad Sci* 114 (2017).
  - o Wade, J. et al. *Soil Biology Biochem* 170, 108710 (2022).

### Weekly Schedule of Topics

*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Week	Lecture topics	Data tutorials	Journal club
8/23	Introduction		
8/28	Definition of soil health	Introduction to R and Rstudio	Lehmann et al. 2020
9/5	History of soil health	Data tables in R	Karlen et al. 2008
9/11	Trajectories of soil health: degradation vs restoration		Descriptive statistics with `dplyr` package Sanderman et al. 2017
9/18	Chemical indicators	Plotting data with `ggplot2` package	Stewart et al. 2018
9/25	Physical indicators	ANOVA in soil health	Mohammed et al. 2020
10/2	Biological indicators	Regression in soil health	Culman et al. 2012
10/9	Exam 1		
10/16	Introduction to soil health assessment	Scoring functions	Fine et al. 2017
10/23	Scoring functions	Minimal dataset for soil health assessment	Nunes et al. 2021
10/30	Weighing functions and integration	Factor analysis	Chahal and Eerd 2019
11/6	Soil health management	Case studies	Liptzin et al. 2022
11/13	Soil health in Florida	Meta-analysis	Wade et al. 2022
11/27	Review	Group presentation	
12/4	Exam 2	Group presentation	

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

Response:

A	90-100	B+	87-89.99	B	80-86.99	C+	77-79.99
C	70-76.99	D+	67-69.99	D	60-66.99	E	<60

### Instructor(s)

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Yang Lin, Assistant Professor

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.*

Response:  
Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

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

*Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

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

Response:  
Yes

### **Course Evaluation Policy**

*Course Evaluation Policy*

*Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:*

- *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/public-results/>. 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/>.

&nbsp;

Response:

Yes

# Soil Health and Data

## SWS 6xxx

### Instructor:

Dr. Yang Lin  
Assistant Professor  
McCarty Hall A, Rm G163  
University of Florida – Gainesville  
Email: [ylin2@ufl.edu](mailto:ylin2@ufl.edu)  
Office hours: Mondays 12:30 to 2:30 pm

### Course credits: 3

### Teaching Format and Course Communications:

- Exclusively online.
- Pre-recorded lectures, weekly data tutorials and assignments, weekly chat sessions, group projects, assignments, and exams.
- Canvas eLearning Login: <http://elearning.ufl.edu/>
- Contact instructor through Canvas messaging system or email.
  - Allow 24 hours for a response during the week.
  - Questions posted over the weekend will not receive a response until Monday.

### Pre-Requisites: N/A

### Required Textbook: None

- Required readings are available on Canvas. Students will discuss the following papers in the journal club:
  - Chahal, I. & Eerd, L. L. V. *Geoderma* 352, 38–48 (2019).
  - Culman, S. W. et al. *Soil Sci Soc Am J* 76, 494–504 (2012).
  - Fine, A. K., Es, H. M. & Schindelbeck, R. R. *Soil Sci Soc Am J* 81, 589–601 (2017).
  - Karlen, D. L., et al. *Electronic Journal of Integrative Biology* (2008).
  - Lehmann, J. et al. *Nat Rev Earth Environ* 1–10 (2020)
  - Liptzin, D. et al. *Soil Biology Biochem* 172, 108708 (2022).
  - Mohammed, A. K. et al. 2020. *Geoderma* 357:113945.
  - Nunes, M. R. et al. *Soil Sci Soc Am J* 85, 1196–1213 (2021).
  - Stewart, R. D. et al. *Agricultural & Environmental Letters* 3 (2018).
  - Sanderman, J., Hengl, T. & Fiske, G. J. *Proc National Acad Sci* 114 (2017).
  - Wade, J. et al. *Soil Biology Biochem* 170, 108710 (2022).

**Course Description (50 words limit for catalog):** Examine the concept, history, and underlying science of soil health; Apply basic statistical methods to analyze soil data and

assess soil health in the R programming environment; Compare and select soil health indicators; Discuss the management practices for enhancing soil health.

**Course Details:** Soil health has emerged as a unifying concept with broad endorsement from the agriculture enterprise to sustain and promote long-term sustainability of soil sources. How to translate soil data into actionable management practices and policy recommendations remains a key challenge. This course couples the underlying science behind the concept of soil health with the analytical methods of soil data. In the lectures, we will study the fundamentals of soil health and introduce the general framework of soil health assessment. Using hands-on data tutorials, students will learn how to interact with soil health data including data structure, data management, and programming for data analysis and visualization. No prior experience in R programming is needed, as the tutorials will be self-guided to provide the necessary knowledge on these topics. Students' learning will be supported via peer discussion over Canvas, weekly chat sessions, and appointments with the instructor.

### Course Learning Objectives:

After successfully completing the course, students will be able to:

- Define and critique the concept of soil health
- Compare and select soil health indicators for field evaluation
- Develop basic programming proficiency in R
- Apply statistical methods to describe, visualize, and interpret soil health data
- Identify common management practices for enhancing soil health and evaluate their potentials and limitations
- Assess the unique challenges in quantifying and managing soil health in the state of Florida

### Tentative Course Schedule:

Week	Lecture topics	Data tutorials	Journal club	Assignment/Project
8/23	Introduction			
8/28	Definition of soil health	Introduction to R and Rstudio	Lehmann et al. 2020	Assignment 1 due 9/2
9/5	History of soil health	Data tables in R	Karlen et al. 2008	Assignment 2 due 9/9
9/11	Trajectories of soil health: degradation vs restoration	Descriptive statistics with `dplyr` package	Sanderman et al. 2017	Assignment 3 due 9/16
9/18	Chemical indicators	Plotting data with `ggplot2` package	Stewart et al. 2018	Assignment 4 due 9/23
9/25	Physical indicators	ANOVA in soil health	Mohammed et al. 2020	Assignment 5 due 9/30
10/2	Biological indicators	Regression in soil health	Culman et al. 2012	Assignment 6 due 10/7
10/9	Exam 1			

10/16	Introduction to soil health assessment	Scoring functions	Fine et al. 2017	Assignment 7 and Proposal due 10/21
10/23	Scoring functions	Minimal dataset for soil health assessment	Nunes et al. 2021	Assignment 8 due 10/28
10/30	Weighing functions and integration	Factor analysis	Chahal and Eerd 2019	Assignment 9 due 11/4
11/6	Soil health management	Case studies	Liptzin et al. 2022	Assignment 10 due 11/11
11/13	Soil health in Florida	Meta-analysis	Wade et al. 2022	Paper due 11/18
11/27	Review			Group presentation
12/4	Exam 2			Group presentation

**Data Tutorials:** They are hands-on, self-paced guides to complete data wrangling, analysis, and visualization using R. Each tutorial will include several learning objectives to develop students' skills in programming, data analytics and applying these skills to solve soil health questions. Each tutorial will be accompanied with a video walk-through posted on Canvas.

**Assignments:** Assignments are designed based on each week's data tutorial. They include case-based questions reflecting the learning objectives of data tutorials. They are completed on Posit.Cloud. Instruments for setting up Posit.Cloud are provided on Canvas. Assignments are due on Saturday 11:59 pm (Eastern time) weekly.

**Exams:** they will include two types of questions: 1) case-based questions that are based on data tutorials and assignments and 2) short-answer questions on the science, assessment, and management of soil health. They are open-book but not open-peers. They will be submitted on Canvas.

**Chat Sessions:** Chat sessions are scheduled on Wednesdays 7 pm to 8:30 pm over zoom. All students are expected to participate. Zoom link can be found on the course's home page. Students will need access to a computer with audio and a web camera (optional) to take this course. If you are unable to attend a chat session, chat sessions may be replaced with chat make-up assignments on Canvas at the instructors' discretion.

**Journal Club:** Each week, students will discuss a paper during *the 2<sup>nd</sup> half of the chat session*. The goal here is to critically evaluate some of the current literature on soil health. Students will take turns to lead the discussion. The discussion leader will provide a short summary of the paper (< 3 minutes) and develop a list of questions for discussion. The instructor will randomly assign the discussion leaders. Attendance is required as a part of the grade for participation (See grading structure). Further tips will be posted on Canvas.

**Group Project:** Students are required to work in a group of 2 or 3 for a group project. They will collect data from literature and/or existing databases and conduct a research project on the topic of soil health. They may repeat analyses that have been published, conduct a meta-analysis, or ask new questions. Students will communicate their research in the form of a short research paper and a presentation and work on their skills in scientific reasoning and hypothesis testing. The project will include three components, a proposal, a paper, and a presentation, which account for 20%, 40%, and 40% of the grade, respectively. More guidelines will be provided on Canvas.

**Critical Dates:** Assignments are due on Saturday 11:59 pm (Eastern time) weekly. Open-book exams will be held for three days in the weeks of Oct. 9 and Dec. 4. Additional details on the exam will be provided on Canvas.

**Group project:**

- Proposal due: 10/21
- Paper due: 11/18
- Presentations: 11/29 and 12/6

**Disclaimer:** As we go through the semester, specific topics and activities on the syllabus may change to enhance the class learning opportunity. Such changes will be communicated clearly and in advance.

**Material and Supplies Fee:** N/A

### Grading Structure

Assessment Type	Percent of Final Grade
Exams (2 total)	30
Weekly Assignments (10 total)	40
Group projects	20
Participation (chat and journal club)	10

Rubrics will be provided with graded activities. See Canvas assignments for individual rubrics. Exams are open book.

### Grading Scale

A	90-100	B+	87-89.99	B	80-86.99	C+	77-79.99
C	70-76.99	D+	67-69.99	D	60-66.99	E	<60

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

**Attendance and Late Policy:** Make-up exams are provided only under extreme, documented circumstances. 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/>.

**Privacy Disclaimer:** Our discussion or class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live.

Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**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/>.

## UF Policies

**Academic Honesty:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated.

Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://sccr.dso.ufl.edu/process/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.

**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 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: <https://distance.ufl.edu/state-authorization-status/#student-complaint>