Graduate Curriculum Committee

Agenda

December 14, 2023
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the November 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.

CALS – Entomology and Nematology

1. ENY 6XXX   *Practical Work Experience in Entomology and Nematology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18460

   GCC requested revisions to the course title, course objectives, and clarify the contact hours. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

COP – Pharmacotherapy and Translational Research

2. PHA 6XXX   *Forensic Ethics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18767

   GCC requested revisions to the course description and clarification regarding the contact hours. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

VM – Physiological Sciences

3. VME 6XXX   *Ecotoxicology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17699

   GCC requested revisions to the course description and objectives. It was also suggested that the unit have a consultation with Dr. Byrd. 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.

COE – School of Teaching and Learning

1. EDE 6948   *Internship in Elementary Schools*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18941

   This is a request to change the credit hours from 3 to 2 and the variable credit range from 3-12 to 1-12.

CALS – Entomology and Nematology

2. ENY 6206   *Ecology of Vector-Borne Disease*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18721

   This is a request to change the prerequisites, course objectives, and credit hours from 2 to 3.

MED – Anatomy and Cell Biology

3. GMS 5630   *Medical Histology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19075

   This is a request to change the credit hours from 4 to 3.

CLAS – Classics

4. LNW 6495   *Late Latin Literature*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19101

   This is a request to change the rotating topic designation from fixed to rotating with a repeatable max of 9 credits.

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.

HHP – Applied Physiology and Kinesiology

1. APK 5XXX   *Genetics of Human Performance*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17626

This course will introduce genomics, genetics principals, and technologies relevant to sports and human performance. It will analyze the evidence for the role of genetic variation in power, endurance, trainability, and injury. It will encourage developing analytical skills to critically reflect on the promise and practical applications of sports genetics.

DCP – Architecture

2. ARC 6XXXC   *Public Interest Design: Contemporary Issues and Practice*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19032

   An introduction to contemporary issues and practice of Public Interest Design (PID), an interdisciplinary and collaborative field focused on the built environment. The need and potential for PID to address social, economic, and environmental justice issues engages a range of geographies, communities, and project types. Modes of practice and case studies are explored in relationship to benefits and barriers to the practice.

CLAS – Economics

3. ECO 7207   *Macroeconomic Theory II*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19038

   Introduces foundational models of economic growth and macroeconomic fluctuations. Presents the Solow Growth Model, the Ramsey-Cass-Koopmans Growth Model, and the Diamond Growth Model. Develops the New Growth Theory by incorporating research and development activity and human capital investment. Examines short-run macroeconomic fluctuations using the traditional and new Keynesian models.

CLAS – Geological Sciences

4. GLY 6XXX   *Survival Skills for Academic Careers*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18795

   Introduces skills needed to find, be competitive for, and survive in academic jobs. Topics include finding and securing post-doc positions, skills and tactics for writing academic job applications, interview and negotiation approaches and tips, writing and reviewing proposals, methods for effective course design, and others.

CALS – Food Science and Human Nutrition

5. HUN 6XXX   *Global Nutrition*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18755

   Explore current nutritional problems influencing the health and livelihood of populations in low income countries. Examine local and global dimensions of malnutrition, food and nutrition insecurity, and micronutrient deficiencies, along with the policies and

interventions aimed at improving nutrition outcomes implemented at the household, community, national, and global levels to improve nutritional status.

DCP – Interior Design

6. IND 5XXX   *Interior Finishes and Materials*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19010

   The purpose of this course is to introduce building materials and finishes used for interior applications and how they contribute to the functionality of the built environment. It also discusses the contextual relevance of application, operational and environmental sustainability, and their potential impact on the continuum of human health, safety, and well-being. In this course, students will explore and evaluate the diversity, applicability, and lifecycle of interior building materials.

COP – Pharmaceutical Outcomes and Policy

7. PHA 6XXX   *Principles of Biomedical Peer-Reviewed Publications*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19186

   Students will learn principles fundamental to the ethical and responsible publication of peer reviewed biomedical content. Skills gained will relate to the purpose and importance of best practices and ethical standards in the conduct and reporting of research, the roles and responsibilities involved in peer-reviewed publishing, and the principles and practices of sound publication planning, development, publication, and post-publication.

PHHP – Public Health

8. PHC 6XXX   *Health, Artificial Intelligence, and Human Values*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19172

   This course will evaluate the use of artificial intelligence in Healthcare, Public Health, and health research. Students will appraise predictive models used for making trustworthy health decisions, addressing ethical factors when using artificial intelligence in health research, and analyzing potential for bias, risk, and social inequity.

PHHP – Environmental and Global Health

9. PHC 6XXX   *Social Determinants of Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19144

   Using the WHO Conceptual Framework for Action on the Social Determinants of Health, students will map the interrelationships among the Social Determinants of Health (SDH) and Health Inequalities (HI) / Health Disparities (HD); and discuss the social origins of illness, disease, and suffering that contribute to HD in people's health.

CALS – Plant Pathology

10. PLP 6XXXC   *Applied Bioinformatics in Plant Pathology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19063

    Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis supported by real case studies.

HHP – Sport Management

11. SPM 5XXX   *Diversity, Equity, and Inclusion in Sport Organizations*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18878

    Students will learn about foundational information about key terms, relevant theories, and researching diversity and inclusion. They will summarize the intersection of different diversity forms and sport; and learn strategies for sport managers to create and sustain diverse and inclusive sport organizations.

VI.   Information Items:

1. MMC 6905 – 19006 – Change to max repeatable credits
2. MMC 6910 – 19007 – Change to max repeatable credits
3. MMC 6936 – 19005 – Change to max repeatable credits

Graduate Curriculum Committee

Minutes

November 9, 2023
Meeting Materials

Voting Conducted
via Mail-Vote

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

    Proposal has been approved by the GCC.

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

    Proposal has been approved by the GCC.

PHHP – Public Health

2. PHC 6940   *Master of Public Health Capstone*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18743

    Proposal has been approved by the GCC.

3. PHC 7083   *Computational Data Science for Epidemiology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18782

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

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

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

CLAS - Geological Sciences

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

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

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

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

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

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

SFRC – Forest Resources and Conservation

    3. FOR 5XXX   *Introduction to programming with R*
      Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18963

      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

4. PET 5XXX   *High Performance Coaching: Leadership Through a Sport Lens*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18876

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

5. SPM 5XXX   *Name, Image, and Likeness: Amateur Athletes as Brands*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18519

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

6. SPM 5XXX   *Nonprofit Management in Sport*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17709

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

7. SPM 5XXX   *Sport Sponsorship*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/17717

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

CALS – Soil and Water Science

8. SWS 6XXX   *Soil Health and Data*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18785

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

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 PHHP with MED-Biostatistics
6. WIS 6306 – 18692 – Change to course description and objectives

ENY 6941 Practical Work Experience (18460)

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) Please note that the course number of 6941 is not guaranteed as SCNS will assign the course number.

2) The title is unacceptably vague. Adding a word or two at the end will provide clarity.

3) Appreciate that they're operationalizing that 3 hours of credit is equivalent to 9 hours in the field, but what are the contact hours with the instructor? This should be clear in the syllabus.

4) The Learning Goals are actually assignments. This can be easily fixed by substituting the reason for the assignment for the description of the assignment. For example, what will students gain from "manage an accurate record of work…"

Course|New for request 18460

Info

Request: ENY 6941 Practical Work Experience in Entomology and Nematology
Description of request: Practical Work Experience in Entomology and Nematology
Submitter: Tolulope Agunbiade agunbiade@ufl.edu
Created: 10/10/2023 3:18:24 PM
Form version: 8

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:
ENY

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. *

> Response:
> Practical Work Experience in Entomology and Nematology

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:
> Practical Work Experience

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, Off-Campus, 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:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student.

Response:
6

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:
Variable

If variable, # min

Response:
1

If variable, # max

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:
Supervision of Student Interns

• 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. *

Response:
Internship

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:
Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

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 on UCC forms:

• 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: *
*Example: *
<ol>
• 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:

Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

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 completing this course, students will be able to:
• Identify problems in the workplace and develop a methodology for addressing the problem.
• Implement knowledge gained from practical work experience.
• Manage an accurate record of work performed.
• Generate a practical work experience report.
• Communicate with professionals in a real-world setting.

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:
None

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:
Reflections: (120 points, 20 points each) – all students
Students are required to keep a log of their work experiences. This can be daily or weekly entries. The purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.
• Log 1 reflection and introduction: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.
• Log 2 reflection and project brainstorming: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.
• Log 3 reflection of degree program: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.
• Log 4 reflection, project idea summary presentation: Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.
• Log 5 next steps reflection: Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a writeup, or video.
• Log 6 highlight reel and advice to next semester's students: Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

Personal and supervisor feedback (50 points, 25 points each) – all students
Students are to submit personal and supervisor statements offering input on the practical work experience.

Practical Work Experience Project (60 points) – Graduate students only
Students are to solve a problem or contribute to the solution of a problem, answer a question related to their experience and write up their findings. It may be an article, poster, newsletter, website, extension publication, policy paper, training curriculum or educational materials, etc. The final format should be relevant to their work experience and contribute to their goals for the course and work experience.
•   Draft of Presentation (10 points) – Graduate students only
A draft of the project idea should be submitted ahead of time for feedback.
•   Final Presentation (50 points) - Graduate students only
Students are to present their practical work experience in 15 minutes via narrated video, or equivalent format. This will include an overview of your workplace, personal experience, and reflection summary.

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:

Grade   Percentages
A   93 – 100
A- 90 – 92.9
B+ 87 – 89.9
B   83 – 86.9
B- 80 - 82.9
C+ 77 - 79.9
C   73 - 76.9
C- 70 - 72.9
D+ 67 - 69.9
D   63 - 66.9
D- 60 - 62.9
E   <59.9 and below

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 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

Accomodations
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/) 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/.*

* *

Response:
Yes

PRACTICAL WORK EXPERIENCE IN ENTOMOLOGY AND NEMATOLOGY
ENY 6XXX
CREDITS 1-3

COORDINATOR INFORMATION

Certificate Coordinator
Depends on the certificate program.

Contact Information & Hours
Depends on the certificate program.

Workplace Supervisor
To be determined.

Contact Information & Hours
To be determined.

GENERAL INFORMATION

Course Description
Firsthand, authentic work experience in Entomology or Nematology under the supervision of a faculty member and workplace supervisor. Projects vary depending upon the program requirements.

Learning Goals and Objectives
After completing this course, students will be able to:
- Identify problems in the workplace and develop a methodology for addressing the problem.
- Implement knowledge gained from practical work experience.
- Maintain an accurate record of work performed.
- Submit a practical work experience report.
- Communicate with professionals in a real-world setting.

Pre-requisite and Co-requisite
- None

Course Website
The course content will be available through the course website in Canvas at https://elearning.ufl.edu/. Each week, students are required to view and submit the assignments prior to the assigned due dates to complete the course requirements.

Textbooks/Required Materials
There is no required text in this course. Students should consult in advance with their

certificate coordinator/workplace supervisor on the necessity of owning laboratory notebooks or gadgets such as a calculator, laptop computer, etc. to perform their project tasks.

Recommended reading includes the following or comparable works on the same topics:

- Responsible Conduct of Research, available online at https://research.ufl.edu/rcr/rcr-training/citi-rcr-training/.
- Avoiding Plagiarism Guide, George A. Smathers Marston Science Library, available online at https://guides.uflib.ufl.edu/copyright/plagiarism.
- The Craft of Scientific Writing, 3rd Edition, by Michael Alley (1996), Springer-Verlag, NY, NY.
- The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid, by Michael Alley (2002), Springer-Verlag, NY, NY.
- Preparing for your internship, Virginia Tech Career and Professional Development. https://career.vt.edu/experience/Internships/prepare.html
- Intern Tips for Students: A Guide to Making the Most of Your Internship Experience. https://www.up.edu/career/handouts/intern-tips-for-students_accessible.pdf
- How to Conduct a Successful Internship Experience. https://newark.osu.edu/assets/newark/uploads/Student%20Life/student_internship_handbook.pdf

Where can I work?

There are diverse opportunities for students for practical work experience. Students are encouraged to consult their certificate coordinator for potential opportunities. Students are also encouraged to look for these opportunities and once students find these opportunities, they should consult the certificate coordinator for approval. The lists and resources of opportunities and how to search will be posted to Canvas. However, work experiences with family members as employees, supervisors, or business owners will not be approved. Paid and unpaid work experience are allowed.

How much work do I need?

Students conducting practical work experience are expected to exercise a significant degree of autonomy in their work, completing tasks with relatively little direct oversight from their workplace supervisor. Nevertheless, the student should dedicate a minimum number of hours to their practical work experience that is consistent with the total credit hours sought for the experience. Besides the minimum expectations outlined in this section of this syllabus, the certificate coordinator/workplace supervisor may also have additional expectations for participation, including attendance at group meetings, workplace meetings, etc.

1-3 Credit Hours: Students are expected to devote a minimum of three hours per week of actual work in this class for each credit in which they are enrolled (3 credits = 9 hours of work). Students can enroll in this course multiple times during their study at the University of Florida if necessary. Students should carefully discuss with their certificate coordinator/workplace supervisor about the time expectations for completion of the requirements of the practical work experience, and these expectations should be clearly

articulated in the intake Form. Students should also have periodic check-ins and progress meetings with their certificate coordinator.

What kind of experience do I choose?

Students are advised to choose an experience in which they will learn the most. Since each student's programs, interests and goals are unique, students can plan their own practical work experience. Students are encouraged to talk with peers, faculty, mentors, explore extracurricular and in-class activities, reflect on their education and previous employment along with their future goals for ideas and information as they develop a plan. Tips and resources will be available on Canvas.

What will I be doing?

Each student's daily activities will depend entirely on where the student works. As part of the class, students will use Canvas to post their assignments.

How do I access the course?

This certificate is entirely online. Students will need a computer, tablet, or phone with internet access in order to submit assessment requirements in Canvas. Students will access the course on Canvas via the UF e-learning platform by logging in with their Gatorlink credentials. All class resources, videos, readings assignments, grades, and the current schedule and syllabus can be found on the Canvas site. Students will also need to find a practical work experience ahead of time, arrange for their personal living arrangements, logistics, and any required materials for the position. Students are required to submit an approval form before they start working and register for course credit. The approval form can be obtained on Canvas or by contacting the certificate coordinator.

What are the requirements for entry?

Students must be registered for the certificate in order to undertake practical work experience.

What are the requirements for completion?

Students are to complete the assignments as they work through the semester. Even if a student registers for a different semester than the one in which they work for the practical work experience, or if they complete their practical work experience requirement at different locations or over multiple semesters, they can still access Canvas throughout their program to fulfill their practical work experience requirements. Students may also choose to complete the assessments as they work over multiple semesters, and then take their entire experience into consideration for their project and presentation in their final semester of practical work experience.

Assignments

All assignments will be due by 11:59 pm on Fridays unless otherwise noted. It is in the student's best interest to keep up with the sequence of assignments as listed here, as one assignment builds into the next and all of them will help with the final project and presentation.

Reflections: (120 points, 20 points each)

Students are required to keep a log of their work experiences. This can be daily or weekly entries. The purpose is to document what the student learned, tasks completed, and reflections about the practical work experience.

- *Log 1 reflection and introduction*: Students are to introduce themselves, their work, how they found the position and what they hope to learn, summarize their activities so far, and submit as a video or post with photos.
- *Log 2 reflection and project brainstorming*: Students are to summarize activities since log 1, discuss any problems, situations, topics, or issues they have identified in the workplace or industry that might be interesting to investigate for their project, and submit this as a podcast, blog post, or article.
- *Log 3 reflection of degree program*: Students are to summarize activities since log 2 and reflect on what aspects of their coursework and/or extracurricular activities are relevant to their work experience.
- *Log 4 reflection, project idea summary presentation:* Students are to summarize activities since log 3, provide a 250 word or less summary of their project in written or video format.
- *Log 5 next steps reflection:* Students are to summarize activities since log 4 and reflect on their semester of practical work experience and the remainder of their degree program, especially any thoughts about their projects, and submit as a writeup, or video.
- *Log 6 highlight reel and advice to next semester's students:* Students are to, in a video or blog post with photos, present a highlight reel overview of their entire practical work experience and conclude with their advice for the students in future semesters.

Personal and supervisor feedback (50 points, 25 points each)
Students are to submit personal and supervisor statements offering input on the practical work experience.

Practical Work Experience Project (60 points)
Students are to solve a problem or contribute to the solution of a problem, answer a question related to their experience and write up their findings. It may be an article, poster, newsletter, website, extension publication, policy paper, training curriculum or educational materials, etc. The final format should be relevant to their work experience and contribute to their goals for the course and work experience.

- **Draft of Presentation (10 points)**
  A draft of the project idea should be submitted ahead of time for feedback.
- **Final Presentation (50 points)**
  Students are to present their practical work experience in 15 minutes via narrated video, or equivalent format. This will include an overview of your workplace, personal experience, and reflection summary.

GRADING POLICIES

The course grade is based on performance on the assignments. The final grade points will be converted to percentages. The final grade will be assigned as follows:

Course Requirements		Point Value	Total Grade Points
Discussions		20 each	120
Personal feedback		25	25
Supervisor feedback		25	25
Practical work experience project	Draft	10	10
	Final report	50	50
Total			**230**

Grading Scale

Grade	Percentages
A	93 – 100
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 - 82.9
C+	77 - 79.9
C	73 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	63 - 66.9
D-	60 - 62.9
E	<59.9 and below

UNIVERSITY OF FLORIDA POLICIES AND ASSISTANCE

Attendance and Make-Up Work
Students are expected to attend classes. 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/

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/.

Grades and Grade Points

For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use

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

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of

Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/
Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general 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
*Counseling Services Groups and Workshops Outreach and Consultation Self-Help Library Wellness Coaching
• U Matter We Care, www.umatter.ufl.edu/
• Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.
• Student Success Initiative, http://studentsuccess.ufl.edu.

Student Complaints:
 • Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/.
• Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complain

PHA 6XXX Forensic Ethics (18767)

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) The syllabus contents do not appear to match the course description. Specify forensic science or forensic medicine. Does this need a different course title or syllabus? The content of the course seems mostly to be about the application of artificial intelligence methods to medicine. This seems to not be related to the course title and may generate confusion in students. Should AI be in the title of the course somehow?

2) The contact hours should be clarified or corrected. This seems to be an ambitious amount of work for a 2-hour course.

3) Course number should begin with a 6 in the syllabus 6XXX.

4) "Purpose and Outcome" on the syllabus should be titled "course description".

Course|New for request 18767

Info

Request: PHA 6XXX Forensic Ethics
Description of request: This is a request for a new 2-credit hour elective course focusing on Forensic Ethics.
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 8/14/2023 10:58:02 AM
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:
> PHA

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. *

Response:
Forensic Ethics

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:
Forensic Ethics

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:
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. *

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:
2.5

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:
Provide a background on the unique ethical considerations that forensic scientists face; students will explore what the guiding principles are for ethics in forensic science, the culture of the criminal justice system, and how to consider ethics both scientifically and in the courtroom.

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:
There are no prerequisites.

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: *
<ol>
• 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:
This eletive course will be offered under the M.S. in Pharmaceutical Sciences with a concentration in Forensic Science program.

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 completion of this course, the learner will be able to:
? Understand how ethics relates to the field of forensic science
? Demonstrate knowledge of the core values that should be considered ethically in the field
? Be able to analyze how the culture of the criminal justice system impacts individuals in making ethical decision
? Hypothesize what unethical behaviors in the field are, and how they can be corrected
? Explain and evaluate different methods of reform that can occur to correct unethical issues
? Recognize and be able to articulate the role of ethics in trial preparing and testimony in the courtroom
? Recognize and be able to articulate the role of ethics when completing scientific methods

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:
    Ethics and the Practice of Forensic Science, Bowen, Robin. 2018. 2nd edition, Taylor & Francis
    Group, LLC; ISBN-13: 978-0-367-78185-9

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: Introduction to Ethics (Chapter 1)
    Module 2: Ethics in Forensic Science (Chapters 2 and 3)
    Module 3: Criminal Justice Culture (Chapter 4)
    Module 4: Criminal Justice Reform (Chapter 5)
    Module 5: Ethics in Trial Prep and Testimony (Chapter 6)
    Module 6: Ethics in Science (Chapter 7)
    Module 7: Unethical behavior (Chapter 8)
    Module 8: Code of Ethics (Chapter 10)

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:
    Weekly Module Quizzes (lowest quiz grade will be dropped; n=6) 30% of final grade
    Participation in Discussion Board (n=6) 15% of final grade
    Final Capstone Project Assignment 55% of final
    - Research specific aims/objectives with hypotheses (5%)
    - Background and Significance (10%)
    - Preliminary Methods (10%)
    - Final Abstract (5%)
    - FInal Written Report (25%)

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

    Response:
    Cortney MacDonald, MS
    Instructional Assistant Professor
    Department of Medicinal Chemistry
    University of Florida College of Pharmacy
    E-mail: olmstead@ufl.edu
    Office Hours: Vary by week and available upon request

Nancy Toffolo, MS
Director, Instructional Associate Professor Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu
Office Hours: Vary by week and available upon request

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.

* *

Response:
Yes

Course Coordinators:
Cortney MacDonald, MS
Instructional Assistant Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: olmstead@ufl.edu
Office Hours: Vary by week and available upon request

Nancy Toffolo, MS
Director, Instructional Associate Professor
Department of Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu
Office Hours: Vary by week and available upon request

Pre-Requisites: None

Co-Requisites: None

PURPOSE and OUTCOME
Provide a background on the unique ethical considerations that forensic scientists face; students will explore what the guiding principles are for ethics in forensic science, the culture of the criminal justice system, and how to consider ethics both scientifically and in the courtroom.

Course Objectives
Upon completion of this course, the student will be able to:
- Understand how ethics relates to the field of forensic science
- Demonstrate knowledge of the core values that should be considered ethically in the field
- Be able to analyze how the culture of the criminal justice system impacts individuals in making ethical decisions
- Hypothesize what unethical behaviors in the field are, and how they can be corrected
- Explain and evaluate different methods of reform that can occur to correct unethical issues
- Recognize and be able to articulate the role of ethics in trial preparing and testimony in the courtroom
- Recognize and be able to articulate the role of ethics when completing scientific methods

Instructional Methods
Students will learn from viewing module notes, completing assignments and participating in discussion boards. The course duration is 16 weeks (see Course Schedule). Every other week, students will independently view module notes and complete required readings. Students will complete online assignments to assess understanding of and provide their insight to the reading and coursework materials. The instructors are available throughout the course to clarify information via discussion board postings.

Materials and Supply Fees
None

Forensic Ethics, P^{HA} XXXX

Course Materials and Technology

Canvas Learning Management System. For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - dess@ahc.ufl.edu

Required Textbooks and Software ●

Required Textbook:

o Ethics and the Practice of Forensic Science, Bowen, Robin. 2018. 2nd edition, Taylor & Francis Group, LLC; ISBN-13: 978-0-367-78185-9

- For each lecture, students will have access to handouts and other resources that are made available on Canvas.
- Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the course website.

DESCRIPTION OF COURSE CONTENT- Course Schedule

Week/Date	Activity/Assessment		Contact Hrs.
Weeks 1/2			
01/08/24 – 01/21/24	**Module**	Module 1. Introduction to Ethics	0.5
	Readings	Chapter 1: What is Ethics? Pages 1 - 17	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 3/4			
01/22/24 – 02/04/24	**Module**	Module 2. Ethics in Forensic Science	0.5
	Readings	Chapter 2: An Ethical approach to forensic professionalism Chapter 3: Ethics in Forensic Science Pages 19 - 48	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 5/6			
02/05/24 – 02/18/24	**Module**	Module 3: Criminal Justice Culture	0.5
	Readings	Chapter 4: The Ethics of the Criminal Justice Culture Pages 49 - 65	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 7/8			
02/19/24 – 03/03/24	**Module**	Module 4: Criminal Justice Reform	0.5
	Readings	Module 5: Changing the "Game" of Policing: Ethics and Efficacy in Police Reform and Forensic Investigations Pages 67 - 84	2.0
	Assignment	Written short essay(s) = 20 points	1.5

Weeks 9/10			
04/01/24 – 04/14/24	**Module**	Module 5: Ethics in Trial Preparation and Testimony	0.5
	Readings	Chapter 6. Ethics in the Courtroom: The Scientist's Perspective Pages 87 - 102	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 11/12			
04/15/24 – 04/24/24	**Module**	Module 6:　Ethics in Science	0.5
	Readings	Chapter 7:　Ethics in Science and Research Pages 105 - 121	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 13/14			
04/15/24 – 04/24/24	**Module**	Module 7: Unethical Behavior	0.5
	Readings	Chapter 8: Unethical Behavior: The Fork in the Road Good Pages 123 – 141	2.0
	Assignment	Written short essay(s) = 20 points	1.5
Weeks 15/16			
04/15/24 – 04/24/24	**Deliverable**	Module 8: Code of Ethics	0.5
	Readings	Chapter 10: Code of Ethics Pages 155 - 176	2.0
	Assignment	Written short essay(s) = 20 points	1.5

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

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

Attendance Policy, Class Expectations, and Make-Up Policy
This is an online course. Attendance means you are expected to complete the course learning activities so that you meet the established deadlines. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

ACADEMIC REQUIREMENTS AND GRADING

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.

Critical Dates for the UF Forensic Science program: https://forensicscience.ufl.edu/resources/critical-dates/
For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

Grading:
Evaluation Methods and How Grades are calculated.

Students will be graded on written assignments. The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the scale below. Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module.
Students can check their progress in the course by viewing their grade records via the course interface.

Internationally registered student grades will be assigned as per the policies and procedures within your university.

Grades will be assigned as follows:

A	90% or Above
A-	88-89%
B+	85-87%
B	80-84%
B-	78-79%

C+	75-77%
C	70-74%
C-	68-69%
D+	65-67%
D	60-64%
D-	58-59%
E	< 58

More information on UF grading policy may be found at:
<u>UF Graduate Catalog</u>
<u>Grades and Grading Policies</u>

Policies
This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff. Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Attendance: Students required to visit the course website **daily** for important updates and messages.

Class Participation: Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Academic Honesty: All students are expected to abide by the student honor code. To review the student honor code read the information on standards of ethical Conduct at: <u>https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/</u> Students are also not allowed to use any apps or websites such as Quizlet, Course Hero, or <u>anything similar</u> to share their assignments and the course notes **OR** to obtain assignment responses. Use of such sites without the specific permission of instructors or program directors are a violation of UF Copyright rules and UF student honor policies. Such violations could result in the student's expulsion from the University of Florida.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course.

Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChatGPT)

Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.

"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work."

Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.

If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Policy: Make up assignments are not given but in rare circumstances may be given at the discretion of the course instructor after they have evaluated the circumstances leading to the request. Once the assignment has been graded and feedback has been given, the grade is final (unless there was a grading error). Extra credit is not given in our classes, except in extremely rare cases as indicated by your instructor.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact 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, 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.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to 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

VME 6XXX Ecotoxicology (17699)

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) It is suggested that your unit contact Dr. Jason Byrd for a consult. Since this course will be offered online, a consult should be completed to determine how this course conflicts with VME 6616 Veterinary Products and the Environment and WIS 6421 Wildlife Toxicology.

2) Course description needs minor revisions. Delete introductory words to reduce unneeded introduction to simply begin with "Presents ..." Ensure that the course description on the submitted form and syllabus match.

3) Consider more diverse and precise verbs for objectives. Give more attention to student-first language here and stronger verbiage than "be more knowledgeable" etc. Ensure that the objectives on the submitted form and syllabus match.

Course|New for request 17699

Info

Request: VME 6XXX Ecotoxicology
Description of request: This course will present conceptual and fundamental knowledge required to discern the impacts of environmental contaminants on wildlife and ecosystems.
Submitter: Nancy Denslow ndenslow@ufl.edu
Created: 11/7/2022 11:11:00 AM
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:
VME

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. *

Response:
Ecotoxicology

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:
Ecotoxicology

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. *

> 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 will present conceptual and fundamental knowledge required to discern the impacts of environmental contaminants on wildlife and ecosystems.

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:
> Permission of the program

Completing Prerequisites on UCC forms:

• 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: *
*Example: *
<ol>
• 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).
*

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:
None

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

Response:
Based upon a survey of University of Florida courses offered in the College of Public Health and Health Professions, the College of Veterinary Medicine, and at the Center for Environmental and Human Toxicology, no other courses cover sub-lethal responses (molecular, physiological) to contaminants in an array of species at this level of detail. There is currently an in-person graduate-level course in ecotoxicology and risk assessment that is given in a seminar format for graduate students in the Toxicology Program. This online course will provide students with fundamental knowledge of emergent methodologies used to assess biological responses to environmental contaminants. Practical applications for the use of molecular and physiological data in ecotoxicology will be conveyed via case studies and several "real-world" examples. This course will benefit students in the fields of environmental toxicology, ecology, molecular toxicology, and aquatic toxicology as well as other areas of environmental sciences.

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 completion of the course, students will be able to apply their knowledge to identify and quantify biological impacts of environmental contaminants and will be able to discuss the impact of chemical exposures on ecosystem health and function. The course provides practical knowledge and skills for assessing environmental chemicals in organisms and ecosystems. Students will be able to critically evaluate risks associated with chemical exposures. Students will also be knowledgeable on emerging chemicals of concern and state-of-the-art methodology used to measure organismal responses at the molecular and physiological level. Students will be able to interpret ecotoxicological data to predict mechanisms of action of chemicals.

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:
Fundamentals of Ecotoxicology: The Science of Pollution, Fifth Edition.
Michael C. Newman,
CRC Press, Taylor and Francis Group
2020
ISBN-13: 978-0815354024

And additional readings from the literature:
Examples include:

Belek, Nesli, Belda Erkmen, Aylin Sepici Dinçel, and Aysel Caglan Gunal. "Does persistent organic pollutant PFOS (perfluorooctane sulfonate) negative impacts on the aquatic invertebrate organism, Astacus leptodactylus [Eschscholtz, 1823]." Ecotoxicology (2022): 1-14.

Beale, D.J., Sinclair, G., Shah, R., Paten, A., Kumar, A., Long, S.M., Vardy, S. and Jones, O.A., 2022. A review of omics-based PFAS exposure studies reveals common biochemical response pathways. Science of The Total Environment, p.157255.
Leroux, Nathalie, Mahboubeh Hosseinzadeh, Alberto Katsumiti, Cinta Porte, and Miren P. Cajaraville. "Lipidomic analysis of mussel hemocytes exposed to polystyrene nanoplastics." Environmental research 214 (2022): 113763.

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:
Weekly Schedule of Topics
Each module will incorporate 3 contact hours. Two hours will include a lecture on the topic with examples of how the concepts are applied in the field. The third hour will incorporate discussion of a reading assignment including a response/critique to two other student responses.

Module 1: Introduction to Ecotoxicology and Major classes of contaminants / Assignment #1 / Quiz #1
     This module will cover the historical and current need for ecotoxicology. Sources of pollutants will be discussed including inorganics (metals, metalloids, anionic contaminants, gasses), organics (PAHs, pesticides, and others), radiation, nanomaterials, microplastics, and thermal pollution.

Module 2: Uptake, biotransformation, detoxification, elimination, and accumulation / Assignment #2 / Quiz #2
     This module will cover reaction orders of contaminant uptake, enzymatic degradation of chemicals in organisms, elimination kinetics and the roles of organs in removing chemicals from biological systems, and chemical properties related to bioaccumulation in tissues.

Module 3: Factors influencing bioaccumulation / Assignment #3 / Quiz #3
     This module will present concepts of bioavailability, routes of exposure, chemical-physiological properties of compounds that influence bioavailability (inorganic and organic contaminants) and the role of biotic and abiotic factors in the uptake of environmental pollutants such as temperature, pH, salinity, dissolved organic matter, and allometry.

Module 4: Bioaccumulation from food and trophic transfer / Assignment #4 / Quiz #4
     This module will cover the quantification of chemical bioaccumulation from food, assimilation

from food, and trophic transfer estimation of metals as well as inorganic and organic contaminants. Specific examples will be discussed to demonstrate how chemical bioaccumulation can lead to adverse effects in ecological keystone species.

Module 5: Molecular Effects and biomarkers / Assignment #5 / Quiz #5
    This module will present the concept of bioindicators of exposure and effect. Material will include organic compound detoxification, Phase 1 enzymes, Phase 2 enzymes, metallothionein, stress proteins, oxidative stress response, antioxidant response, and DNA / protein / lipid modifications.

Module 6: Cells Tissues and Organs / Assignment #6 / Quiz #6
    This module will cover general cytotoxicity and histopathology. Necrosis, apoptosis, inflammation, gene and chromosome damage, and cancer (examples will potentially include gills and cancer).

Module 7: Sublethal effects to individuals - Part 1 / Assignment #7 / Quiz #7
    This module will introduce basic physiology related to stress, growth, development, teratology, sexual characteristics, and developmental stability. The material will stress the importance of assessing these physiological responses following environmental chemical exposure.

Module 8: Sublethal effects to individuals - Part 2 / Assignment #8 / Quiz #8
    This module will cover reproduction, immunology, behavior, within the context of detecting sublethal effects. The material will stress the importance of assessing these physiological responses following environmental chemical exposure.

Mid-term exam

Module 9: Acute and Chronic Lethal effects to Individuals / Assignment #9 / Quiz #9
    This module will cover the types of toxicity tests used for lethality, dose-response models, fitting data to models, incipiency, survival time, time response models, fitting survival time, mixture models, and biotic and abiotic qualities.

Module 10: Effect on Populations/ Assignment #10 / Quiz #10
    This module will cover population-level impacts of environmental contaminants, epidemiology, rules for disease association, population dynamics, population response, demographic change, energy allocation by individuals in populations, population genetics, acquisition of tolerance, measuring and interpreting genetic change.

Module 11: Effects to Communities, Ecosystems, and Global effects/ Assignment #11 / Quiz #11
    This module will cover practical assessment of community-level effects, including predation, grazing, competition, community indices, community structure, and ecosystem function. The characteristics of environmental chemical pollution within regions, continents, hemispheres, biosphere, global warming, and the movement of persistent organic pollutants on a global scale, will be discussed
    .
Module 12: Cell-based methods to assess effects from environmental contamination/ Assignment #12/ Quiz #12
    This module will present technologies used to decipher chemical mechanism of action. The module will present concepts related to receptor binding and transactivation assays, cytotoxicity, mutagenicity, in both bacterial and eukaryotic cells.

Module 13: Read across methodologies / Assignment #13 / Quiz #15
    This module will cover species sensitivity distributions, quantitative structure-activity relationship (QSARs), and in silico molecular methods (molecular target sequence similarity).

Module 14: OMICS technologies A / Assignment #14/ Quiz #14
    This module will cover holistic approach, metagenomics, transcriptomics, proteomics, of non-model systems.

Module 15: OMICS technologies B / Assignment #15/ Quiz #15

This module will cover exposomics, metabolomics, lipidomics of non-model systems.

Final Exam

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:
Participation on discussion board is expected and worth 10% of the final grade. Module quizzes/assignments will comprise 20% of the total grade, one midterm exam will comprise 20%, one group project will comprise 20% of the total grade, and one final exam will comprise 40% of the total grade. Each module will include either a quiz or assignment (20 total over 15 modules). Each quiz will contain 10 questions extracted from the lecture notes and assigned readings. Students will be required to select the correct answer from a list of multiple choices. The questions will include recall, inferences based on data tables, and applications of major concepts to complete a given task. Quizzes will be timed and limited to 10 minutes to ensure academic integrity. For the assignments, students will be provided with either a reading assignment regarding the week's topic or discussions on how to apply principles learned to current global issues (various examples include contaminated sites, climate change, microplastics in oceans). Students will be expected to convey their thoughts to the group and discuss their rationale on the discussion board. Students will also be responsible for evaluating two other student analyses for a total of three discussions per week. The assignments will be practical applications of the lessons to demonstrate comprehension, analysis, and synthesis of the material in each module. Example module assignments include:

Module 6 – Cells Tissues and Organs
Each student will be presented with a different chemical of concern for ecosystems. Students will be required to research target organs and mechanism of action of toxicity. Students will present what they research to the class via a short, recorded video. Students will be asked to describe a method or experiment to quantify the impact of toxicity.

Rubric:
Exceeds standard – student correctly categorizes contaminant of concern based on target organ and mechanism of action.
Meets standard – student incorrectly characterizes chemical in terms of its biological effect; may omit one or two organ systems.
Nearly meets standard – student incorrectly characterizes chemical in terms of its biological effect; omits multiple organ systems or cannot identify all mechanisms of toxicity.
Does not meet standard – student is unable to identify target tissues nor mechanism of action of chemical.

Module 8: Sublethal effects to individuals
Students will be provided with an example of a contaminated site. Using concepts from lecture, students will discuss potential impacts of wildlife at the site related to reproduction, immunology, or behavior. The student will be asked to provide rationale as to why certain sublethal effects are expected or not expected based upon chemicals present at the site. Students will come up with a priority list of sublethal effects to be assessed if one was to monitor the contaminated sites, and its remediation, over time.

Rubric:
Exceeds standard – student correctly understands the relationship between chemical mechanism of action and downstream adverse effects in organisms.
Meets standard – student omits 1-2 biological responses
Nearly meets standard – student omits 3-4 biological responses
Does not meet standard – student does not understand how molecular responses to a chemical

equate into higher-level biological responses

Module 14: OMICS technologies A / Assignment #14/ Quiz #14

Student will be presented with a scenario that includes a contaminated site and multiple species. Based upon information, students will develop a monitoring program to assess impacts of environmental chemicals at the site over time using omics methodology. Students will discuss the advantages and disadvantages of different methods and will be asked to explain how such data provides information about population level effects.

Rubric:

Exceeds standard – Demonstrates above average understanding of strengths and weaknesses of OMICS and computational toxicology in relation to ecological systems. Student has a firm understanding of the technical and practical limitations of the science.

Meets standard – Student can describe the pros and cons of specific methodology, and can rationalize specific techniques for certain species in polluted environments

Nearly meets standard – Students can describe some basic differences between OMICS technologies

Does not meet standard – Student cannot explain fundamental principles of the technology, nor can they describe how the technology can be used to measure toxicological responses.

Evaluation of Grades

Participation and Discussion Boards   100 points =   10% final grade
Module Quiz and/or Assignment (20 total)   200 points =   20% final grade
Midterm Exam (1 total)   200 points =   20% final grade
Group Project   200   points = 20% final grade
Final Exam 300 points =   30% final grad
Total Points   1000 points = 100% final grade

Grading Scale

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 – 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 77.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:
UF Graduate Catalog
Grades and Grading Policies

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they

receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy
UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources:
Health and Wellness
U Matter, We Care:
If you or a friend is in distress, please contact 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, 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.

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources. https://www.cms.uflib.ufl.edu/ask/
Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://www.teachingcenter.ufl.edu
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://www.writing.ufl.edu/writing-studio/
Student Complaints Campus: https://www.dso.ufl.edu/documents/
On-Line Students Complaints: https://www.distance.ufl.edu/student-complaint-process

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

Response:
Nancy D. Denslow and Christopher J. Martyniuk

Attendance & Make-up

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

Accomodations

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/) 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/.

* *

Response:
Yes

Ecotoxicology

VME ……..   Section: xx
Location: Online
Academic Term: xx

Instructors:
Name: Nancy Denslow and Christopher J. Martyniuk
Email Address: ndenslow@ufl.edu, cmartyn@ufl.edu
Office Phone: Online
Office Hours: Online

Teaching Assistants:
Please contact through the Canvas website
- Name of TA, email address, office location, office hours

Course Description
Presents conceptual and fundamental knowledge required to discern the impacts of environmental contaminants on wildlife and ecosystems.

Course Pre-Requisites / Co-Requisites
Permission of the program

Course Objectives
Upon completion of the course, students will identify and quantify biological impacts of environmental contaminants and will predict the impact of chemical exposures on ecosystem health and function. The course provides practical knowledge and skills for assessing environmental chemicals in organisms and ecosystems. Students will critically evaluate risks associated with chemical exposures. Students will evaluate the significance of emerging chemicals of concern and use state-of-the-art methodology to measure organismal responses at the molecular and physiological level. Students interpret ecotoxicological data to predict mechanisms of action of chemicals.

Materials and Supply Fees
None

Required Textbooks and Software
Fundamentals of Ecotoxicology: The Science of Pollution, Fifth Edition.
Michael C. Newman,
CRC Press, Taylor and Francis Group
2020
ISBN-13: 978-0815354024

ISBN-10: 0815354029

Recommended Materials

Course Schedule
Each module will incorporate 3 contact hours. Two hours will include a lecture on the topic with examples of how the concepts are applied in the field. The third hour will incorporate discussion of a reading assignment including a response/critique to two other student responses.

Week 1, Module 1: Introduction to Ecotoxicology and Major classes of contaminants / Assignment #1 / Quiz #1
Week 2, Module 2: Uptake, biotransformation, detoxification, elimination, and accumulation / Assignment #2 / Quiz #2
Week 3, Module 3: Factors influencing bioaccumulation / Assignment #3 / Quiz #3
Week 4, Module4: Bioaccumulation from food and trophic transfer / Assignment #4 / Quiz #4

Week 5, Module 5: Molecular Effects and biomarkers / Assignment #5 / Quiz #5
Week 6, Module 6: Cells Tissues and Organs / Assignment #6 / Quiz #6
Week 7, Module 7: Sublethal effects to individuals-1 / Assignment #7 / Quiz #7
Week 8, Module 8: Sublethal effects to individuals-2 / Assignment #8 / Quiz #8
Mid-term exam
Week 9, Module 9: Acute and Chronic Lethal effects to Individuals / Assignment #9 / Quiz #9
Week 10, Module 10: Effect on Populations/ Assignment #10 / Quiz #10
Week 11, Module 11: Effects to Communities, Ecosystems, and Global effects/ Assignment #11 / Quiz #11
Week 12, Module 12: Cell-based methods to assess effects from environmental contamination/ Assignment #12/ Quiz #12
Week 13, Module 13: Read across methodologies / Assignment #13 / Quiz #15
Week 14, Module 14: OMICS technologies A / Assignment #14/ Quiz #14
Week 15, Module 15: OMICS technologies B / Assignment #15/ Quiz #15
Final Exam

Attendance Policy, Class Expectations, and Make-Up Policy
Students are expected to complete each module in a timely fashion and complete each assignment every week.   Missed quizzes or exams will be discussed with the instructor. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Participation and Discussion Boards	100	10%
Module Quiz and/or Assignment (20 total)	200	20%
Midterm Exam (1 total)	200	20%
Group Project	200	20%
Final Exam	300	30%
Total Points	1000	100%

Grading Policy
The following is given as an example only.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
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84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

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Course Evaluation

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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.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to 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|Modify for request 18941

Info

Request: EDE 6948 Internship in Elementary Schools - Change credit hours and variable credit amount
Description of request: The School of Teaching & Learning is requesting a change to the minimum variable credits for an internship course.
Submitter: Rochelle Warm rwarm@ufl.edu
Created: 9/27/2023 1:24:27 PM
Form version: 1

Responses

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

Response:
EDE

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.).
* *

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:
948

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. *

Response:
Internship in Elementary Schools

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:
Fall

Effective Year

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

Response:
2024

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. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
3

Proposed Credit Hours

Response:
2

Change Variable Credit?

Response:
Yes

Current Min and Max Credits

Response:
3 to 12

Proposed Min and Max Credits

Response:

1 to 12

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. *

Response:
Internship

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:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
This request is due to the Florida Department Education certification requirements that had us add a one-credit reading practicum, which led us to the need to lower internship credits to two (2). Since this program has to respond to various changes by the FDOE, we would like maximum variable credit flexibility to avoid future problems. Creating it as 1-12 credits provides us with that flexibility.

EDE 6948 Internship in Elementary Schools
Spring 2024
University of Florida
School of Teaching and Learning

Rochelle Robinson Warm, Ed.D., COI
Senior Lecturer/SITE Program Coordinator/Advisor
Office Location: 2814 Norman Hall
Office hours by appointment   (561) 251-2503 (cell)
Small group and individual meetings will be available on Zoom
 rwarm@coe.ufl.edu

Textbook and Materials:
- The Site-based Implementation of Teacher Education (SITE) Student Handbook is available in Canvas and it provides the Intern, the Mentor teacher and the UF Coach with responsibilities and procedures.
- *You must document the FEAPs to meet certification requirements and complete your Professional Portfolio. You will purchase and use a flash drive to save SITE documents and requirements.*

Course Overview:
The SITE M.A.E. Program internship is a year-long teaching experience. During the spring internship teacher candidates have the opportunity to be the lead teacher under the mentorship of an experienced teacher, UF Coach, and Program Coordinator.

Objectives: You will:
1. Plan for teaching using knowledge about students' culture, background, prior understandings, values, and assessment data.
2. Implement effective instruction (e.g. use of effective techniques, methods, materials, instructional aids, connecting learning to students).
3. Collect and analyze evidence of student learning as a basis for instruction and document student progress.
4. Motivate students toward continuing self-improvement.
5. Build and maintain rapport with students.
6. Execute decisions within lessons in order to positively impact student learning. This may include enrichment, re-teaching and formative assessment strategies.
7. Provide an informed rationale for instructional decisions.
8. Collaborate and communicate with Mentor, Coach, students' parents, colleagues, and other school personnel.
9. Manage the classroom through effective organization, teaching and by reinforcing effective routines and procedures and maintaining classroom control.
10. Demonstrate professionalism through a variety of activities and experiences.
11. Develop a professional portfolio to assist with reflection and teaching competency.

Internship requirements and policies:

- SITE Internship attendance policy: See the *SITE Student Handbook*

- Requirements: See *SITE Student Handbook.* All of the internship requirements and required forms are available in the Student Handbook and through Canvas. You are responsible for completing all of the requirements listed in this Handbook and any additional requirements that the Program Coordinator deems necessary to the internship process.

- You will share your Program Handbook with your Mentor so that he/she can assist you with competency in your teaching.

- You will be responsible for successful documentation of teaching strategies through completion of your portfolio that is designed around the 6 Florida Educator Accomplished Practices (FEAPs), and Reading Competencies. Documentation is provided in the LiveText Assessment System.

- You may also attend trainings/seminars/faculty meetings/IEP meetings and any other meetings/trainings/seminars that are provided for teachers and/or interns. These seminars will assist you with content to impact student learning and enable you to demonstrate ethical practice.

All required observation information will be provided in the SITE Handbook and on Canvas. All due dates are provided in Canvas. Observations will be evaluated by the Mentor and UF Coach.

April: Coaches and Mentors complete the final FEAPs Intern Evaluation Form in Live Text.

* Your Coach has the option of conducting additional observations of your teaching if deemed necessary- you may also request another observation if you are having difficulty with any of your teaching skills.

**It would be beneficial to you to ask the Principal or AP to observe your teaching during the Second Internship semester.

Grading the Final Internship*:* Successful completion of: all internship experiences, scheduled observations, FEAPs (the majority rated as Accomplished by the UF Coach & Mentor), and any additional internship requirements outlined in the SITE Program Handbook. The candidate will be successful in meeting the UF Core Essential Requirements for Educator Preparation Programs.

All required FTCE must be passed prior to the end of the SITE Program. All required Coursework must be completed prior to Graduation.

Class Attendance, make-up exams and assignments

"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: http://gradcatalog.ufl.edu/content.php?catoid=12&navoid=2750#attendance

Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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/."

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"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 UF Student Honor Code and Student Conduct 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 obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor."

"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."

Campus Resources
Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

*Counseling and Wellness Ce*nter: 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/
Academic Resources

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,
Gainesville, FL 32608; *Visit the UF Health Emergency Room and Trauma Center website.*

Academic Resources
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/

Course|Modify for request 18721

Info

Request: ENY 6206 Ecology of Vector-Borne Disease - Change credit hours, objectives, and prerequisites
Description of request: This request is to increase the credit hours from 2 (current) to 3 (requested) to better reflect the contact hours for ENY 6206.
Submitter: Nathan Burkett-Cadena nburkettcadena@ufl.edu
Created: 10/19/2023 2:01:22 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.).
* *

> 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:
> 206

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. *

> Response:
> Ecology of vector-borne disease

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:
Fall

Effective Year

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

Response:
2023

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. *

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. *

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:
COURSE GOALS: By the end of this course, students will:
1. Understand the distinctions between ecology of vector-borne and directly transmitted pathogens.
2. Have a working understanding of concepts of epidemiological models.
3. Understand the factors that limit, initiate, maintain and spread the transmission of vector-borne pathogens.
4. Gain knowledge about varied pathogens transmitted by diverse vector groups.
5. Graduate students will review, understand and synthesize scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Proposed Course Objectives

Response:
Course Objectives: By the end of this course, students will be able to:
1. Compare and contrast between ecology of vector-borne and directly transmitted pathogens.
2. Apply the basic concepts of epidemiological models.
3. Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.
4. Differentiate the varied pathogens transmitted by diverse vector groups.
5. Critique, synthesize and discuss scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.

Change Prerequisites?

Response:
Yes

Current Prerequisites

Response:
Graduate standing

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)
* *

Response:
None (graduate level course)

Completing Prerequisites on UCC forms:

• *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:
<ol>
• 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).
*

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
ENY 6206 (Ecology of vector-borne disease) began as a two-hour course with 15 weeks of lecture, a graduate review article, and 2 exams. In response to peer teaching assessment recommendations, additional instructional and interactive content was added, including 5 interactive discussions, weekly quizzes (n=15), and one additional analytical / writing assignment. Additional lecture content was added as well, increasing the total number of contact/commitment hours for students enrolled in the course.
The addition of new material added (graded and interactive assignments) necessitates an additional contact hour and, thus, the change.

SEMESTER: FALL, 2023   **CREDIT HOURS:** 3   **LOCATION:** CANVAS LOGIN AT https://elearning.ufl.edu/

INSTRUCTOR: Nathan Burkett-Cadena, PhD; Florida Medical Entomology Laboratory, Vero Beach, FL 32962, (772) 226-6617, *nburkettcadena@ufl.edu*

OFFICE HOURS: Tue, Thu (9:00 - 10:00 a.m.) by email, phone, or videoconference.

COURSE TEACHING ASSISTANT: Amy Bauer, Florida Medical Entomology Laboratory, Vero Beach, FL, amelybauer@ufl.edu

Course Description: Vector-borne pathogens have enormous adverse effects on humans, wildlife, domestic animals and agriculture. Researchers, policy makers, and public health workers need a firm understanding of the ecology of vector-borne pathogens in order to manage vectors and/or interrupt transmission. This course begins with an introduction to basic concepts of ecology, the components inherent to vector-borne disease systems and common frameworks for understanding disease ecology. The course then focuses on various pathogens and how aspects of the environment, host and vector biology influence pathogen transmission.

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

1. *Compare and contrast between ecology of vector-borne and directly transmitted pathogens.*

2. *Apply the basic concepts of epidemiological models.*

3. *Delineate the factors that initiate, maintain, and spread the transmission of vector-borne pathogens.*

4. *Differentiate the varied pathogens transmitted by diverse vector groups.*

5. *Critique, synthesize and discuss scientific literature pertinent to the ecology of vector-borne diseases including emergent pathogens, climate change, host selection and biological diversity.*

Materials and Supply Fees: None

Required Textbooks and Software: None
Course lecture materials are derived from various published sources, information on these is provided at the end of the syllabus. All required and optional readings are provided through Canvas.

Lecture frequency: Pre-recorded, on-line lectures (does not meet in person) and live online discussions

Course Schedule
Week 1 - Vectors, pathogens, parasites and diseases
Week 2 - Arthropods: Diversity, biology, life cycle, morphological adaptations
Week 3 – Vertebrates: Diversity, hosts, migration, reproduction and immunity
Week 4 – Ecology, niche, energy pathways, biological interactions
Week 5 – Zoonoses, anthroponoses, diversity and disease, host and vector competence
Week 6 - Blood meal analysis, host preference, amplification fraction, vectorial capacity
Week 7 – Periodicity of populations, Lotka-Volterra models, SIR models
Week 8 - <u>Exam 1</u> (October 10); Space and time | Rabies
Week 9 - Malaria | onchocerciasis
Week 10 - Plague | tularemia
Week 11 - Dengue fever, yellow fever, chikungunya and Zika | Biology of *Aedes* | Dengue ecology
Week 12 - Lyme disease
Week 13 - West Nile virus | Biology of *Culex*
Week 14 - Eastern equine encephalitis virus
Week 15 - Summary and conclusions
Week 16 – <u>Exam 2</u> (December 5)

Attendance Policy, Class Expectations, and Make-Up Policy

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Students are strongly advised to stay current on lecture material. Graded quizzes for each lecture week are available for a limited period during the lecture week and the following week. Students that stay current with lectures and quizzes generally perform well in the course.

Evaluation of Grades – ENY 6206

Graded assessment	Number	Points each	Total points	Percentage of final grade
Exam 1	1	100	100	20%
Exam 2	1	100	100	20%
Weekly Quizzes	15	5	75	15%
On-line Discussion Participation	5	10	50	10%
Writing assignments	1	75	75	15%
Review article	1	100	100	20%

Critical dates – important graded assessments

Graded assessment	Date
Exam 1	October 10
Exam 2	December 5
Current outbreaks assignment	October 31
Review article	December 3

Grading Policy

Letter grades for ENY 6206 are assigned using the following scale which follows grading recommendations of the Entomology and Nematology Department.

Percent	93.0 - 100	90.0 - 92.99	87.0 - 89.99	83.0 - 86.99	80.0 - 82.99	77.0 - 79.99	73.0 - 76.99	70.0 - 72.99	60.0 - 69.99	<60.0
Grade:	A	A-	B+	B	B-	C+	C	C-	D	E

More information on UF grading policy may be found at Grades and Grading 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 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."

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-honor-code/

Use of Artificial Intelligence

Artificial Intelligence or chatbots, such as Chat-GPT, is not allowed on any graded writing assignment.

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/

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 feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu. 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/.

Software Use

All UF faculty, staff and students 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.

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 a friend is in distress, please contact 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, 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.

Academic Resources

> **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to 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.
> **On-Line Students Complaints**

Class Demeanor or Netiquette: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail.

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before sending the e-mail to more than one person.
- Be sure you REALLY want everyone to receive your response when you click, "reply all."
- Be sure that the message author intended for the information to be passed along before you reply.

MESSAGE BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

Getting Help:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- http://helpdesk.ufl.edu
- (352) 392-HELP (4357)
- Walk-in: HUB 132

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

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources

- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

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

REQUIRED READING LIST (PROVIDED BY INSTRUCTOR)

Altizer S, Bartel R, and BA Han (2011) Animal migration and infectious disease risk. Science. 331, 296.

Burkett-Cadena, ND (2019) Morphological adaptations of parasitic arthropods, in Medical and Veterinary Entomology (Mullen GR and Durden L, eds.), Elsevier, Inc. 3rd ed.

Burkett-Cadena ND, Blosser EM, Loggins AA, Valente MC, Long MT, Campbell LP, Reeves LE, Bargielowski I, McCleery RA. (2021) Invasive Burmese pythons alter host use and virus infection in the vector of a zoonotic virus. Communications Biology. 28;4(1):804.

Burkett-Cadena ND, Vittor AY. (2018) Deforestation and vector-borne disease: forest conversion favors important mosquito vectors of human pathogens. Basic and Applied Ecology. 1;26:101-10.

Dobson A, et al. (2006) Sacred cows and sympathetic squirrels: the importance of biological diversity to human health. PLoS Medicine. 3(6): e231.

Gage KL, et al. (2008) Climate and vectorborne diseases. American Journal of Preventative Medicine. 35(5): 436-450.

Gubler DJ (1998) Resurgent vector-borne diseases as a global health problem. Emerging Infectious Diseases. 442(3): 442-450.

Hamer GL, et al. (2008) Rapid amplification of West Nile virus: the role of hatch-year birds. Vector-Borne and Zoonotic Diseases. 8(1):57-67.

Hamer GL, Kitron UD, et al. (2009) Host selection by *Culex pipiens* mosquitoes and West Nile Virus Amplification. American Journal of Tropical Medicine and Hygiene. 80(2): 268–278.

Hoyer IJ, et al. (2017) Mammal decline, linked to invasive Burmese python, shifts host use of vector mosquito towards reservoir hosts of a zoonotic disease. Biology letters. 31;13(10):20170353.

Jackson RR, Nelson XJ, Sune GO. (2005) A spider that feeds indirectly on vertebrate blood by choosing female mosquitoes as prey. Proceedings of the National Academy of Sciences. 18;102(42):15155-60.

Kilpatrick AM, et al. (2006) West Nile virus epidemics in North America are driven by shifts in mosquito feeding behavior. PLoS Biol, 4(4), p.e82.

Ogden NH. (2017) Climate change and vector-borne diseases of public health significance. FEMS microbiology letters.

Ostfeld RS, Keesing F. Biodiversity and disease risk: the case of Lyme disease. Conservation biology. 2000;14(3):722-8.

Tabachnick WJ (2013) Nature, nurture and evolution of intra-species variation in mosquito arbovirus transmission competence. International Journal of Environmental Research and Public Health. 10: 249-277.

Disclaimer: **This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.**

Course|Modify for request 19075

Info

Request: GMS 5630 Medical Histology - Change Course Credits
Description of request: We request a change in the credits of our online GMS 5630 from 4 credits to 3 credits. The video assignments have been changed from 4 hours to 3 hours per week.
Submitter: William Dunn dunn@ufl.edu
Created: 11/7/2023 9:32:49 AM
Form version: 1

Responses

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

    Response:
    GMS

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.).
* *

    Response:
    5

Undergraduate students in 5000 level courses
Is this course intended for an audience including undergraduate students?

    Response:
    No

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:
    630

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. *

Response:
Medical Histology

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. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
4

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. *

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:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
GMS 5630 is an online course tailored for asynchronous distance learners. We have decided to change the previously assigned Interactive Review videos to optional under the heading of Learning Opportunities. Therefore, only two lecture videos and one lab video are assigned per week. The syllabus has been updated.

Medical Histology
Course Syllabus

Course Number: GMS 5630

Credit Hours: Three (3) credit hours

Course Format: This online course is tailored for asynchronous distance learners.

Course Description:
Medical Histology will cover the microscopic structure and function of human cells and tissues that make up the organ systems. The organization of cells and tissues are correlated with diagnostic imaging (e.g., electron microscopy and immunohistochemistry) of normal and pathologic tissues. Clinical exercises will be used to develop "problem solving" and "critical thinking" skills.

Prerequisites:
This post-graduate course is designed to meet the needs of those BA and BS graduates that want to pursue a medical career. This course will provide an essential foundation for students that wish to pursue a "change-in-career" to a health profession or have not met the admission requirements of medical school. This advance medical anatomy course will require a strong science foundation of five (5) full-semester science courses related to Biology, Chemistry, or Biochemistry.

Contacts:
If you have questions about the course or its content contact directly Dr. Augustine Vinson at a.vinson@ufl.edu

Schedule: The course is offered every semester, including the summer.

Course Goals:
The goals of the course are three-fold:
1) to provide a foundation of the fundamental concepts of the microscopic anatomy of the human body;
2) to develop an understanding how organ integrity and functions are maintained by the organization of cells and tissues; and
3) to promote critical thinking of the clinical consequences of cellular disorders and tissue-related diseases, intracellular pathogens, cancer and diabetes.

Learning Outcomes:
Upon completion of this course, students will be able to:
1) demonstrate an understanding of the microscopic organization and relationships of cells, tissues and organs of the human body;
2) identify cells and tissues and describe their functions;
3) develop problem solving skills to evaluate both normal and pathologic structure and function of cells and tissues that comprise the organs of the human body; and
4) demonstrate critical thinking skills to describe possible pathologic outcomes of dysfunctional cells and tissues.

Learning Resources:

1. Assigned lectures (2 per week) and labs (1 per week) combined with learning opportunities including interactive reviews in web-based Powerpoint presentations and other multimedia resources will be provided on the course web site.
2. The required text is **Principles of Human Anatomy**, 14th or 15th Edition, Tortora, G.J. and Nielsen, M., John Wiley & Sons, 2017. The information in the required text is available online and coordinated with online lecture materials.
   You can purchase the electronic version of the text with the access code at www.wileyplus.com.
   While the online access is not required, it is a highly recommended resource for this course.
3. Online post-lecture quizzes and lab self-reviews are available for each module of study.
4. Histology exercises (guided by an online laboratory manual and recorded presentations) combining web slides with virtual microscopy technology will be used to identify subcellular structures, cells, and tissues.
5. Clinical exercises on genetic disorders of cells and tissues, intracellular pathogens, cancer, and diabetes will be used to promote critical thinking.
6. In addition to the recorded lectures and labs, there are online interactive reviews for each module.
7. Online (e.g., zoom) question and answer sessions will be available upon request.

Examinations and Grading:

There will be 4 examinations. Each examination will cover the content of one of 4 modules. Each examination will consist of 50 multiple-choice questions and will have a time limit of 90 minutes. On average 30 questions will test the lecture material and 20 questions will be histological identification. Each question is worth 2 points for a total of 100 points. All exams will be monitored by Honorlock, a UF chosen service that allows the students to complete their exams while still ensuring academic integrity. Students will take all examinations at a computer that meets the technical requirements of Honorlock including a web cam and microphone. Honorlock is an on-demand service so there is no need to schedule your exam in advance. See the welcome announcement in Canvas for more information regarding Honorlock.

Module One: Introduction to the Histology (100 points)
Overview of Microscopic Anatomy: Cells, Tissues & Organs, Epithelium and Connective Tissue, Integumentary System, Skeletal System, Muscular System

Module Two: Nervous, Sensory, Endocrine, and Lymphatic Systems (100 points)
Nervous System, Special Senses, Endocrine System, Lymphatic System

Module Three: Thoracic and Abdomen (100 points)
Respiratory System, Cardiovascular System, Digestive System I, Digestive System II

Module Four: Pelvis (100 points)
Urinary System, Male Reproductive System, Female Reproductive System

Four (4) module examinations = Total points possible 400 points. Your final grade will be the total number of points earned/400 (%).

Course Schedule:

Modules	Assignments (Wiley Site)	Module/Activity (UF Site)	Learning Opportunities (UF Site)
Module 1 Units			
1-1	Tortora, Chap 2 Pre-Lecture Quiz	Overview of Histology: Cells, Tissues, and Organs 1-1.1 Lecture 1 1-1.2 Lecture 2 1-1.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
1-2	Tortora, Chap 3 Pre-Lecture Quiz	Epithelium and Connective Tissue 1-2.1 Lecture 1 1-2.2 Lecture 2 1-2.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
1-3	Tortora, Chap 5 Pre-Lecture Quiz	Integument 1-3.1 Lecture 1 1-3.2 Lecture 2 1-3.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
1-4	Tortora, Chap 6 Pre-Lecture Quiz	Skeletal System 1-4.1 Lecture 1 1-4.2 Lecture 2 1-4.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
1-5	Tortora, Chap 10 Pre-Lecture Quiz	Muscular System 1-5.1 Lecture 1 1-5.2 Lecture 2 1-5.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
Module 1 Examination (Honorlock)			
Module 2 Units			
2-1	Tortora, Chap 16 Pre-Lecture Quiz	Nervous System 2-1.1 Lecture 1 2-1.2 Lecture 2 2-1.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
2-2	Tortora, Chap 21 Pre-Lecture Quiz	Special Senses 2-2.1 Lecture 1 2-2.2 Lecture 2 2-2.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
2-3	Tortora, Chap 22 Pre-Lecture Quiz	Endocrine System 2-3.1 Lecture 1 2-3.2 Lecture 2 2-3.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
2-4	Tortora, Chap 15 Pre-Lecture Quiz	Lymphatic System 2-4.1 Lecture 1 2-4.2 Lecture 2 2-4.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
Module 2 Examination (Honorlock)			

Module 3 Units			
3-1	Tortora, Chap 23 Pre-Lecture Quiz	Respiratory System 3-1.1 Lecture 1 3-1.2 Lecture 2 3-1.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
3-2	Tortora, Chap 12, 13, & 14 Pre-Lecture Quiz	Cardiovascular System 3-2.1 Lecture 1 3-2.2 Lecture 2 3-2.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
3-3	Tortora, Chap 24 Pre-Lecture Quiz	Digestive System I 3-3.1 Lecture 1 3-3.2 Lecture 2 3-3.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
3-4	Tortora, Chap 24 Pre-Lecture Quiz	Digestive System II 3-4.1 Lecture 1 3-4.2 Lecture 2 3-4.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review

Module 3 Examination (Honorlock)

Module 4 Units

4-1	Tortora, Chap 25 Pre-Lecture Quiz	Urinary System 4-1.1 Lecture 1 4-1.2 Lecture 2 4-1.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
4-2	Tortora, Chap 26 Pre-Lecture Quiz	Male Reproductive System 4-2.1 Lecture 1 4-2.2 Lecture 2 4-2.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review
4-3	Tortora, Chap 26 Pre-Lecture Quiz	Female Reproductive System 4-3.1 Lecture 1 4-3.2 Lecture 2 4-3.3 Histology Lab	Post-Lecture Quiz Histology Lab Self-Review Interactive Review

Module 4 Examination (Honorlock)

Grading Scale:

A	93-100% correct out of a possible 400 points
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	59-62%
E	<59%

I = An incomplete grade will be given if a student fails to complete the course as scheduled.

Grading Policy:
There are no make-up examinations unless otherwise granted by the course coordinator prior to the examination date. If personal circumstances prevent the taking of an examination, it is the student responsibility to contact the course coordinator. Failure to take an examination without prior permission will be recorded as a 0 points earned.

Assignments:
The course is divided into 16 modules with three hours of lectures and labs per module. The modules are grouped into four exam units. Each module consists of selected chapters with specific reading assignments and quizzes at the Wiley site combined with video presentations and histological quizzes posted at the UF site. There is total of three hours of assigned videos per week at the UF site.

For each module students will:
1) review the learning objectives and corresponding lecture notes at the UF site;
2) read and complete the online quizzes at the Wiley site;
3) view the histology lectures (2 per week) and lab (1 per week) videos at the UF site;
4) interactive review videos for each module are available at the UF site;
4) complete the post-lecture quizzes associated with each module at the UF site; and
5) take the scheduled, online module examinations.

Attendance:
Attendance will not be taken. A student's overall success, however, is based upon following the course schedule for learning the assigned materials and practicing the recommended exercises. Students are strongly encouraged to develop self-discipline to complete all text readings and online exercises, including the practice examinations.

Academic Integrity:
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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are expected to abide by the University's Academic Honesty Policy, and to adhere to the following pledge:

> "We, the member of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

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."

According to the UF Student Guide, Academic dishonesty includes the following:

> Cheating - copying another's work for academic gain.
> Plagiarism - representing another's work as your own.
> Bribery - offering, giving, soliciting, or receiving goods or services of value for academic gain.
> Misrepresentation - altering facts (e.g., signing an absent classmate's name to an attendance sheet).
> Conspiracy - planning with others to commit academic dishonesty.
> Fabrication - making up information to avoid punishment or other difficulty.

Copyright Information:

Please also review the use of copyrighted materials, which can be found on the Health Science Center Library's web page: http://www.library.health.ufl.edu/services/copyright.htm

Accommodation Policy:

Students requesting classroom accommodation must first register with the Dean of Students' office, 202 Peabody Hall, 352-392-1261. The DSO will provide documentation to the student who must then provide this documentation to the instructor.

Student Support Services

As a student in a distance learning course or program you have access to the same student support services that on campus students have. For course content questions contact your instructor.
For any technical issues you encounter with your course please contact the UF computing Help Desk at 352-392-4357. For Help Desk hours visit: http://helpdesk.ufl.edu/.
For a list of additional student support services links and information please visit: http://www.distance.ufl.edu/student-services

Health and Wellness

> U Matter, We Care:
> If you or a friend is in distress, please contact 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/Default.aspx, 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, 392-1111 (or 9-1-1 for emergencies). http://www.police.ufl.edu/

Academic 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 Resource Center, Reitz Union, 392-1601. Career assistance and counseling. http://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.

Special Accommodations
Students requesting disability-related academic accommodations must first register with the Disability Resource Center. http://www.dso.ufl.edu/drc/
The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

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

Course|Modify for request 19101

Info

Request: LNW 6495 Late Latin Literature - Change to rotating topic and repeatable max to 9
Description of request: I am requesting that we change the repeatable hours for LNW 6495 Late Latin Literature from 3 to 9 on a rotating topics basis. The class is for our graduate program in Classics and would allow students to repeat the course in order to read a wider variety of latin literature from the Late Roman Empire through the Middle Ages.
Submitter: Andrew Nichols agn54@ufl.edu
Created: 11/30/2023 10:59:52 AM
Form version: 2

Responses

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

Response:
LNW

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.).
* *

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:
495

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. *

Response:
Late Latin Literature

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. *

Response:
No

Change Credit Hours?

Response:
No

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. *

Response:
Seminar

Change Rotating Topic Designation?

Response:
Yes

Rotating Topic Designation

Response:
From Fixed to Rotating

Change Repeatable Credit?

Response:
Yes

Repeatable Credit

Response:
From Non-repeatable to Repeatable

Maximum Repeatable Credits
Enter the maximum credits a student may accrue by repeating this course.

Response:
9

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:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
This course designation would be taught on a rotating basis covering various authors and topics from the later Roman Empire and Middle Ages. We will be reading Latin texts from several often under-studied authors and works, such as the Historia Augusta and the Alexander Romance, as well as the numerous Medieval Latin authors covering both patristic and secular literature. I plan to teach the Historia Augusta next year and the following year plan to teach a seminar on the Alexander Romance. This modification would enable students to take both courses, as well as our current offering in Medieval Latin, without exceeding the current 3 credit maximum for the course designation.

WEEKLY SCHEDULE:

Instructor: Dr. Andrew Nichols
Email: agn54@ufl.edu
Office Hours: M per. 8, W per. 5 and by appointment on Zoom

COURSE DESCRIPTION
LNW 6933 is a survey of Latin texts from the 5th to the 12th century CE for advanced Latin students. The course will cover selected topics of Medieval culture, history, literature, philosophy, religion, and language. Sessions will be devoted to reading and translating from the textbook. Some sessions will be used to revisit the readings in the context of the original manuscripts and to discuss selected topics of Medieval palaeography and codicology. Depending on availability, some sessions may feature guest lectures.

COURSE OBJECTIVES
In this course students will become conversant with the basic aspects of Medieval Latin literature, language, and culture. Our main focus will be the period from Late Antiquity to the Carolingian Renaissance, although authors and works from later times will also be considered.

TEXTBOOKS
K. Sidwell, *Reading Medieval Latin* (Cambridge University Press) = RML. Link to pdf.
Paleography and Codicology:
Bernhard Bischoff. *Latin palaeography: antquity and the Middle Ages* (Cambridge 1991). Link to online book .
Michelle P. Brown. *A guide to Western historical scripts from antiquity to 1600* (Toronto 1990). Link to pdf.
Raymond Clemens and Timothy Graham. *Introduction to manuscript studies* (Ithaca NY 2007). Link
Abbreviations
Adriano Cappelli. *Dizionario delle abbreviazioni latine ed italiane* (Milano 1912). Link to pdf (Italian). Link to pdf (English).
Punctuation
Malcom B. Parkes. *Pause and Effect*: *An introduction to the history of punctuation in the West*
(Berkeley and Los Angeles 1993). Link to pdf.
Lexica

Charles Du Fresne Du Cange. *Glossarium mediæ et infimæ latinitas* (Niort 1883-1887), Link to online book.
Jan F. Niermeyer and C. van de Koe, eds. *Mediae Latinitas lexicon minus* (Leiden and Boston
2002).

POLICIES AND GUIDELINES

1. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online Graduate Catalog.

Daily assignments. Keeping up with the readings is the students' responsibility. Although we will not be able to cover all of the assigned readings in class, students are expected to complete all of the reading assignments and come to class prepared to translate the texts.

Honor code. Students in LNW 6933 are expected to comply with the Academic Integrity Regulations of the University of Florida.

2. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

3. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

CAMPUS RESOURCES
Health and Wellness:

> *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care

website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Academic Resources:

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

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

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

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

GRADING See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx on grading policies.
Class participation and discussion: 60%
Translation quizzes (from the day's reading assignment): 20%.
Final translation exam (from the readings covered in class): 20%.

Grading Scale
A   100-93
A-   90-92
B+   89-87
B   86-83
B-   80-82
C+   79-77
C   76-73
C-   70-72
D   69-67
D   66-63
D-   60-62
E   59 or lower

TENTATIVE SCHEDULE

WEEK 1: Early Christian Latin: Sidwell 7-57

WEEK 2: Early Medieval Latin: Sidwell 70-116

WEEK 3: The Carolingian Renaissance: Sidwell 133-150
        EXAM 1

WEEK 4: The Ottonian Resistance: Sidwell 151-173

WEEK 5: The 11th C to the Concordant of Worms: Sidwell 173-243

WEEK 6: Twelfth C Renaissance: Sidwell 253-332
        EXAM 2

Course|New for request 17626

Info

Request: APK 5XXX Genetics of Human Performance
Description of request: This course has been taught as PET5936. We are proposing it here as a new course in order to get a permanent APK 5XXX course number.
Submitter: Sarah Eberhart seberhart@hhp.ufl.edu
Created: 11/2/2023 2:00:33 PM
Form version: 6

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:
APK

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 is an introductory graduate level course, largely for master's students within the Department of Applied Physiology & Kinesiology.

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:
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. *

Response:
Genetics of Human Performance

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:
Genetics of Human Performance

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. *

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 will introduce genomics, genetics principals, and technologies relevant to sports and human performance. It will analyze the evidence for the role of genetic variation in power, endurance, trainability, and injury. It will encourage developing analytical skills to critically reflect on the promise and practical applications of sports genetics.

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:
> Restricted to APK_BS or APK_MS students

Completing Prerequisites on UCC forms:

• 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: *
*Example: *
<ol>
• 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).
*

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:
> Students pursuing a M.S. with a major in APK and a concentration in Human Performance are required to take 1 three-credit hour course from each of the 6 "Fundamental Topic Areas," totaling 18 credit hours of Concentration coursework. Additionally, students are required to complete 12 credit hours of graduate-level elective credit hours. The proposed APK#### Genetics in Human Performance course will serve as an option for students to complete the Physiology Fundamental Topic Area. Students wishing to take more than one physiology course in the program could also complete the proposed APK#### Genetics in Human Performance course as an elective if they have already taken other physiology courses fulfilling the Physiology Fundamental Topic area.

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

Response:
By the end of this course, students should be able to:
• Explain and define basic genetics and genomics methods and terminology introduced in the course.
• Analyze and evaluate the quality of research which associates genetic variation (small differences in DNA sequence among individuals) with sports performance and risk of injury traits.
• Use scientific evidence to compare different views on the future of genetics/genomics in sports especially regarding genetic testing, gene doping, and sex/gender differences in sports.

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:
There are no required textbooks for this course. In addition to the lectures, research/review articles will be part of the reading assignments and will be provided (PDFs) as part of the course material.

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:
Please see attached syllabus for a formatted table.
WEEKLY SCHEDULE
H: Homework; Q: Quiz
Week   Lecture Topic (required reading pages)

Assignments
1   Class introduction and Syllabus

IWF (Introduce Yourself Video)
2-3   Module 1-Genetics: Basics and Techniques Q1 and H1 due on Sunday

4-5   Module 2- Performance traits Q2 and H2 due on Sunday
6-7   Module 3-Gene variants associated with Q3 and H3 due on Sunday
sports performance
8-9   Module 4-Gene variants associated with Exam 1 due
risk of injury Q4 and H4 due on Sunday
10   Break Incomplete assignments part 1 due for 50%
11-12   Module 5-Ethnicity, Sex/Gender Presentation draft 1 due
considerations in sports performance

Q5 and H5 due on Sunday
13-14   Module 6-Genetic testing and gene Q6 and H6 due on Sunday
doping in sports performance
15   Finalize and Post Presentations

Presentation final due
16   Incomplete assignments part 2 due for 50%, Exam 2 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:
Grading
Evaluation Components
(number of each)   Approximate % of Total Grade
Exams (2)

40%
Homework (6)   20%
Quizzes (6)

20%
Presentation (1)   20%
Yellowdig Extra Credit   Possible 2%

Quizzes – A quiz pertaining to each module's material will include up to 20 questions (multiple choice and /or short answers) and will due according to the course schedule. Quizzes are administered through the Honorlock proctoring service in Canvas and require students to use the Google Chrome browser to complete. These quizzes are to be completed within 1 hour, and must be completed in a single sitting while Honorlock records the session. Students will not be able to view their responses until after the due date of the quiz.

Homework – There is one homework assignment for each module and may include material from the research/review article readings when applicable. Questions are 1-5 short answer questions related to the content of the lecture or reading. You can work together and use any material available to you for this but the work you turn in should be your own, written in your own words.

Exams – Each exam will cover 3 modules and will include multiple choice and short answers

questions. Some questions will be based on analyzing Figures and Tables provided within the question statement. Exams are administered through the Honorlock proctoring service in Canvas and require students to use the Google Chrome browser to complete. These exams are to be completed within 3 hours, and must be completed in a single sitting while Honorlock records the session. Students will not be able to view their responses until after the due date of the quiz.

Extra Credit – Yellowdig points with a maximum of 2% of the final grade.

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

Response:
Basma Yacoubi Keyhani, PhD

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.

* *

Response:
Yes

Genetics of Human Performance

APK#### | Class # XXXXX | 3 Credits | Semester 202X

Course Info

INSTRUCTOR	**Basma Yacoubi Keyhani, PhD** Office: 1A FLG Office Phone: 294-1749 Email: basma@ufl.edu Preferred Method of Contact: Canvas messaging
OFFICE HOURS	Mondays, 2:00 – 4:00 pm
MEETING TIME/LOCATION	Access course through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

This course will introduce genomics, genetics principals, and technologies relevant to sports and human performance. It will analyze the evidence for the role of genetic variation in power, endurance, trainability, and injury. It will encourage developing analytical skills to critically reflect on the promise and practical applications of sports genetics.

PREREQUISITE KNOWLEDGE AND SKILLS

APK major (MS or BS).

REQUIRED AND RECOMMENDED MATERIALS

There are no required textbooks for this course. In addition to the lectures, research/review articles will be part of the reading assignments and will be provided by the instructor.

COURSE FORMAT

You will watch pre-recorded lecture videos. You can do this at your own pace, however you will take a Quiz every other week, so I encourage you to adhere to the recommended schedule (see at the end of the syllabus). In addition to the pre-recorded lecture videos, you will have scientific articles to read, homework to turn in every other week as well as a group project due at the end of the course. There are two exams for this course.

COURSE LEARNING OBJECTIVES:

By the end of this course, students should be able to:
- Explain and define basic genetics and genomics methods and terminology introduced in the course.
- Analyze and evaluate the quality of research which associates genetic variation (small differences in DNA sequence among individuals) with sports performance and risk of injury traits.
- Use scientific evidence to compare different views on the future of genetics/genomics in sports especially regarding genetic testing, gene doping, and sex/gender differences in sports.

Course & University Policies

ATTENDANCE POLICY

This is a fully online course and physical attendance is not a component of the course. Students can earn extra credit for and are strongly encouraged to engage with peers and the instructor through the Yellowdig platform.

PERSONAL CONDUCT POLICY

Students are expected to exhibit behaviors that reflect highly upon themselves and our 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 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 your instructor.

EXAM MAKE-UP POLICY

Quizzes and Exams may not be submitted late, unless due to illness or emergency. Students will be permitted to access the exams early upon receipt of evidence of a viable explanation for the need for such an accommodation.

There are opportunities for submitting some assignments after the due date for 50% of the grade. These are listed in your Course Schedule (see at the end of the syllabus).

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (https://care.dso.ufl.edu/instructor-notifications/). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 by visiting their Get Started page at

https://disability.ufl.edu/students/get-started/. 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 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/.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: https://counseling.ufl.edu/, 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) http://www.police.ufl.edu/

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select opti on 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: http://distance.ufl.edu/student-complaint-process/

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY RESOURCES

For suggestions or concerns related to IDEA, please reach out to any of the following:
- Dr. Ashley Smuder, PhD, APK DEI committee chair, asmuder@ufl.edu Dr. Rachael Seidler, APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Quizzes – A quiz pertaining to each module's material will include up to 20 questions (multiple choice and /or short answers) and will due according to the course schedule. Quizzes are administered through the Honorlock proctoring service in Canvas and require students to use the Google Chrome browser to complete. These quizzes are to be completed within 1 hour, and must be completed in a single sitting while Honorlock records the session. Students will not be able to view their responses until after the due date of the quiz.

Evaluation Components (number of each)	Approximate % of Total Grade
Exams (2)	40%
Homework (6)	20%
Quizzes (6)	20%
Presentation (1)	20%
Yellowdig Extra Credit	Possible 2%

Homework – There is one homework assignment for each module and may include material from the research/review article readings when applicable. Questions are 1-5 short answer questions related to the content of the lecture or reading. You can work together and use any material available to you for this but the work you turn in should be your own, written in your own words.

Exams – Each exam will cover 3 modules and will include multiple choice and short answer questions. Some questions will be based on analyzing Figures and Tables provided within the question statement. Exams are administered through the Honorlock proctoring service in Canvas and require students to use the Google Chrome browser to complete. These exams are to be completed within 3 hours, and must be completed in a single sitting while Honorlock records the session. Students will not be able to view their responses until after the due date of the quiz.

Extra Credit – Yellowdig points with a maximum of 2% of the final grade.

GRADING SCALE

All course assignments are administered and graded within the Canvas course page, so students will have access to all grades as they submit assignments. Any assignment that requires the instructor to manually grade some aspect of it will be graded within one week of its due date. Final Grades will be rounded up to the nearest one tenth of a percent.

The table on the right provides a reference. More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/gradesgrading-policies/.

Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e. asking for preferential treatment) and will be handled accordingly.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

Schedule

WEEKLY SCHEDULE
H: Homework; Q: Quiz

Week	Dates	Lecture Topic (required reading pages)	Assignments
1		Class introduction and Syllabus	IWF (Introduce Yourself Video)
2		Module 1-Genetics: Basics and Techniques	
3			Q1 and H1 due on Sunday
4		Module 2- Performance traits	
5			Q2 and H2 due on Sunday
6		Module 3-Gene variants associated with sports performance	
7			Q3 and H3 due on Sunday
8		Module 4-Gene variants associated with risk of injury	Exam 1 due
9			Q4 and H4 due on Sunday
10		Break *Incomplete assignments part 1 due for 50%*	
11		Module 5-Ethnicity, Sex/Gender considerations in sports performance	Presentation draft 1 due
12			Q5 and H5 due on Sunday
13		Module 6-Genetic testing and gene doping in sports performance	
14			Q6 and H6 due on Sunday
15		Finalize and Post Presentations	Presentation final due
16		*Incomplete assignments part 2 due for 50%*	Exam 2 due

Presentation assignment

Directions:

In groups of 5, students prepare a 10-15 min scientific presentation.

The presentation must include:

- PowerPoint presentation
- Script
- Bibliography
- Accompanying video/voice recording

The overarching question for these presentations is:

Jamaican sprinters, East African long-distance runners, Transgender/ "Intersex-Disorder of sex developments"/Non-binary athletes: What have we learned from these three groups of athletes in terms of the role of genetics in sports performance? When possible/applicable your presentation should also include non-genetic factors that could contribute to explaining the performance of these athletes.
For the third group of athletes, use examples (swimmers, track and field, team sports) and talk about legislation and controversies as well as about where the science stands.

Students decide as a group on how to organize their presentation, but typically I will be looking for 3 sections:

- Introduction
- Results: Split into several questions or hypothesis (at least 3- and provide evidence from the literature towards each question or hypothesis)
- Conclusion
  - o Summary
  - o Relevance from more than one lens when possible (human perf, clinical, regulation, ethical...)
  - o Take home message

- Bibliography: Back up your points with research articles from peer reviewed journals. This is where your evidence come from.

Evaluation:

All 5 members must contribute but decide among themselves how they want to share the work.

Each student receives

- An individual evaluation from members of their group (25%)
- A group evaluation from members of the other groups (25 %)
- A group evaluation from the instructor (50%)

Evaluations remain anonymous, except to the instructor.

Presentation evaluation forms:

Group evaluation

Group evaluated: GP1	
Overall effectiveness of delivery (Well-practiced, engaging, etc.)	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Presenter spoke clearly with correct speed, cadence, and volume	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Presentation fit within time allotted	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Professionalism of presentation and Presenter's demeanor	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Appropriate use of slides (number of slides, time on each slide, etc.)	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	

Quality of graphs, tables, images	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Explanation of Figures	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Presentation was well organized and easy to follow	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
CONTENT: Clarity and progression of ideas; Depth; Purpose of the presentation clearly identified …	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
Clarity of conclusion/take home message	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments	
OVERALL EDUCATION VALUE	_____Total____

Individual evaluation

Name of group member:	
Participation	
Unacceptable	1
Needs Work	2
Average	3
Very Good	4
Excellent	5
Comments (mandatory for any evaluation 1-3):	

Rubric for short answer responses (homework, quiz, and exam questions)

Short Answers Rubric	Range (for each question)				Max Points (in %)
Claim & Support	**0.4 pts**	**0.3 pts**	**0.2 pts**	**0 pts**	
	Meets Expectations	**Approaches Expectations**	**Below Expectations**	**Far below expectation**	
	Establishes a credible and convincing claim to answer each question. Cites sufficient and relevant evidence to fully support the claim	Establishes a clear and plausible claim to answer each question. Cites mostly strong evidence that supports the claim.	Establishes a claim to answer each question that needs more development. Refers to some evidence from the text that loosely or vaguely supports the claim.	Basically no claim present or evidence present	
					40%
Outcome Development	**0.4 to >0.3 pts**	**0.3 to >0.2 pts**	**0.2 to >0.0 pts**	**0 pts**	
	Meets Expectations	**Approaches Expectations**	**Below Expectations**	**Far below expectation**	
	Analyzes the relevance and strength of the evidence in supporting the claim.	Clearly explains the connections between the selected evidence and the claim.	Explains the connection between some evidence and the claim; some explanations revolve around personal feelings rather than analysis	Basically no development present	
					40%

Conventions	0.2 pts	0.1 pts	0 pts	
	Meets Expectations	**Approaches Expectations**	**Below Expectations**	
	Demonstrates a strong command of English conventions with few, minor errors. Uses language and tone that are appropriate to audience and purpose.	Demonstrates some command of English conventions with some errors that inhibit reader's comprehension. Uses language and tone that are inconsistently academic or inconsistently appropriate for audience and purpose	Writing basically incomprehensible.	
				20%
			Total	**100%**

Course|New for request 19032

Info

Request: ARC 6XXXC Public Interest Design: Contemporary Issues and Practice
Description of request: The School of Architecture seeks to create a new graduate-level course in Public Interest Design.

Submitter: Sarah Gamble sarah.gamble@ufl.edu
Created: 11/1/2023 10:36:53 AM
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:
ARC

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:
C

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:

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. *

Response:
Public Interest Design: Contemporary Issues and Practice

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:
Public Interest Design

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, 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:
Fall

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. *

Response:
Seminar

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:
An introduction to contemporary issues and practice of Public Interest Design (PID), an interdisciplinary and collaborative field focused on the built environment. The need and potential for PID to address social, economic, and environmental justice issues engages a range of geographies, communities, and project types. Modes of practice and case studies are explored in relationship to benefits and barriers to the practice.

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: *
<ol>
• 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:
The course is required for students participating in the Certificate in Public Interest Design. It contributes to base knowledge and application to all students in the certificate program. This course is also open to graduate students outside of the certificate program from the College of Design, Construction, and Planning and other colleges with instructor's / departmental 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:
-    Identify the need and potential for built environment professionals to positively benefit the public realm and community-at-large
-    Explore the range of interdisciplinary, professional practice opportunities, including private practice, governmental, non-profit / NGO, and more, that comprise Public Interest Design
-    Identify the current barriers to the practice of Public Interest Design
-    Analyze project examples, including community engagement processes, design processes, and completed works, to understand the range of impacts and outcomes

- Apply PID principles in the development of an original project that meets a community need

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:
All course readings will available in a digital format on the course's Canvas page through provided website links or scans. Chapter readings will be drawn from the sources outlined below:

Abenbroth, Lisa and Bryan Bell. Public Interest Design Practice Guidebook: SEED Methodology, Case Studies, and Critical Issues. New York: Routledge Press, 2018.

Abenbroth, Lisa and Bryan Bell. Public Interest Design Education Guidebook: Curricula, Strategies and SEED Academic Case Studies. New York: Routledge Press, 2018.

Bell, Bryan, Roberta Feldman, Sergio Palleroni, and David Perkes. "Wisdom from the Field: Public Interest Practices in Architecture." Accessed Dec 1, 2019. (https://www.designcorps.org/wp-content/uploads/2013/06/PUBLIC-INTEREST-PRACTICES-IN-ARCHITECTURE.pdf)

Bell, Bryan and Katie Wakeford. Expanding Architecture: Design as Activism. New York: Metropolis Books, 2008.

Brown Wilson, Barbara. Resilience for All: Striving for Equity through Community-Driven Design. Island Press, 2018.

Cary, John. Design For Good: A New Era of Architecture for Everyone. Island Press, 2017.

Dean, Andrea Oppenheimer and Timothy Hursley. Rural Studio: Samuel Mockbee and an Architecture of Decency. New York: Princeton Architectural Press, 2002.

Fisher, Thomas. The Architecture of Ethics. Routledge, 2018.

Ferdous, Farhana and Bryan Bell, eds. All-Inclusive Engagement in Architecture: Towards the Future of Social Change. Routledge, 2021.

Pitera, Dan. Syncopating the Urban Landscape: More People, More Programs, More Geographies. Detroit Collaborative Design Center, April 2014.

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: Introduction to Public Interest Design + Field History
Week 2: Models of Contemporary Practice
Week 3: Project Typologies / Introduction to Case Studies
Week 4: Identifying and Shaping a PID Project
Week 5: Engaging Stakeholders
Week 6: Funding PID Work
Week 7: Design Process for PID / Mid-term Case Study Presentations by Students
Week 8: Building a Project Team / Mid-term Case Study Presentations by Students
Week 9: Furthering PID Practice within Built-Environment Fields
Week 10: Education + Advocacy / Guest Lecture
Week 11: Career Paths + Work Opportunities / Guest Lecture
Week 12: Education + Training / Guest Lecture
Week 13: Collaboration / Guest Lecture
Week 14: Final Project Presentations by Students
Week 15: Course Wrap-up / Final Project Presentations by Students

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:
Your final grade will be a tabulation of the following assignments and assigned percentages:
Reading Reviews: 10%
Reading Questions: 5%
Midterm Case Study Selection + Outline: 5%
Mid-term Case Study Presentation: 20%
Final Project Selection + Plan for Development: 10%
Final Project Report: 20%
Final Project In-class Presentation: 10%
Class Participation: 20%
TOTAL: 100%

Assignment Descriptions
Reading Reviews
Each student will be assigned one week of course readings to give a ten-minute presentation on the content and key take-aways. At the conclusion of the presentation, the presenting student will engage in dialog with the student assigned to prepare questions about the reading.

Reading Questions
Each student will be assigned one week of course readings to prepare questions regarding its content. The student will ask questions of the student presenting the reading review and the broader class, to spur dialog and discussion within the class about the week's course material.

Midterm Case Study Selection + Outline
Each student will select a PID case study for presentation to the class. Preceding the presentation, each student will submit a presentation outline highlighting their case study selection, key facts / topics engaged, and research sources available. Feedback will provided be from the instructor to guide the future presentation.

Case Study Presentations
Each student will prepare and give a 20-minute presentation on their selected case study. The instructor will provide an outline of key topics to be covered to allow comparison between the student presentations.

Final Project + Presentation
Students will develop a PID project to address an identified community need. To conclude the course, students will present their project to the class for feedback.

Participation
Students will be graded on their participation in the course, with a focus in-class discussion. In addition to regular class attendance, students will be asked to attend / engage in local PID projects outside of the scheduled class time as part of their participation grade. This participation may include opportunities such as: community engagement events, local government / commission hearings, observing the use of public space, and neighborhood meetings. (Total 20%. 1 percentage point will be allocated to each of the 15 class meetings. 5 percentage points will be allocated to 2 or more engagement opportunities outside of class time.)

Your final grade may be based on standardized scores; however, minimum points for a specified grade shall be no greater than:
A (100-93%)
A- (92-90%)
B+ (89-87%)
B (86-83%)
B- (82-80%)
C+ (79-77%)
C (76-73%)
C- (72-70%)
D+ (69-67%)
D (66-63%)

D- (62-60%)
E (59-0%)
Please refer to UF's Grade and Grading Policies to correlate letter grades with grade points.
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

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

Response:
Asst Prof Sarah Gamble

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.

* *

Response:
Yes

ARC 6XXX. Public Interest Design: Contemporary Issues and Practice   **Course Syllabus**
School of Architecture, University of Florida   Semester TBD
3-credit course

Instructor: Assistant Professor Sarah Gamble
Class Meeting Times: TBD, 3 contact hours per week
Instructor Contact: sarah.gamble@ufl.edu or Canvas mail
Office Location: ARC 250
Office Hours with Instructor: TBD

Course Prerequisites: None
Course Co-requisites: None
Course Restrictions: The course is required for students participating in the Certificate in Public Interest Design.
This course is open to graduate students outside of the certificate program from the College of Design, Construction, and Planning and other colleges with instructor's / departmental approval.

Required Textbook / Readings
This course does not have a required textbook. Students will access required readings in a digital format on the course's Canvas page through provided website links or scans made available through UF Libraries Course Reserves.

Course Description + Background
This course explores the interdisciplinary field of Public Interest Design (PID), with a focus on contemporary issues and professional practice. Just as public health is a subset of the medical profession, PID developed as a subset of the architectural practice, having evolved from the practice of Community Design that emerged in the 1960's. PID draws on facets of urban planning, architectural design, the arts, community engagement, and education to create a collaborative, inclusive, and interdisciplinary design process. Described by John Cary, a thought leader in the field: "Inherently participatory and human-centered, public interest design seeks to improve the quality of life for all people, regardless of their socio-economic background".

This course will serve an introduction to the field, including a basic history of the field presented in the context of emerging issues for today's practitioners. Students will explore how PID can address social, economic, and environmental justice issues, including people and places that are often overlooked by the mainstream design fields. While exploring the fundamentals of practice, the primary steps of a PID process will be explored in the context of common project typologies. Case study research and presentations by students will further the students' collective knowledge of the field and opportunities to apply their design skills within the public realm.

Course Objectives
- Identify the need and potential for built environment professionals to positively benefit the public realm and community-at-large
- Explore the range of interdisciplinary, professional practice opportunities, including private practice, governmental, non-profit / NGO, and more, that comprise Public Interest Design
- Identify the current barriers to the practice of Public Interest Design
- Analyze project examples, including community engagement processes, design processes, and completed works, to understand the range of impacts and outcomes
- Apply PID principles in the development of an original project that meets a community need

Course Format
This course is taught in a seminar format, meeting for 3-hours once per week. Brief lectures will provide an overview of the week's focus and provide context for in-class discussion. Student reading presentations and questions will

reinforce course content, while jumpstarting dialog between students and instructor. Student presentations at the mid-point and final weeks of class will provide the opportunity for students to explore the application of PID principles through case studies analysis and the development of original PID projects. Guest lectures from leading PID practitioners and academics will provide a broader perspective on the field and contemporary practice.

Course Readings
All course readings available in a digital format on the course's Canvas page through provided website links or scans. Chapter readings will be drawn from the sources outlined below:

Abenbroth, Lisa and Bryan Bell. *Public Interest Design Practice Guidebook: SEED Methodology, Case Studies, and Critical Issues.* New York: Routledge Press, 2018.

Abenbroth, Lisa and Bryan Bell. *Public Interest Design Education Guidebook: Curricula, Strategies and SEED Academic Case Studies.* New York: Routledge Press, 2018.

Bell, Bryan, Roberta Feldman, Sergio Palleroni, and David Perkes. "Wisdom from the Field: Public Interest Practices in Architecture." Accessed Dec 1, 2019. (https://www.designcorps.org/wp-content/uploads/2013/06/PUBLIC-INTEREST-PRACTICES-IN-ARCHITECTURE.pdf)

Bell, Bryan and Katie Wakeford. *Expanding Architecture: Design as Activism.* New York: Metropolis Books, 2008.

Brown Wilson, Barbara. *Resilience for All: Striving for Equity through Community-Driven Design.* Island Press, 2018.

Cary, John. *Design For Good: A New Era of Architecture for Everyone.* Island Press, 2017.

Dean, Andrea Oppenheimer and Timothy Hursley. *Rural Studio: Samuel Mockbee and an Architecture of Decency.* New York: Princeton Architectural Press, 2002.

Fisher, Thomas. *The Architecture of Ethics.* Routledge, 2018.

Ferdous, Farhana and Bryan Bell, eds. *All-Inclusive Engagement in Architecture: Towards the Future of Social Change.* Routledge, 2021.

Pitera, Dan. *Syncopating the Urban Landscape: More People, More Programs, More Geographies.* Detroit Collaborative Design Center, April 2014.

Graded Assignments + Participation
Reading Reviews
Each student will be assigned one week of course readings to give a ten-minute presentation on the content and key take-aways. At the conclusion of the presentation, the presenting student will engage in dialog with the student assigned to prepare questions about the reading.

Reading Questions
Each student will be assigned one week of course readings to prepare questions regarding its content. The student will ask questions of the student presenting the reading review and the broader class, to spur dialog and discussion within the class about the week's course material.

Midterm Case Study Selection + Outline

Each student will select a PID case study for presentation to the class. Preceding the presentation, each student will submit a presentation outline highlighting their case study selection, key facts / topics engaged, and research sources available. Feedback will provided be from the instructor to guide the future presentation.

Case Study Presentations
Each student will prepare and give a 20-minute presentation on their selected case study. The instructor will provide an outline of key topics to be covered and allow comparison between the student presentations.

Final Project + Presentation
Students will develop a PID project to address an identified community need. To conclude the course, students will present their project to the class for feedback.

Participation
Students will be graded on their participation in the course, with a focus in-class discussion. In addition, students will be asked to attend / engage in local PID projects outside of the scheduled class time as part of their participation grade. This participation may include opportunities such as: community engagement events, local government / commission hearings, observing the use of public space, and neighborhood meetings.

Course Schedule
Week 1: Introduction to Public Interest Design + Field History
Week 2: Models of Contemporary Practice
Week 3: Project Typologies / Introduction to Case Studies
Week 4: Identifying and Shaping a PID Project
Week 5: Engaging Stakeholders
Week 6: Funding PID Work
Week 7: Design Process for PID / Mid-term Case Study Presentations by Students
Week 8: Building a Project Team / Mid-term Case Study Presentations by Students
Week 9: Furthering PID Practice within Built-Environment Fields
Week 10: Education + Advocacy / Guest Lecture
Week 11: Career Paths + Work Opportunities / Guest Lecture
Week 12: Education + Training / Guest Lecture
Week 13: Collaboration / Guest Lecture
Week 14: Final Project Presentations by Students
Week 15: Course Wrap-up / Final Project Presentations by Students

Grading Criteria
Your final grade will be a tabulation of the following assignments and assigned percentages:

10%	Reading Reviews
5%	Reading Questions
5%	Midterm Case Study Selection + Outline
20%	Mid-term Case Study Presentation
10%	Final Project Selection + Plan for Development
20%	Final Project Report
10%	Final Project In-class Presentation
20%	Class Participation
100%	**TOTAL**

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

University Grading Policy
Information on UF's grading policy can be found at the following location:
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

University Honesty Policy
Academic dishonesty in any form will not be tolerated. All students are expected to conduct themselves in accordance with the highest standards of academic integrity. Any student who submits plagiarized material will receive a failing grade for the course.

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 or TAs in this class.

Course Policies
Syllabus + Course Updates
As we move throughout the semester, you should expect minor changes and updates to the course and syllabus. These changes and updates will be clearly communicated via Canvas "Announcements". It is the student's responsibility to refer to Canvas "Announcements" on a regular basis.

Attendance
Attendance is expected and required. The interactive nature of the seminar environment relies students' attendance and participation to achieve the course's learning objectives. Three unexcused absences will be grounds for an immediate grade reduction and four unexcused absences will be grounds for failure. For an absence to be counted as excused, it must be registered at the earliest convenience possible and fall within reasonable expectations for excusal, such as illness (doctor's note is required), family emergencies, etc, per the University guidelines.

Communication
Questions related to the course and course content should be asked in class or in a shared public forum, such as Canvas Discussion Boards, as the question/answer will benefit the entirety of the class. Questions of a private nature should be directed to Instructor by email, Canvas message, or during weekly office hours.

Submitting Assignments + Late Work Policy
All assignments will be submitted through Canvas. Each assignment has a unique date / time that the assignment is 'available' and 'due'. Assignments submitted past the 'due' date will receive an automatic 25% deduction in grading. It is entirely the responsibility of the student to verify due dates to ensure on-time submission. Be sure to provide ample time to get assignments properly submitted, keeping in mind technological glitches and problems often arise.

Make-Up Policy
Students have multiple days to submit work for each assignment, therefore the Make-Up Policy for the course is VERY limited. Reasonable allowances will be made for serious illness, family, or personal crisis that are accompanied by an appropriate documentation, such as a dated doctor's note.

Accommodations for Students with Disabilities
Students with disabilities requesting accommodations should first register with the University of Florida Disability Resource Center by providing appropriate documentation (352-392-8565, www.dso.ufl.edu/drc/). Once registered, students will receive an accommodation letter which must be provided to the Professor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. Accommodation letters can be sent to the Professor at sarah.gamble@ufl.edu.

Online 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/.

Resources
Academic Resources
- UF Computing Help Desk (https://helpdesk.ufl.edu): 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center (https://career.ufl.edu): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Ask a Librarian (https://cms.uflib.ufl.edu/ask): receive library assistance with respect to using the libraries or finding resources.
- The Teaching Center (https://teachingcenter.ufl.edu): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- The Writing Studio (https://writing.ufl.edu/writing-studio/): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Honor Code and Student Conduct Code (https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/)
- UF Distance Learning (https://distance.ufl.edu)

Counseling + Emergency Contacts
- Police / Fire / Medical Emergency – 911
- U Matter, We Care, 294-2273; http://www.umatter.ufl.edu
- Sexual Violence: 392-5648 or 392-1111 after hours, confidential reporting
- University Counseling Center, 301 Peabody Hall, 392-1575; https://counseling.ufl.edu
- University of Florida Student Health Care Center, 392-1161; https://shcc.ufl.edu
- University of Florida Dean of Students, 392-1261, after hours: 392-1111 (ask for on-call staff); https://dso.ufl.edu
- Alachua County Victim Services and Rape Crisis Center (24hrs/day); 264-6760
- Alachua County Crisis Center (24 hrs/day), 264-6789

Course|New for request 19038

Info

Request: ECO 7207 Macroeconomic Theory II
Description of request: Create ECO 7207: Macroeconomic Theory II. First-year core PhD course.
Submitter: David Knight thomas.knight@ufl.edu
Created: 10/30/2023 4:20:27 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:
>ECO

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:
>7

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:
>207

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:
>Advanced

- *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. *

Response:
Macroeconomic Theory II

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:
Macroeconomic Theory II

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. *

    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:
    Introduces foundational models of economic growth and macroeconomic fluctuations. Presents the Solow Growth Model, the Ramsey-Cass-Koopmans Growth Model, and the Diamond Growth Model. Develops the New Growth Theory by incorporating research and development activity and human capital investment. Examines short-run macroeconomic fluctuations using the traditional and new Keynesian models.

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:
> ECO 7206

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: *
<ol>
• *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:
> This course is intended to be taken during the second semester of the first-year of the Ph.D. in Economics program. It will serve as a required core course for all students in the program. This curricular update will improve the Ph.D. in Economics program and align it more closely with programs offered by our peers. When the Department of Economics was downsized in the 1990s and lost all research-active macroeconomic faculty, it had to de-emphasize macroeconomics in the doctoral program. It has now hired three junior macroeconomists and can offer a second first-year core course in this important area of economics.

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

> Response:
> Students that successfully complete this course will be able to:
> (i) identify the key explanations for economic growth contained in each of the foundational growth models,
> (ii) manipulate foundational growth models to examine how exogenous shocks would impact economic growth,
> (iii) explain the distinction between long-run growth and short-run fluctuations, and
> (iv) describe how exogenous shocks would impact short-run fluctuations in real GDP and other macroeconomic variables.

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:
Advanced Macroeconomics, 4th edition by David Romer (McGraw-Hill).

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:   Solow Growth Model

Readings: Course Syllabus and Chapter 1 (1.1-1.4)

Week 2:   Solow Growth Model
            Readings: Chapter 1 (1.5-1.8)

Week 3:   Ramsey-Cass-Koopmans Growth Model
            Readings: Chapter 2 (2.1-2.7)

Week 4: Diamond Growth Model
            Readings: Chapter 2 (2.8-2.12)

Week 5: New Growth Theory: R&D Models
            Readings: Chapter 3 (3.1-3.7)
Homework 1 due

Week 6: New Growth Theory: Cross-Country Income Differences
            Readings: Chapters 3 (3.8-3.12)

Week 7:   Real Business Cycle Theory
            Readings: Chapter 4 (4.1-4.4)
Homework 2 due

Week 8:   Real Business Cycle Theory
            Readings: Chapter 4 (4.5-4.10)

Week 9:   Course Review and Midterm Exam

Homework 3 due
Midterm Exam during class on [INSERT DATE]

Week 10:Traditional Keynesian Model
Readings: Chapter 5 (5.1-5.4)

Week 11:   Traditional Keynesian Model (Empirical Observations)

            Readings: Chapter 5 (5.5-5.6)

Week 12:Lucas Imperfect Information Model
            Readings: Chapter 6 (6.1-6.3)
Homework 4 due

Week 13:New Keynesian Model
            Readings: Chapter 6 (6.4-6.7)

Week 14: Dynamic New Keynesian Models
        Readings: Chapter 6 (6.8-6.11)

Week 15: New Keynesian Models (Empirical Observations)
Readings: Chapter 6 (6.12-6.13)
Homework 5 due

Final Exam at [INSERT TIME] on [INSERT DATE]

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 course grade is determined by your performance on five problem solving exercises (4 points each), a two-hour midterm exam (40 points), and a cumulative two-hour final exam (40 points), following the scale below:

A	92 – 100 points	C	73 – 77 points
A-	90 – 91 points	C-	70 – 72 points
B+	88 – 89 points	D+	68 – 69 points
B	83 – 87 points	D	63 – 67 points
B-	80 – 82 points	D-	60 – 62 points
C+	78 – 79 points	E	0 – 59 points

Assume all grades are rounded to the nearest integer. For example, a 91.49 will be assigned an A-, and a 91.50 will be assigned an A.

Make up assignments will be arranged in accordance with UF policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

The above grading policies are consistent with UF policies regarding grade determination. This information can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Information regarding UF attendance policies can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 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

Accomodations
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/) 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/.*

* *

Response:
Yes

ECO 7207: Macroeconomic Theory II
(3 Credits)

Instructor: [INSERT NAME]
>   Office: [INSERT LOCATION]
>   Office Hours: Two two-period blocks per week will be scheduled on the syllabus
>   Office Phone: [INSERT PHONE NUMBER]
>   E-mail: [INSERT EMAIL ADDRESS]

Teaching Assistant: [INSERT NAME]
>   Office: [INSERT LOCATION]
>   Office Hours: Two two-period blocks per week will be scheduled on the syllabus
>   Office Phone: [INSERT PHONE NUMBER]
>   E-mail: [INSERT EMAIL ADDRESS]

Prerequisites: ECO 7206: *Macroeconomic Theory I*

Course Readings (required): *Advanced Macroeconomics, 4ᵗʰ edition* by David Romer (McGraw-Hill).

Course Description: Introduces foundational models of economic growth and macroeconomic fluctuations. Presents the Solow Growth Model, the Ramsey-Cass-Koopmans Growth Model, and the Diamond Growth Model. Develops the New Growth Theory by incorporating research and development activity and human capital investment. Examines short-run macroeconomic fluctuations using the traditional and new Keynesian models.

Course Objectives: Students that successfully complete this course will be able to: (i) identify the key explanations for economic growth contained in each of the foundational growth models, (ii) manipulate foundational growth models to examine how exogenous shocks would impact economic growth, (iii) explain the distinction between long-run growth and short-run fluctuations, and (iv) describe how exogenous shocks would impact short-run fluctuations in real GDP and other macroeconomic variables.

Class Format: This is a full semester class that will meet three periods per week. The weekly format will consist of one two-period lecture and one one-period lecture each week. The topic outline, schedule by week, and related readings are listed below.

Problem Set Assignments: There are five problem sets that will be assigned during this course. These problem sets relate to the topics of the preceding lectures and are intended to offer you practice with the relevant solution techniques. In some cases, questions offer important extensions of the material covered in class. All problem sets are due at the beginning of class (i.e., **[INSERT TIME]**) on the due date. While you may work with your classmates on these problems sets, each student is responsible for submitting their own work. Copying another student's answers is not permitted.

The Practical Data Assignment due dates are as follows:
>   Data Assignment #1 due at **[INSERT TIME]** on **[INSERT DATE]**
>   Data Assignment #2 due at **[INSERT TIME]** on **[INSERT DATE]**
>   Data Assignment #3 due at **[INSERT TIME]** on **[INSERT DATE]**
>   Data Assignment #4 due at **[INSERT TIME]** on **[INSERT DATE]**
>   Data Assignment #5 due at **[INSERT TIME]** on **[INSERT DATE]**

1

This syllabus is for approval, without knowledge of the specific days of week that the class will meet. Thus, specific times are omitted.

Grading: The course grade is determined by your performance on five problem solving exercises (4 points each), a two-hour midterm exam (40 points), and a cumulative two-hour final exam (40 points), following the scale below:

A	92 – 100 points		C	73 – 77 points
A-	90 – 91 points		C-	70 – 72 points
B+	88 – 89 points		D+	68 – 69 points
B	83 – 87 points		D	63 – 67 points
B-	80 – 82 points		D-	60 – 62 points
C+	78 – 79 points		E	0 – 59 points

Assume all grades are rounded to the nearest integer. For example, a 91.49 will be assigned an A-, and a 91.50 will be assigned an A.

Make up assignments will be arranged in accordance with UF policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

The above grading policies are consistent with UF policies regarding grade determination. This information can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Information regarding UF attendance policies can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Professionalism and Honor Code: Students are expected to conduct themselves professionally. Students must arrive to class on time.

UF students are bound to not cheat or plagiarize, and 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.'" More details on the Honor Code, including sanctions for violations, can be found at: http://gradcatalog.ufl.edu/content.php?catoid=8&navoid=1493#student-honor-code .

Students are expected to abide by UF copyright policies:
(see https://security.ufl.edu/learn-information-security/protect-yourself/copyright-information/
and http://www.it.ufl.edu/policies/intellectual-property/copyright/).

Students Requiring Accommodations: Students with disabilities requesting accommodations should first register with the Disabilities Resource Center (392-8565, https://disability.ufl.edu/), providing appropriate documentation. Once registered, students will receive an accommodation letter that can be presented to the instructor when requesting accommodation. Please register at the beginning of the course if seeking accommodations.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

This syllabus is for approval, without knowledge of the specific days of week that the class will meet. Thus, specific times are omitted.

Health Counseling and Emergencies:

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS)
Student Health Care Center, 392-1161.

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

This syllabus is for approval, without knowledge of the specific days of week that the class will meet. Thus, specific times are omitted.

Week 1: **Solow Growth Model**
Readings: Course Syllabus and Chapter 1 (1.1-1.4)

Week 2: **Solow Growth Model**
Readings: Chapter 1 (1.5-1.8)

Week 3: **Ramsey-Cass-Koopmans Growth Model**
Readings: Chapter 2 (2.1-2.7)

Week 4: **Diamond Growth Model**
Readings: Chapter 2 (2.8-2.12)

Week 5: **New Growth Theory: R&D Models**
Readings: Chapter 3 (3.1-3.7)
Homework 1 due

Week 6: **New Growth Theory: Cross-Country Income Differences**
Readings: Chapters 3 (3.8-3.12)

Week 7: **Real Business Cycle Theory**
Readings: Chapter 4 (4.1-4.4)
Homework 2 due

Week 8: **Real Business Cycle Theory**
Readings: Chapter 4 (4.5-4.10)

Week 9: **Course Review and Midterm Exam**
Homework 3 due
Midterm Exam during class on [INSERT DATE]

Week 10: **Traditional Keynesian Model**
Readings: Chapter 5 (5.1-5.4)

Week 11: **Traditional Keynesian Model (Empirical Observations)**
Readings: Chapter 5 (5.5-5.6)

Week 12: **Lucas Imperfect Information Model**
Readings: Chapter 6 (6.1-6.3)
Homework 4 due

Week 13: **New Keynesian Model**
Readings: Chapter 6 (6.4-6.7)

Week 14: **Dynamic New Keynesian Models**
Readings: Chapter 6 (6.8-6.11)

Week 15: **New Keynesian Models (Empirical Observations)**
Readings: Chapter 6 (6.12-6.13)
Homework 5 due

Final Exam at [INSERT TIME] on [INSERT DATE]

This syllabus is for approval, without knowledge of the specific days of week that the class will meet. Thus, specific times are omitted.

Course|New for request 18795

Info

Request: GLY 6XXX Survival Skills for Academic Careers
Description of request: A request for a new graduate course in Geological Sciences: Survival Skills for Academic Careers, a course designed to help students who desire a career in academia navigate the 'hidden curriculum' of finding, being competitive for, and surviving in academic positions.
Submitter: Stephen Elardo selardo@ufl.edu
Created: 11/3/2023 12:30:15 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:
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.). *
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. *

> Response:
> Survival Skills for Academic Careers

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:
> Academic Career Skills

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 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. *

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:
Introduces skills needed to find, be competitive for, and survive in academic jobs. Topics include finding and securing post-doc positions, skills and tactics for writing academic job applications, interview and negotiation approaches and tips, writing and reviewing proposals, methods for effective course design, and others.

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:
Consent of the instructor and an undergraduate degree in Geological Sciences, Geology, Earth and Planetary Science, or a related field.

Note: This pre-req language follows the example of other 6000-level GLY courses, such as GLY 6519.

Completing Prerequisites on UCC forms:

• 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: *
*Example: *
<ol>
• 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).
*

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:
None

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

Response:
PhDs in STEM fields typically prepare students for the scientific aspects of jobs in academia, but rarely address the 'hidden curriculum' on how to obtain those jobs. The rationale for Scientific Survival Skills is to help the subset of graduate students in Geological Sciences who's goal it is to eventually be faculty members at various types of universities develop the skills needed to be competitive in securing and surviving in those positions. The course will cover topics such as finding and securing post-doc positions, skills and tactics for writing academic job applications, interview and negotiation approaches and tips, writing and reviewing proposals, methods for effective course design, and others. The placement in the course at the 6000 level of the graduate curriculum is most appropriate. This would not be a course that would be appropriate to cross-list with an undergraduate section. Rather, it is most appropriate for graduate students who are at the point in their academic careers where they have some graduate work experience and have identified academia as their target career.

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 opportunities for post-doctoral research position in the student's field of research.
2. Effectively prepare a CV, cover letter, and research and teaching statements for academic job applications.
3. Prepare and clearly deliver talks for a variety of academic settings, and develop skills for successful academic interviews.
4. Identify the important components of federal funding proposals, including budgets.
5. Identify key aspects of effective course design for a variety of course modalities.

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:
No text book.

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: Intro to the Course/Job Search Resources for Finding Post-Docs and Faculty Positions - Find Your Job Ad
2: Responsibilities of Different Types of Faculty Positions/Writing CVs and Cover Letters
3: Writing Research Statements/Peer Review and Discussion of Cover Letters and CVs
4: Writing Teaching Statements/Peer Review and Discussion of Research Statements
5: US Academic Job Interviews/Peer Review and Discussion of Teaching Statements
6: Tactics for US Academic Job Talks: 'Zoom', Research Seminars, and Teaching Demonstrations
7: Tactics for 'Elevator' Talks/Conference Talks/Making Great Conference Posters
8: NSF and NASA Funding Proposals, Where to Find Funding, and the Proposal Review Process
9: Negotiating Academic Job Offers/Imposter Syndrome Discussion
10: Typically Spring Break
11: Publishing from an Editor's Perspective /Writing Diversity Statements
12: Speaking to the Press /Writing Papers for High Profile Journals
13: Backwards Course Design/Teaching Online Courses
14: Mock Proposal Review Panel (Group 1)
15: Mock Proposal Review Panel (Group 2)

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:
LECTURE ATTENDANCE & PARTICIPATION 35%
ACADEMIC JOB APPLICATION   30%
'ELEVATOR' TALK 10%
NSF/NASA – STYLE 5 PAGE PROPOSAL 15%
REVIEW PANEL PARTICIPATION 10%

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 M. Elardo

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.*

* *

Response:
Yes

GLY 6XXX – Survival Skills for Academic Careers
3 credit hours

Friday Periods 2 – 4: Williamson 210

Instructor: Stephen Elardo
Williamson Hall - 229
selardo@ufl.edu

Office hours: F: 1 – 3pm, or by appointment

Course Website: This course's website will be through Canvas. See: http://elearning.ufl.edu

Course Materials: No book required. Other materials will be provided by the instructor.

Overall Course Goal: To provide students with the background knowledge, information, and practical skills necessary to be competitive for and successful in scientific careers, with a strong emphasis on careers in academia in the US.

Learning Objectives:
1. Identify opportunities for post-doctoral research position in the student's field of research.
2. Effectively prepare a CV, cover letter, and research and teaching statements for academic job applications.
3. Prepare and clearly deliver talks for a variety of academic settings, and develop skills for successful academic interviews.
4. Identify the important components of federal funding proposals, including budgets.
5. Identify key aspects of effective course design for a variety of course modalities.

Prerequisites: None.

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%
E = below 60%		

	POINTS POSSIBLE
LECTURE ATTENDANCE & PARTICIPATION	35%
ACADEMIC JOB APPLICATION	30%
'ELEVATOR' TALK	10%
NSF/NASA – STYLE PROPOSAL	15%
REVIEW PANEL PARTICIPATION	10%
	100% TOTAL

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)

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 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

Week	Date	Class Topic
1		Intro to the Course/Job Search Resources for Finding Post-Docs and Faculty Positions - **Find Your Job Ad**
2		Responsibilities of Different Types of Faculty Positions/Writing CVs and Cover Letters
3		Writing Research Statements/**Peer Review and Discussion of Cover Letters and CVs**
4		Writing Teaching Statements/**Peer Review and Discussion of Research Statements**
5		US Academic Job Interviews/**Peer Review and Discussion of Teaching Statements**
6		Tactics for US Academic Job Talks: 'Zoom', Research Seminars, and Teaching Demonstrations
7		Tactics for 'Elevator' Talks/Conference Talks/Making Great Conference Posters
8		NSF and NASA Funding Proposals, Where to Find Funding, and the Proposal Review Process
9		Negotiating Academic Job Offers/Imposter Syndrome Discussion
10		**Spring Break – Enjoy!**
11		Publishing from an Editor's Perspective /Writing Diversity Statements
12		Speaking to the Press /Writing Papers for High Profile Journals
13		Backwards Course Design/Teaching Online Courses
14		**Mock Proposal Review Panel (Group 1)**
15		**Mock Proposal Review Panel (Group 2)**
16		**Reading Days – No Class**

--Above schedule subject to change with appropriate notice provided---

Course|New for request 18755

Info

Request: HUN 6XXX Global Nutrition
Description of request: I have been teaching this course for 2 years and want to establish it as a general course in my unit.
Submitter: Juan Andrade jandrade2@ufl.edu
Created: 12/5/2023 9:15:52 PM
Form version: 6

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:
HUN

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. *

Response:
Global Nutrition

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:
Global nutrition

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 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. *

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:
Explore current nutritional problems influencing the health and livelihood of populations in low-income countries. Examine local and global dimensions of malnutrition, food and nutrition insecurity, and micronutrient deficiencies, along with the policies and interventions aimed at improving nutrition outcomes implemented at the household, community, national, and global levels to improve nutritional status.

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 on UCC forms:

• *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: *
*Example: *
<ol>
• *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:
The importance of nutrition in supporting good health and well-being is well-established. Poor nutrition can lead to a wide range of health problems, including malnutrition, stunted growth, and chronic diseases such as diabetes, obesity, and heart disease. In addition, global nutrition issues, such as food insecurity and the unequal distribution of nutritious foods, have significant social and economic implications. To address these challenges, a new course on global nutrition is needed.

A course on global nutrition would provide students with a comprehensive understanding of the key issues and challenges related to nutrition on a global scale. The course would cover a wide range of topics, including the importance of a balanced diet, the role of nutrition in disease prevention, and the impact of food systems on health and the environment. Students would also learn about the social, economic, and political factors that influence nutrition, such as poverty, globalization, and food policies.

One of the key benefits of a course on global nutrition is that it would provide students with the knowledge and skills to address global nutrition challenges in a holistic and sustainable way. Students would learn about evidence-based interventions that have been successful in improving nutrition outcomes, such as our sustainable development goals, emergency relief efforts, nutrition education, food fortification, and agricultural interventions. They would also learn about the importance of community engagement and participation in addressing nutrition issues. These topics are discussed in several dispersed courses, but currently, at UF, there is no course that brings these themes together.

Moreover, a course on global nutrition would be highly relevant to a wide range of fields, including

human nutrition, dietetics, public health, medicine, agriculture, and environmental studies. It would also be relevant to policymakers and practitioners working in the field of nutrition and health, as well as to individuals who are interested in promoting healthy eating habits and lifestyles. Since 2021, The course has been taught twice and enrolled students in food science, dietetics, human nutrition, and the Master of Sustainable Development Practice.

In conclusion, a course on global nutrition is essential in addressing the significant challenges facing the world today. By providing students with a comprehensive understanding of the complex issues related to nutrition, this course would equip them with the knowledge and skills needed to promote good health and well-being on a global scale.

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, the students will:
•   Expand their declarative knowledge of global nutrition issues such as food security, nutrition security, protein/energy malnutrition, micronutrient malnutrition, hunger, famine, poverty, among others.
•   Examine the nutritional issues challenging our World today, and regional trends in nutritional indicators.
•   Evaluate the causes of protein/energy and micronutrient malnutrition and formulate some approaches to address them.
•   Appraise the linkages between agriculture, nutrition and health, especially in low-resource settings.
•   Integrate basic nutrition concepts to critically appraise the impact of current initiatives/programs/policies aimed at improving the nutrition and health of communities in low-income countries.
•   Engage in critical reflection on the role of individuals, communities, and governments in promoting global nutrition and health equity.
•   Judge resources provided by global development organizations.

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:
No specific textbook is used in this course. Students will read primary literature, reports, technical briefs, and white papers from the development community posted on Canvas for each of the lectures. Readings include:

•   UNICEF, WHO, World Bank. Joint child malnutrition estimates - Levels and trends. 2023 Edition
•   Prentice AM, Ward KA, Goldberg GR, Jarjou LM, Moore SE, Fulford AJ, Prentice A. Critical windows for nutritional interventions against stunting. Am J Clin Nutr. 2013 May;97(5):911-8.
•   Schaafsma G. The protein digestibility-corrected amino acid score. J Nutr. 2000 Jul;130(7):1865S-7S.
•   WHO. 1999. Management of severe malnutrition: a manual for physicians and other senior health workers
•   Victora CG, Adair L, Fall C, Hallal PC, Martorell R, Richter L, Sachdev HS; Maternal and Child Undernutrition Study Group. Maternal and child undernutrition: consequences for adult health and human capital. Lancet. 2008 Jan 26;371(9609):340-57.
•   Northrop-Clewes CA, Thurnham DI. Biomarkers for the differentiation of anemia and their clinical usefulness. J Blood Med. 2013 Mar 20;4:11-22
•   IZiNCG. 2019. Determining the risk of zinc deficiency: Assessment of dietary zinc intake. TECHNICAL BRIEF. No. 3. 2nd Ed. Available at: https://www.izincg.org/technical-briefs

• Jooste PL, Strydom E. Methods for determination of iodine in urine and salt. Best Pract Res Clin Endocrinol Metab. 2010 Feb;24(1):77-88.
• Tanumihardjo SA. Vitamin A: biomarkers of nutrition for development. Am J Clin Nutr. 2011 Aug;94(2):658S-65S.
• Aslinia F, Mazza JJ, Yale SH. Megaloblastic anemia and other causes of macrocytosis. Clin Med Res. 2006 Sep;4(3):236-41.
• Hulme, D. 2009. The MDGs- A Short History of the World's Biggest Promise. BWPI Working Paper 100
• Webb P, Caiafa K, Walton S; Food Aid Quality Review Group. Making Food Aid Fit-for-Purpose in the 21st Century: A Review of Recent Initiatives Improving the Nutritional Quality of Foods Used in Emergency and Development Programming. Food Nutr Bull. 2017 Dec;38(4):574-584
• E. Holt-Gimenez, M. Altieri, P. Rosset. 2008. Ten reasons why the Rockefeller and the Bill and Melinda Gates Foundations' Alliance for another green revolution will not solve the problems of poverty and hunger in Sub-Saharan Africa. Institute for Food and Development Policy
• Olivares_1989_Prevention of iron deficiency by milk fortification E. Holt-Gimenez
• Stoltzfus RJ, Kvalsvig JD, Chwaya HM, Montresor A, Albonico M, Tielsch JM, Savioli L, Pollitt E. Effects of iron supplementation and anthelmintic treatment on motor and language development of preschool children in Zanzibar: double blind, placebo controlled study. BMJ. 2001 Dec 15;323(7326):1389-93.
• Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial Team; Humphrey JH, Jones AD, Manges A, Mangwadu G, Maluccio JA, Mbuya MN, Moulton LH, Ntozini R, Prendergast AJ, Stoltzfus RJ, Tielsch JM. The Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial: Rationale, Design, and Methods. Clin Infect Dis. 2015 Dec 15;61 Suppl 7(Suppl 7):S685-702.
• Pickering AJ, Davis J. Freshwater availability and water fetching distance affect child health in sub-Saharan Africa. Environ Sci Technol. 2012 Feb 21;46(4):2391-7.
• Ruel MT, Alderman H; Maternal and Child Nutrition Study Group. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? Lancet. 2013 Aug 10;382(9891):536-51. doi: 10.1016/S0140-6736(13)60843-0. Epub 2013 Jun 6.
• Webb P, Kennedy E. Impacts of agriculture on nutrition: nature of the evidence and research gaps. Food Nutr Bull. 2014 Mar;35(1):126-32.

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   Topic
1   Introduction, Global Nutrition Generalities, Metrics
2   Nutrition, Growth and Anthropometric
3   Protein Energy Malnutrition
4   Maternal Nutrition
5   Micronutrient Nutrition: Iron
6   Micronutrient Nutrition: Zinc
7   Micronutrient Nutrition: Iodine
8   Micronutrient Nutrition: Vitamin A
9   Micronutrient Nutrition: Folate
10   Sustainable Development Goals
11   Nutrition Specific vs. Sensitive Programs: US Food Aid
12   Nutrition Specific vs. Sensitive Programs: Breastfeeding and complementary feeding
13   Nutrition Specific vs. Sensitive Programs: Food Fortification
14   Nutrition Specific vs. Sensitive Programs: WASH
15   Nutrition Specific vs. Sensitive Programs: Agricultural-based
16   Final presentations, Group Evaluations, and Reports

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:
Students' final grades will be computed from their performance on the following activities (out of 400 pts):

Activity QTY Format Type %Grades Pts
_____

Initiative/program/policy overview 1

1 Presentation   Group   7.5

30
Initiative/program/policy overview 2

1

Presentation   Group

7.5

30
Initiative/program/policy Final Description 1

Presentation   Group

7.5

30
Initiative/program/policy Report

1

Paper   Group

7.5

30
Reflection essay

1

Paper

Individual

5

20
Assignment 1- Global Nutrition Crossword 1

Paper

Individual

5

20
Assignment 2- Country Profiles

1

Paper

Individual

5

20
Assignments 3- UNICEF Framework

1

Paper

Individual

10

40
Take-home Quizzes

12

Online

Individual

45 180

_____

Individual Assignment description.

Global Nutrition Crossword. This assignment is to assess students' current knowledge of global nutrition. The crossword goes over 56 definitions and terminology that are often used in the global nutrition context (e.g., kwashiorkor, marasmus, food security, complementary feeding, etc.). This assignment is for students to start thinking about the material and sets the stage for knowledge to be gained in class. Students receive full points for submitting the assignment. There is a class discussion on the answers and statistics. (20 points)

Country profiles. This assignment will introduce students to current indicators of nutrition and health status for populations in low- and middle-income countries. Each student will collect nutrition indicators of a specific country and present this information within 6 minutes at the beginning of the lecture. Countries will be selected on the first day of classes. There will be 19 country descriptors. This activity requires a written submission and an oral presentation. Students receive full points for submitting the written description (all country characteristics) on time and presenting this information within the time allotted and the number of PowerPoint slides. (20 points)

UNICEF Framework. This assignment is for students to practice the use of the UNICEF Framework on malnutrition, which allows students to identify the causes of malnutrition, associate their various indicators with the causes of undernutrition, and make policy recommendations to address them. This is a case study which provides several descriptors of a country. Students will use the indicators and describe the causes of malnutrition in the case study, and answer three essay questions. Students are given a blank framework to fill out with the country's information.

This assignment has a rubric, a submission time, and content criteria. (40 points)

Reflection essay: Each student will submit a 1-page reflective essay (TNR 12 font, 1-inch margins; first person) including: 1) your thoughts about the group's initiative/program/policy; 2) information collected through the course; and 3) answers/view changes/paradigm shifts from instructor/peer comments/questions collected on the day of your presentation. Students should include these three aspects to receive full points. This is an individual activity, however, it is associated with the group project. (20 points)

Take home Quizzes. Quizzes will be available within one week before a new topic starts. Quizzes will be open book and will cover material discussed in a previous class and ahead of class. The time to complete the quizzes will vary. Quizzes will query students with 5 to 8 questions from material covered in class and from primary literature. There will be a total of 12 quizzes worth 15 points each, for a total of 180 points.

Description of Group activities

Overview: Students will work in pairs or groups of 3 members during the semester. Groups will be formed on the first day of classes. The main five topics are 1) Maternal Nutrition Programs, 2) WASH and Nutrition Programs, 3) Fortification programs, 4) Agriculture and Nutrition programs, and 5) School nutrition programs. Within these five topics, each group will identify a program/initiative within the represented countries (as identified from the individual activities) and collect information that is useful to understand its impact. This group activity is divided into four tasks and associated deliverables (3 presentations and a final report) each evaluated separately. Activities:

Presentation 1: In this activity, the group will present the program/initiative in the chosen country and describe the initiative based on 10 questions. Full points are given to groups submitting the PowerPoint presentation on time, presentations addressing the 10 questions within 6 PowerPoint slides, and presentations delivered within the allotted time (10 minutes) showing group effort. (30 points)

Presentation 2: In this activity, the group will present aspects of the program/initiative that serve as elements of impact evaluation, which includes 1) a theory framing this program, 2) if there is a biological plausibility associating the program with nutrition outcomes, 3) the likelihood that the program is reaching its goal, 4) the presence of external evaluations, and 5) an assessment of the quality of evidence found for this program. Full points are given to groups submitting the PowerPoint presentation on time, presentations addressing the 5 themes mentioned above within 6 PowerPoint slides, and presentations delivered within the allotted time (10 minutes) showing group effort. (30 points)

Presentation 3 (final): In this final presentation, the group describes the program/initiative and provides an assessment based on the found evidence. The group will be evaluated by its peers, and there is a rubric for this. This presentation is 20 minutes long and students evaluate their peers. The average scores plus the instructor review are used for the final grade of this presentation. (30 points)

Final report: The students will submit a final report of the group activities. This report will answer the 10 questions asked for project evaluation. This report will be 3-pages long and have rubrics associated with content, format (font 12, 1-inch margins, single space, third person), technical style, grammar, literature cited, and supporting information as annexes. (30 points)

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

Response:

Juan E. Andrade Laborde

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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 <a href="https://gatorevals.aa.ufl.edu/public-

results/">https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

FOS/HUN 6XXX
Global Nutrition
Fall 2024

Instructor:	Juan E. Andrade Laborde, Ph.D. (aka, Dr.A.)
	208 FSHN Bldg.
	Phone: (352) 294-3706
	E-mail: jandrade2@ufl.edu (best method of contact)
Office hours:	Thursdays, XX-XXPM, or By appointment
Class Time/Place:	Mondays: Period 6 (12:50 PM - 1:40 PM) at PLACE
	Wednesdays: Period 6 - 7 (12:50 PM - 2:45 PM) at PLACE
Credits	3 credit hours
Course Reading:	Lecture notes, primary literature, government, NGO's and institutions reports, media reports (written and electronic, as noted in the class schedule and list of readings).
Prerequisites:	Basic knowledge of nutrition and its relationship with disease.
CANVAS Site	There is a CANVAS site for our course. All communication with Dr. Andrade will go through Canvas and all class assignments and quizzes will be uploaded through this site.

Course Etiquette:

- Attendance and an active/non-disruptive participation is expected
- Cellular phones should be turned to silent or off when entering the classroom. No texting during class. Students will be asked to leave the classroom, if caught texting.
- Computers are allowed during class for the sole purpose of taking notes. Both noisy typing skills and keyboards are not welcomed in class. All other electronic devices should be turned off.
- Class sessions begin at the time specified. If you come in late, please take your seat quietly. Most class sessions will run the full time. Please, do not disrupt the class by arriving late or leaving early.
- Talking in class is disruptive. Please be respectful of the instructors and your fellow classmates and refrain from side conversations during class.

E-mailing

- All correspondence should be via E-mail.
- When you send an email to your instructor, you should start the subject line using HUN6936- [your subject].
- Please be brief and avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name and return e-mail address.
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "FORWARD" button.

CLASS OBJECTIVES, LEARNING OBJECTIVES, ACTIVITIES, GRADING AND SCHEDULE

I. Course Description and Overall Content.

This course explores current nutritional problems influencing the health and livelihood of populations in low-income countries. It examines local and global dimensions of malnutrition, food and nutrition insecurity, and micronutrient deficiencies, along with the policies and interventions aimed at improving nutrition outcomes implemented at the household, community, national, and global levels to improve nutritional status. Students will be encouraged to participate at all times. They will engage in a series of class activities, discussions, and presentations. Main topics:

- *Overview of global nutrition*. Overview of the world nutrition situation in relation to other critical issues of common interest: food supply, poverty, population growth, water and other environmental issues, and the Sustainable Development Goals.

- *Health and nutrition*. Discussion of major nutritional issues of global concern, assessment, and approaches to address them.

- *Nutrition-specific vs. Nutrition-sensitive strategies.* Overview of current strategies addressing food and nutrition insecurity in low-resource settings such as food aid, complementary feeding, food fortification, WASH, agricultural-focused programs, and gender issues associated with them.

II. Student Learning Objectives.

At the end of this course, the students will:
- Expand their declarative knowledge of global nutrition issues such as food security, nutrition security, protein/energy malnutrition, micronutrient malnutrition, hunger, famine, poverty, among others.

- Examine the nutritional issues challenging our World today, and regional trends in nutritional indicators.

- Evaluate the causes of protein/energy and micronutrient malnutrition and formulate some approaches to address them.

- Appraise the linkages between agriculture, nutrition and health, especially in low-resource settings.

- Integrate basic nutrition concepts to critically appraise the impact of current initiatives/programs/policies aimed at improving the nutrition and health of communities in low-income countries.

- Engage in critical reflection on the role of individuals, communities, and governments in promoting global nutrition and health equity.

- Judge resources provided by global development organizations.

III. Brief Description of Course Dynamics and Activities.

The course comprises lectures, discussions, presentations, and individual studies. Group discussions guided by the faculty highlight ongoing research, debated and relevant articles. A group project is assigned as an educational tool to delve deeper into current initiatives/programs/policies, their goals, justification, achievements, impacts, and needs for improvement.

1. **Lectures.** Dr. Andrade will present information that will serve as a starting point for class discussions and student projects. The objective is to bring current knowledge on specific aspects of global nutrition to build upon for later discussion.

2. **Class discussions.** Students will participate in class discussions associated with the lectures, country profile assignments, and group project presentations.

3. **Group Project.** Students will work in pairs or groups of 3 members during the semester. Groups will be formed on the first day of classes. The main five topics are 1) Maternal Nutrition Programs, 2) WASH and Nutrition Programs, 3) Fortification programs, 4) Agriculture and Nutrition programs, and 5) School nutrition programs. Within these five topics, each group will identify a program/initiative within the represented countries (as identified from the individual activities) and collect information that is useful to understand its impact. This group activity is divided into four tasks and associated deliverables (3 presentations and a final report) each evaluated separately. Activities:

   o **Presentation 1**: In this activity, the group will present the program/initiative in the chosen country and describe the initiative based on 10 questions. Full points are given to groups submitting the PowerPoint presentation on time, presentations addressing the 10 questions within 6 PowerPoint slides, and presentations delivered within the allotted time (10 minutes) showing group effort.

   o **Presentation 2**: In this activity, the group will present aspects of the program/initiative that serve as elements of impact evaluation, which includes 1) a theory framing this program, 2) if there is a biological plausibility associating the program with nutrition outcomes, 3) the likelihood that the program is reaching its goal, 4) the presence of external evaluations, and 5) an assessment of the quality of evidence found for this program. Full points are given to groups submitting the PowerPoint presentation on time, presentations addressing the 5 themes mentioned above within 6 PowerPoint slides, and presentations delivered within the allotted time (10 minutes) showing group effort.

   o **Presentation 3 (final)**: In this final presentation, the group describes the program/initiative and provides an assessment based on the found evidence. The group will be evaluated by its peers, and there is a rubric for this. This presentation is 20 minutes long and students evaluate their peers. The average scores plus the instructor review are used for the final grade of this presentation.

   o **Final report**: The students will submit a final report of the group activities. This report will answer the 10 questions asked for project evaluation. This report will be 3-pages long and have rubrics associated with content, format (font 12, 1-inch margins, single space, third person), technical style, grammar, literature cited, and supporting information as annexes.

4. **Take-home Quizzes.** Quizzes will be available within one week before a new topic starts. Quizzes will be open book and will cover material discussed in a previous class and ahead of class. The time to complete the quizzes will vary. Quizzes will query students with 5 to 8 questions from material covered in class and from primary literature. There will be a total of 12 quizzes worth 15 points each, for a total of 180 points.

5. **Individual Assignments.** Students will complete online assignments associated with the material covered in class or soon to be covered in class.

   o **Global Nutrition Crossword.** This assignment is to assess students' current knowledge of global nutrition. The crossword goes over 56 definitions and terminology that are often used in the global nutrition context (e.g., kwashiorkor, marasmus, food security, complementary feeding, etc.). This assignment is for students to start thinking about the material and sets the stage for knowledge to be gained in class. Students receive full points for submitting the assignment. There is a class discussion on the answers and statistics.

o **Country profiles.** This assignment will introduce students to current indicators of nutrition and health status for populations in low- and middle-income countries. Each student will collect nutrition indicators of a specific country and present this information within 6 minutes at the beginning of the lecture. Countries will be selected on the first day of classes. There will be 19 country descriptors. This activity requires a written submission and an oral presentation. Students receive full points for submitting the written description (all country characteristics) on time and presenting this information within the time allotted and the number of PowerPoint slides.

o **UNICEF Framework**. This assignment is for students to practice the use of the UNICEF Framework on malnutrition, which allows students to identify the causes of malnutrition, associate their various indicators with the causes of undernutrition, and make policy recommendations to address them. This is a case study which provides several descriptors of a country. Students will use the indicators and describe the causes of malnutrition in the case study, and answer three essay questions. Students are given a blank framework to fill out with the country's information. This assignment has a rubric, a submission time, and content criteria.

o **Reflection essay**: Each student will submit a 1-page reflective essay (TNR 12 font, 1-inch margins; first person) and include: 1) your thoughts about the group's initiative/program/policy; 2) information collected through the course; and 3) answers/view changes/paradigm shifts from instructor/peer comments/questions collected on the day of your presentation. Students should include these three aspects to receive full points. This is an individual activity, however, it is associated with the group project.

Information for all individual and group activities and their evaluation will be posted on Canvas. VISIT OUR COURSE PAGE FREQUENTLY.

IV. Student Evaluation.

Your final grade will be computed from your performance on the following activities (out of 400 pts):

Activity	Output number	Delivery	Type	% Grade	Points
Initiative/program/policy overview 1	1	Presentation	Group	7.5	30
Initiative/program/policy overview 2	1	Presentation	Group	7.5	30
Initiative/program/policy Final Description	1	Presentation	Group	7.5	30
Initiative/program/policy Report	1	Paper	Group	7.5	30
Reflection essay	1	Paper	Individual	5	20
Assignment 1- Crossword	1	Paper	Individual	5	20
Assignment 2- Country Profiles	1	Paper	Individual	5	20
Assignments 3- UNICEF Framework	1	Paper	Individual	10	40
Take home quizzes	12	Online	Individual	45	180
Group= 30% points | Individual= 70% points			TOTAL	100	400

Grade conversion

You will receive a letter grade for this course, and pluses (+) and minuses (–) will be part of the grade. There will not be any extra points in this class. If your grade is 89.5 this will be rounded to 90. If it is 89.4, it will be rounded to 89 (No exemptions).

Grade Letter and Number Scale

Percent	Grade	Grade Points	Percent	Grade	Grade Points
90.0 - 100.0	A	4.00	72.0 – 74.9	C	2.00
87.0 - 89.9	A-	3.67	69.0 - 71.9	C-	1.67
84.0 - 86.9	B+	3.33	66.0 - 68.9	D+	1.33
81.0 – 83.9	B	3.00	63.0 - 65.9	D	1.00
78.0 - 80.9	B-	2.67	60.0 - 62.9	D-	0.67
75.0 - 79.9	C+	2.33	0 - 59.9	E	0.0

More information on UF grading policy may be found at: UF Graduate Catalog ; Grades and Grading Policies

V.   COURSE POLICIES

Absences and Make-Up Work
Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Late Policy
Students are expected to submit all assignments on time. Assignments will be collected via Canvas or in class. Assignments not turned on or before the deadline will be subject to a "late" penalty corresponding to a 10% deduction of the maximum number of points of the assignment for every day it is late.

Email
Throughout the semester, your instructor may communicate important information to the class members via e-mail. Importantly, the e-mail address on file with UF (@ufl.edu) will be used for all communications. Forward any other e-mail accounts (Gmail, etc.) to your UF account. When in doubt, use the email system on Canvas to communicate with the instructor.

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 assumed that you will complete all work independently in each course task unless the instructor provides explicit permission for you to collaborate on course tasks (e.g., assignments, papers, quizzes, exams). The use of artificial intelligence (AI, e.g., ChatGPT) to complete quizzes and reports is not allowed. AI-generated writing will be evaluated using online tools such as (GPTZero, GPT-2 Detector, or AI content detector | GPT-3 | ChatGPT – Writer). 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.

Recording in class

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.

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/.

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

Contact DRC: 0001 Reid Hall, 352-392-8565

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 Helping Resources

UF is dedicated to supporting students in their academic success and overall well-being. Life can get difficult at times, especially while in college. Many students are faced with stressors and challenges that begin to impact their success as a student. These stressors have many shapes and forms (e.g., financial, family issues, etc.) and arrive at different stages of our lives. [The U Matter, We Care Initiative](#) aims at assisting the community with: i) care-related resources and programs focused on health, safety, and holistic well-being; ii) finding an appropriate network of support education and training; iii) access to tools for helping faculty staff and family members help students; and iv) several pathways to get involved with the initiative. Students experiencing crises or personal problems that interfere with their general well- being are encouraged to utilize any of the many University's counseling resources.

- **The Writing Studio.** The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in 2215 Turlington Hall for one-on-one consultations and workshops.

- **Counseling and Wellness Center.** 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.

- **Career Connection Center.** The Career Connection Center educates and creates connections for the University of Florida community in order to facilitate the holistic career development of students. First Floor JWRU, 392-1601

- **The Office of Victim Services.** A victim advocate is available 24-hours, 7 days a week through the University of Florida Police Department's Dispatch Center at 352-392-1111. Victims may also contact an advocate directly during weekdays (Monday-Friday) between 8:00 a.m. and 5:00 p.m. by calling 352-392-5648. You can also write or e-mail the department's advocates at ovs@mail.ufl.edu. All services are free and confidential.

- **University Police Department.** For emergencies ALWAYS dial 9-1-1. For non-emergencies dial 352-392-1111. For more information, visit: https://police.ufl.edu/

- **E-learning technical support** 352-392-4357 (select option 2) or email to Learning- support@ufl.edu. For more information, visit: https://elearning.ufl.edu/

- **Library Support**: Ask the librarian for support at https://cms.uflib.ufl.edu/ask

- **Student Complaints.** UF believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy. A student who is unsure as to the official responsible for handling his or her particular complaint may contact the Office of the Ombuds or the Dean of Students Office.

Date	Meeting Times	Activity
Monday August 26	1	Introductions, discussion of class activities, grading and expectations Country assignments and Group assignments Current & Emerging Issues in Global Nutrition Assignment 1 (Crossword)- Due on 8/27 9:00 PM
Wednesday August 28	2	Current & Emerging Issues in Global Nutrition Nutrition and Growth, anthropometrics Class activity *Readings* • UNICEF, WHO, World Bank. Joint child malnutrition estimates - Levels and trends. 2023 Edition • Prentice AM, Ward KA, Goldberg GR, Jarjou LM, Moore SE, Fulford AJ, Prentice A. Critical windows for nutritional interventions against stunting. Am J Clin Nutr. 2013 May;97(5):911-8.
Monday September 2		LABOR DAY No Classes
Wednesday September 4	3	Nutrition and Growth, anthropometrics (Practice) Class activity Assignment 2 (country profile report)- Due on the date of your presentation Online Quiz 1
Monday September 9		Protein Energy Malnutrition *Readings* • Schaafsma G. The protein digestibility-corrected amino acid score. J Nutr. 2000 Jul;130(7):1865S-7S. • WHO. 1999. Management of severe malnutrition: a manual for • physicians and other senior health workers
Wednesday September 11	4	Protein Energy Malnutrition Country profiles (1-2): Student Micro-presentations Online Quiz 2
Monday September 16	5	Protein Energy Malnutrition / Maternal Nutrition Country profiles (3-5): Student Micro-presentations *Readings* • Victora CG, Adair L, Fall C, Hallal PC, Martorell R, Richter L, Sachdev HS; Maternal and Child Undernutrition Study Group. Maternal and child undernutrition: consequences for adult health and human capital. Lancet. 2008 Jan 26;371(9609):340-57.

Wednesday September 18	6	Maternal Nutrition Country profiles (6-7): Student Micro-presentations Online Quiz 3
Monday September 23	7	Micronutrient malnutrition: Iron Country profiles (8 -10): Student Micro- presentations *Readings* • Northrop-Clewes CA, Thurnham DI. Biomarkers for the differentiation of anemia and their clinical usefulness. J Blood Med. 2013 Mar 20;4:11-22
Wednesday September 25	8	Micronutrient malnutrition: Iron Initiative/Program/Policy Short Descriptions I (All Groups present) Online Quiz 4
Monday September 30	9	Micronutrient malnutrition: Zinc Assignment 3 (UNICEF Framework)- Due on 9/30 *Readings* • IZiNCG. 2019. Determining the risk of zinc deficiency: Assessment of dietary zinc intake. TECHNICAL BRIEF. No. 3. 2nd Ed. Available at: https://www.izincg.org/technical-briefs
Wednesday October 2	10	Micronutrient malnutrition: Zinc Online Quiz 5
Monday October 7	11	Micronutrient malnutrition: Iodine *Readings* • Jooste PL, Strydom E. Methods for determination of iodine in urine and salt. Best Pract Res Clin Endocrinol Metab. 2010 Feb;24(1):77-88.
Wednesday October 9	12	Micronutrient malnutrition: Iodine Online Quiz 6
Monday October 14	13	Micronutrient malnutrition: Vitamin A *Readings* • Tanumihardjo SA. Vitamin A: biomarkers of nutrition for development. Am J Clin Nutr. 2011 Aug;94(2):658S-65S.
Wednesday October 16	14	Micronutrient malnutrition: Vitamin A Initiative/Program/Policy Short Descriptions I (All Groups present) Online Quiz 7
Monday October 21	15	Micronutrient malnutrition: Vitamin A /Folate *Readings* • Aslinia F, Mazza JJ, Yale SH. Megaloblastic anemia and other causes of macrocytosis. Clin Med Res. 2006 Sep;4(3):236-41.
Wednesday October 23	16	Micronutrient malnutrition: folate Micronutrient malnutrition: Emerging deficiencies Discussion Online Quiz 8
Monday October 28	17	MDGs Vs. SDGs Class discussion *Readings*

		• Hulme, D. 2009. The MDGs- A Short History of the World's Biggest Promise. BWPI Working Paper 100
Wednesday October 30	18	Nutrition Programs: Sensitive vs. Specific - US Food Aid programs **Online Quiz 9**
Monday November 4	19	Nutrition Programs: Sensitive vs. Specific - US Food Aid programs Breastfeeding and Complementary feeding *Readings* • Webb P, Caiafa K, Walton S; Food Aid Quality Review Group. Making Food Aid Fit-for-Purpose in the 21st Century: A Review of Recent Initiatives Improving the Nutritional Quality of Foods Used in Emergency and Development Programming. Food Nutr Bull. 2017 Dec;38(4):574-584 • E. Holt-Gimenez, M. Altieri, P. Rosset. 2008. Ten reasons why the Rockefeller and the Bill and Melinda Gates Foundations' Alliance for another green revolution will not solve the problems of poverty and hunger in Sub-Saharan Africa. Institute for Food and Development Policy
Wednesday November 6	20	Nutrition Programs: Sensitive vs. Specific - Breastfeeding and Complementary feeding / Fortification Programs **Online Quiz 10**
Monday November 11	21	Nutrition Programs: Sensitive vs. Specific - Fortification programs *Readings* • Olivares_1989_Prevention of iron deficiency by milk fortification E. Holt-Gimenez • Stoltzfus RJ, Kvalsvig JD, Chwaya HM, Montresor A, Albonico M, Tielsch JM, Savioli L, Pollitt E. Effects of iron supplementation and anthelmintic treatment on motor and language development of preschool children in Zanzibar: double blind, placebo controlled study. BMJ. 2001 Dec 15;323(7326):1389-93.
Wednesday November 13	22	Nutrition Programs: Sensitive vs. Specific - Fortification programs / WASH Programs **Online Quiz 11**
Monday November 18	23	Nutrition Programs: Sensitive vs. Specific - WASH Programs *Readings* • Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial Team; Humphrey JH, Jones AD, Manges A, Mangwadu G, Maluccio JA, Mbuya MN, Moulton LH, Ntozini R, Prendergast AJ, Stoltzfus RJ, Tielsch JM. The Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial: Rationale, Design, and Methods. Clin Infect Dis. 2015 Dec 15;61 Suppl 7(Suppl 7):S685-702. • Pickering AJ, Davis J. Freshwater availability and water fetching distance affect child health in sub-Saharan Africa. Environ Sci Technol. 2012 Feb 21;46(4):2391-7.

Wednesday November 20	24	Nutrition Programs: Sensitive vs. Specific - Agricultural-based programs Online Quiz 12
Monday November 25	25	Nutrition Programs: Sensitive vs. Specific - Agricultural-based programs *Readings* • Ruel MT, Alderman H; Maternal and Child Nutrition Study Group. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? Lancet. 2013 Aug 10;382(9891):536-51. doi: 10.1016/S0140-6736(13)60843-0. Epub 2013 Jun 6. • Webb P, Kennedy E. Impacts of agriculture on nutrition: nature of the evidence and research gaps. Food Nutr Bull. 2014 Mar;35(1):126-32.
Wednesday November 27		THANKSGIVING FROM NOVEMBER 23-25 NO CLASSES GATOR EVALS OPEN – CHECK ONLINE
Monday December 2	26	Nutrition Programs: Sensitive vs. Specific - Agricultural-based programs
Wednesday December 4	27	Initiative/Program/Policy Final Student presentations (All groups) Submit individual reflection from Group Work Submit FINAL GROUP REPORT

List of Course Readings

Current & Emerging Issues in Global Nutrition   Nutrition and Growth, anthropometrics   *Readings*   • UNICEF, WHO, World Bank. Joint child malnutrition estimates - Levels and trends. 2023 Edition   • Prentice AM, Ward KA, Goldberg GR, Jarjou LM, Moore SE, Fulford AJ, Prentice A. Critical windows for nutritional interventions against stunting. Am J Clin Nutr. 2013 May;97(5):911-8.
Protein Energy Malnutrition   *Readings*   • Schaafsma G. The protein digestibility-corrected amino acid score. J Nutr. 2000 Jul;130(7):1865S-7S.   • WHO. 1999. Management of severe malnutrition: a manual for physicians and other senior health workers
Protein Energy Malnutrition / Maternal Nutrition   *Readings*   • Victora CG, Adair L, Fall C, Hallal PC, Martorell R, Richter L, Sachdev HS; Maternal and Child Undernutrition Study Group. Maternal and child undernutrition: consequences for adult health and human capital. Lancet. 2008 Jan 26;371(9609):340-57.
Micronutrient malnutrition: Iron   *Readings*   • Northrop-Clewes CA, Thurnham DI. Biomarkers for the differentiation of anemia and their clinical usefulness. J Blood Med. 2013 Mar 20;4:11-22
Micronutrient malnutrition: Zinc   *Readings*

- IZiNCG. 2019. Determining the risk of zinc deficiency: Assessment of dietary zinc intake. TECHNICAL BRIEF. No. 3. 2nd Ed. Available at: https://www.izincg.org/technical-briefs

Micronutrient malnutrition: Iodine

Readings

- Jooste PL, Strydom E. Methods for determination of iodine in urine and salt. Best Pract Res Clin Endocrinol Metab. 2010 Feb;24(1):77-88.

Micronutrient malnutrition: Vitamin A

Readings

- Tanumihardjo SA. Vitamin A: biomarkers of nutrition for development. Am J Clin Nutr. 2011 Aug;94(2):658S-65S.

Micronutrient malnutrition: Vitamin A /Folate

Readings

- Aslinia F, Mazza JJ, Yale SH. Megaloblastic anemia and other causes of macrocytosis. Clin Med Res. 2006 Sep;4(3):236-41.

MDGs Vs. SDGs

Readings

- Hulme, D. 2009. The MDGs- A Short History of the World's Biggest Promise. BWPI Working Paper 100

Nutrition Programs: Sensitive vs. Specific - US Food Aid programs
Breastfeeding and Complementary feeding

Readings

- Webb P, Caiafa K, Walton S; Food Aid Quality Review Group. Making Food Aid Fit-for-Purpose in the 21st Century: A Review of Recent Initiatives Improving the Nutritional Quality of Foods Used in Emergency and Development Programming. Food Nutr Bull. 2017 Dec;38(4):574-584
- E. Holt-Gimenez, M. Altieri, P. Rosset. 2008. Ten reasons why the Rockefeller and the Bill and Melinda Gates Foundations' Alliance for another green revolution will not solve the problems of poverty and hunger in Sub-Saharan Africa. Institute for Food and Development Policy

Nutrition Programs: Sensitive vs. Specific - Fortification programs

Readings

- Olivares_1989_Prevention of iron deficiency by milk fortification E. Holt-Gimenez
- Stoltzfus RJ, Kvalsvig JD, Chwaya HM, Montresor A, Albonico M, Tielsch JM, Savioli L, Pollitt E. Effects of iron supplementation and anthelmintic treatment on motor and language development of preschool children in Zanzibar: double blind, placebo controlled study. BMJ. 2001 Dec 15;323(7326):1389-93.

Nutrition Programs: Sensitive vs. Specific - WASH Programs

Readings

- Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial Team; Humphrey JH, Jones AD, Manges A, Mangwadu G, Maluccio JA, Mbuya MN, Moulton LH, Ntozini R, Prendergast AJ, Stoltzfus RJ, Tielsch JM. The Sanitation Hygiene Infant Nutrition Efficacy (SHINE) Trial: Rationale, Design, and Methods. Clin Infect Dis. 2015 Dec 15;61 Suppl 7(Suppl 7):S685-702.
- Pickering AJ, Davis J. Freshwater availability and water fetching distance affect child health in sub-Saharan Africa. Environ Sci Technol. 2012 Feb 21;46(4):2391-7.

Nutrition Programs: Sensitive vs. Specific - Agricultural-based programs

Readings

- Ruel MT, Alderman H; Maternal and Child Nutrition Study Group. Nutrition-sensitive interventions and programmes: how can they help to accelerate progress in improving maternal and child nutrition? Lancet. 2013 Aug 10;382(9891):536-51. doi: 10.1016/S0140-6736(13)60843-0. Epub 2013 Jun 6.
- Webb P, Kennedy E. Impacts of agriculture on nutrition: nature of the evidence and research gaps. Food Nutr Bull. 2014 Mar;35(1):126-32.

Course|New for request 19010

Info

Request: IND 5XXX Interior Finishes and Materials
Description of request: The proposal aims to assign a graduate course number to an undergraduate course based on its tangible benefits for graduate students.
Submitter: Shabboo Valipoor sh.valipoor@ufl.edu
Created: 11/2/2023 3:24:16 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:
IND

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:
The proposal aims to assign a graduate course number to an undergraduate course based on its tangible benefits for our master's students. Some of our master's students, who are trained in allied disciplines, are involved in research related to interior finishes and materials. This course could offer them critical foundational knowledge of evidence-based material selection processes.

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:
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. *

Response:
Interior Finishes and Materials

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:
Interior Finish/Matls

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. *
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

* *
* For more information please see the Co-Listed Graduate Undergraduate Courses Policy.*

Response:
Enrolling in this class as a master's student will bring forth substantial distinctions in students' academic journey. The elevated expectations at the graduate level will encompass the creation of a comprehensive scoping literature review report, honing in on the pivotal themes of material safety and sustainability. In addition to the core curriculum, students can anticipate additional readings and assignments that delve into topics carefully curated by the course instructor, providing them with an enriched and nuanced understanding of the subject matter. These distinctive elements tailored for graduate students will foster a more profound and specialized learning experience.

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:
Fall

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. *

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:
The purpose of this course is to introduce building materials and finishes used for interior applications and how they contribute to the functionality of the built environment. It also discusses the contextual relevance of application, operational and environmental sustainability, and their potential impact on the continuum of human health, safety, and well-being. In this course, students will explore and evaluate the diversity, applicability, and lifecycle of interior building materials.

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: *
<ol>
• 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:
The rationale for introducing this course is for graduate students with a keen interest in delving into the realms of sustainable and regenerative design or immersing themselves in the intricacies of material safety. This specialized course serves as a critical foundation for those embarking on a dissertation or thesis research journey in these domains, equipping them with the indispensable knowledge and skills required to navigate the complexities of interior finishes and materials. It offers a unique opportunity to develop a profound understanding of the subject matter, providing the essential tools and insights needed to excel in research endeavors focused on sustainable and regenerative design or material safety.

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

Response:
The primary goal of the course curriculum is to broaden students' proficiency in innovative applied finish and surface solutions, emphasizing their ability to work with sustainable and regenerative materials. Simultaneously, the curriculum aims to ensure that students cultivate a robust technical acumen concerning interior material life safety, operational performance capabilities, and relevant code requirements. Throughout the course, students will acquire the technical lexicon and grasp the scientific principles underpinning the construction, fabrication, specification, and installation requirements of materials, with a special focus on sustainable and regenerative options. Furthermore, students will develop an understanding of the roles and responsibilities of interior designers in upholding the quality and safety of diverse built environments, catering to the needs of various space users. Ultimately, the course's overarching objective is to empower students to make informed choices when selecting interior surfaces that align with both environmental sustainability and user-specific requirements.

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:
Postell, J., & Gesimondo, N. (2011). Materiality and interior construction. John Wiley & Sons.

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-Introduction
Weeks 2-6 Material Typologies and Standards
Weeks 7-9 Material HSW Testing and Code Requirements
Weeks 10-11 Materiality Occupancy Contexts
Weeks 12-14 Material Sustainability
Weeks 15-16 Material Innovation

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 Scale:
A 93-100 4.0 C 73-76.9 2.0
A- 90-92.9 3.67 C- 70-72.9 1.67
B+ 87-89.9 3.33 D+ 67-69.9 1.33
B 83-86.9 3.0 D 63-66.9 1.0
B- 80-82.9 2.67 D- 60-62.9 .67
C+ 77-79.9 2.33 E 0-59 0.0

Instructor(s)

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

Response:
Lisa Sundahl Platt

Attendance & Make-up

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

Accomodations

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/) 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/.*

* *

Response:
Yes

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

Schedule:
TBD
Location: TBD

Instructor:
Lisa Sundahl Platt
Email: lisaplatt@ufl.edu
Office: 334 Architecture Bldg

Office Hours: TBD
 Or by appointment

COURSE INTENTIONS
This course introduces the building materials and finishes used in interior applications regarding their potential contribution to the functionality of the built environment, contextual relevance of application, operational and environmental sustainability, and their potential impact on the continuum of human health, safety, and wellbeing. In this course, students will explore and evaluate the diversity, applicability, and lifecycle of interior building materials. The objective of the course curriculum is to expand students' aptitude for innovative applied finish and surface solutions while ensuring they develop strong technical expertise regarding interior material life-safety, operational performance capabilities, and applicable code requirements. Students will learn the technical vocabulary and scientific concepts associated with materials' construction, fabrication, specification, and installation requirements. Students will also become familiar with the role and responsibilities of interior designers in ensuring the quality and safety of various built environments that serve a variety of space users. The goal of this course is to enable students to source appropriate interior surfaces based on environmental use and user requirements, specify material based on CSI standards, with a particular emphasis on Division 9, communicate material selection value to project stakeholders, and evaluate post-occupancy material installation performance.

Educational Goals:

learning objectives are as follows:
1. Students' work demonstrates an understanding of analyzing how environmental responsibility informs the practice of interior design.
2. Student work, supported by applied research, demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance.
3. Students can express ideas in oral communication and quantitative analysis.
4. Students' work, enriched with evidence-based design, demonstrates an understanding of color terminology and color in relation to materials, textures, light, and form.
5. Students can measure the influence of furnishings, objects, materials, and finishes on human well-being.

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

Council for Interior Design Accreditation (CIDA) 2022 Curriculum Standards:

Students understand how furnishings, objects, materials, and finishes work together to support the design intent (2022 CIDA Standards 13-16).

1. Students understand the typical fabrication, installation methods, and maintenance requirements (CIDA13b).
2. Students understand appropriate design or specification of products and materials in relation to project criteria and human well-being (CIDA13d).
3. Students select and apply products and materials based on their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost (CIDA13e).
4. Students can lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent (CIDA13f).
5. Students understand appropriate strategies for acoustical control (CIDA14a-d).
6. Students understand how the selection and application of products and systems impact indoor air quality (CIDA14i).
7. Students works demonstrate understanding that design solutions are impacted by interior systems, construction, and installation methods (CIDA15c).
8. Students understand that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes (CIDA15d).
9. Students understand sustainable environment guidelines (CIDA15 a & 16b).
10. Students know how to apply industry-specific regulations and guidelines related to products and materials (CIDA16a-i).

Course Format:

- Student learning will occur through assigned readings, instructor lectures, guest lecturers' presentations, student presentations, and application of obtained knowledge in the final project.
- Assessment will occur through quizzes as well as evaluation of student presentation, class assignments, and project progress and completion.
- Course materials will be posted on Canvas in accordance with class schedule and will be updated if necessary.
- If you are not able to meet the instructor during the scheduled office hours or to arrange an appointment for your questions, email contact is the preferred method of communication.
- The instructor reserves the right to make changes to the syllabus and schedule if required.

Course Requirements:

Required Text:

Postell, J., & Gesimondo, N. (2011). Materiality and interior construction. John Wiley & Sons.

Recommended Texts:

- Godsey, L. (2013). Interior Design Materials and Specifications (2 ed.): Fairchild Books. ISBN: 9781609012298.
- Brown, R., & Farrelly, L. (2012). Materials and Interior Design: Laurence King Publishing. ISBN: 9781856697590.
- The instructor will post additional readings of articles relevant to the course subject matter on Canvas

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

Required Software:
- Microsoft Word
- Adobe Creative Suite (Photoshop) preferable but not compulsory

Students must be able to print to PDF and have a stable Wi-Fi connection that will allow them to participate in online class sessions

Course Schedule:

Week 1-Introduction
Weeks 2-6 Material Typologies and standards
Weeks 7-9 Material HSW Testing and Code Requirements
Weeks 10-11 Materiality Occupancy Contexts
Weeks 12-14 Material Sustainability
Weeks 15 Material Innovation

Week	Class #	Dates	Topic/Activity	Assignment Given	Primary Learning Objective	Assignment Due Date
1			**MODULE 1: Course Introduction**			
	1	8/x/24	Introduction to course; Review of syllabus, schedule, grading, and	CANVAS: Discussion Board Assignment	13-16	TBD
			MODULE 2: Material Typologies and Standards			
	2	8/x/24	Introduction to Material Bank. Lecture on material typologies	Material Bank Orientation Assignment Reading Assignment 1 Discussion Board Responses	13-16	In Class Assignment
2	3	9/x/24	Lecture-Flooring types and specification considerations-Part 1	Reading Assignment 2	13-16	TBD
	4	9/x/24	Lecture- Flooring types and specification considerations-Part 2	Reading Assignment 3 Discussion Board Responses	13-16	TBD
3	5	9/x/24	Lecture- Wall finish types and specification-Part 1	Reading Assignment 4	13-16	TBD
	6	9/x/24	Lecture- Wall finish types and specification-Part 1	Reading Assignment 5 Discussion Board Responses	13-16	TBD

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

4	*7*	9/x/24	Field Trip Floor and Decor	Reading Assignment 6	**13-16**	9/16/21 at 10:30 am
	8	9/x/24	Lecture- Ceiling finish types and specification	Reading Assignment 7 Discussion Board Responses	**13-16**	TBD
5	*9*	9/x/24	Lecture- Millwork & Casework finish types and specifications	Reading Assignment 8	**13-16**	TBD
	10	9/x/24	Lecture- Furniture finish types and specifications	Reading Assignment 9 Discussion Board Responses	**13-16**	TBD
6	*11*	10/x/24	Lecture- Quiz 1 content review	Study for Quiz 1	**13-16**	NA
	12	10/x/24	Quiz 1 during Class	Quiz 1	**13-16**	NA
7		**MODULE 3: Material HSW Testing and Code Requirements**				
	13	10/x/24	Lecture- Introduction to CSI Specifications Part 1- MasterSpec Format; Review of Specifications Part 9-CSI Division 09 Part 1	CSI Division 09 Flooring Specifications Team Floor Finish Focus Decisions	**13-16**	In Class Assignment
	14	10/x/24	CSI Division 09 Flooring Specifications & Flooring testing requirements	CSI Division 09 Flooring Specifications	**13-16**	In Class Assignment 11:59 pm
8	*15*	10/x/24	Vendor Presentation	Reading Assignment 10	**13-16**	TBD
	16	10/x/24	Lecture- ANSI & ASTM Testing Requirements for Finishes Part-1	Reading Assignment 11 Discussion Board Response	**13-16**	TBD

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

9	*17*	10/x/24	Lecture ANSI & ASTM Testing Requirements for Finishes Part-2	Reading Assignment 12	**13-16**	TBD
	18	10/x/24	Lecture- ADA & Historic Preservation/Restoration Requirements for Materials	Reading Assignment 13 Discussion Board Response	**13-16**	TBD
				**MODULE 4: Materiality Occupancy Contexts**		
10	*19*	11/x/24	Vendor Presentation IAFW Project Introduction Graduate Research Assignment Introduction	Reading Assignment 14	**13-16**	TBD
	20	11/x/24	Lecture-Occupancy Classifications and Finish Considerations Part-1	Reading Assignment 15 Discussion Board Response	**13-16**	TBD
11	*21*	11/x/24	Lecture-Occupancy Classifications and Finish Considerations Part-2	Study for Quiz 2	**13-16**	NA
	22	11/x/24	Quiz 2 during class	Quiz 2	**13-16**	NA
			Module 5: Material Sustainability			
12	*23*	11/x/24	Understanding Sustainable and Regenerative Materials Life Cycle Costing and the Circular Economy	Reading Assignment 16 IAFW 50 % Review Graduate Research Assignment 50% Review	**13-16**	TBD
	24	11/x/24	LEED ID+C and Materials & Resource WELL v2 and Living Building Challenge and Materials	Reading Assignment 17 Discussion Board	**13-16**	TBD

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

13	*25*	11/x/24	IAFW Presentations in Class	IAFW Final Presentation Graduate Research Assignment Due	**13-16**	NA
	26	11/x/24	Vendor Presentation		**13-16**	TBD
14	*27*	11/x/24	Holiday no Class			
	28	11/x/24	Holiday no Class			
	Module 6: Material Innovation					
15	*29*	12/x/24	Ph.D. Student Research Presentation on Materials		**13-16**	NA

HEALTH SAFETY

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

  o Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

  o If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: Information Technology–UF Computing Help Desk (http://helpdesk.ufl.edu).

Grading Criteria:
Class Assignments: 20%
Quizzes: 10%
Presentation: 30%
Final Project, including a scoping literature review report: 40%
Extra Credit: 5% weighting to final Grade

Any late assignments will automatically have 10% points deducted from the assignment grade. The only exceptions will be for **validated** personal or medical emergencies. "Validated" excuses require letter from physician or relevant authority.

Grading Scale:

A	93-100	4.0		C	73-76.9	2.0
A-	90-92.9	3.67		C-	70-72.9	1.67
B+	87-89.9	3.33		D+	67-69.9	1.33
B	83-86.9	3.0		D	63-66.9	1.0
B-	80-82.9	2.67		D-	60-62.9	.67
C+	77-79.9	2.33		E	0-59	0.0

Assignment grading rubrics defining instructor's approach to grading will be given for each assignment. Although these rubrics will be referenced prior to the assignment it will be the student's responsibility to refer to rubric when they are completing the assignment and clearly articulate how they are fulfilling its criteria for scoring.

Information in regard to UF's grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE POLICIES

Academic Integrity:

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Attendance & Participation:
Attendance is essential to the learning process. Students must be on time for each class session and present for the entire class to be marked present. The instructor must be notified in advance of any necessary absence in person or by email. Two absences will be tolerated without penalty. Each additional absence will result in the reduction of a course grade by one letter grade. More than six absences will automatically result in failing the course.

Classroom Climate:
Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Class Health & Wellbeing

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Laptops, Cell Phones, Tablets:

Students may bring mobile devices to class and use them during the period _**for course-related purposes only**_. Students are not permitted for use during quizzes.

Project Due Dates:
All assignments - completed or incomplete - must be turned in on the due date and will be graded as they stand. No projects will be accepted late. The right to make an exception will be reserved only in extreme cases (due to emergencies). In such cases, the instructor must be notified in advance by email. For the exception case, a delay of over one week will not be accepted.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at
https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx

Special Accommodations:
Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see
http://www.dso.ufl.edu/drc/getstarted.php.The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting an accommodation.

Student Work:
The Department of Interior Design reserves the right to retain any student work completed in the curriculum for accreditation purposes.

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/.

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

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/

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 FOR ONLINE COURSES

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

Our class sessions may be audio visually recorded for students in the class to refer 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.

CAMPUS RESOURCES:

Writing Studio

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University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 5XXX
Interior Finishes and Materials
Fall Semester 2024
Graduate Syllabus

Health and Wellness

> **U Matter, We Care:**
> If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
> **Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
> **Sexual Assault Recovery Services (SARS)**
> Student Health Care Center, 392-1161.
> **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or
> http://www.police.ufl.edu/.

Academic Resources

> **E-learning technical suppor**t, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.
> **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.
> **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.
> **Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.
> **Student Complaints Campus**: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
> **On-Line Students Complaints**: http://www.distance.ufl.edu/student-complaint-process.

Differentiation Summary – Interior Finishes and Materials

<u>Student Learning Objectives:</u>

IND2422

Undergraduate learning objectives are derived from the Council for Interior Design Accreditation (CIDA) Standards as follows:

- Students' works demonstrate an understanding of how environmental responsibility informs the practice of interior design (CIDA4c).
- Student work demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance (CIDA7a)
- Students can express ideas in oral communication (CIDA9b).
- Students' works demonstrate an understanding of color terminology and color in relation to materials, textures, light, and form (CIDA12g&i).
- Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing (CIDA13a).

IND5XXX

Graduate learning objectives are as follows:

- Students' work demonstrates an understanding of analyzing how environmental responsibility informs the practice of interior design.
- Student work, supported by applied research, demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance.
- Students can express ideas in oral communication and quantitative analysis.
- Students' work, enriched with evidence-based design, demonstrates an understanding of color terminology and color in relation to materials, textures, light, and form.
- Students can measure the influence of furnishings, objects, materials, and finishes on human well-being.

<u>Grading:</u>

IND2422

- Class Assignments: 20%
- Quizzes: 10%
- Presentation: 30%
- Final Project: 40%
- Extra Credit: 5% weighting to final Grade

IND5XXX

- Class Assignments: 20%
- Quizzes: 10%
- Presentation: 30%
- Final Project, including a scoping literature review report: 40%
- Extra Credit: 5% weighting to final Grade

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

Schedule:
TBD
Location: TBD

Instructor:
Lisa Sundahl Platt
Email: lisaplatt@ufl.edu
Office: 334 Architecture Bldg

Office Hours: TBD
 Or by appointment

COURSE INTENTIONS

This course introduces the building materials and finishes used in interior applications regarding their potential contribution to the functionality of the built environment, contextual relevance of application, operational and environmental sustainability, and their potential impact on the continuum of human health, safety, and wellbeing. In this course, students will explore and evaluate the diversity, applicability, and lifecycle of interior building materials. The objective of the course curriculum is to expand students' aptitude for innovative applied finish and surface solutions while ensuring they develop strong technical expertise regarding interior material life-safety, operational performance capabilities, and applicable code requirements. Students will learn the technical vocabulary and scientific concepts associated with materials' construction, fabrication, specification, and installation requirements. Students will also become familiar with the role and responsibilities of interior designers in ensuring the quality and safety of various built environments that serve a variety of space users. The goal of this course is to enable students to source appropriate interior surfaces based on environmental use and user requirements, specify material based on CSI standards, with a particular emphasis on Division 9, communicate material selection value to project stakeholders, and evaluate post-occupancy material installation performance.

Educational Goals:

Specific goals are derived from the Council for Interior Design Accreditation (CIDA) Standards:

1. Students works demonstrate an understanding of how environmental responsibility informs the practice of interior design (CIDA4c).
2. Student work demonstrates an understanding of the impact of the built environment on human experience, behavior, and performance (CIDA7a)
3. Students can express ideas in oral communication (CIDA9b).
4. Students works demonstrate an understanding of color terminology and color in relation to materials, textures, light, and form (CIDA12g&i).
5. Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing (CIDA13a).

Council for Interior Design Accreditation (CIDA) 2022 Curriculum Standards:

Students understand how furnishings, objects, materials, and finishes work together to support the design intent (2022 CIDA Standards 13-16).

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

1. Students understand the typical fabrication, installation methods, and maintenance requirements (CIDA13b).
2. Students understand appropriate design or specification of products and materials in relation to project criteria and human well-being (CIDA13d).
3. Students select and apply products and materials based on their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost (CIDA13e).
4. Students can lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent (CIDA13f).
5. Students understand appropriate strategies for acoustical control (CIDA14a-d).
6. Students understand how the selection and application of products and systems impact indoor air quality (CIDA14i).
7. Students works demonstrate understanding that design solutions are impacted by interior systems, construction, and installation methods (CIDA15c).
8. Students understand that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes (CIDA15d).
9. Students understand sustainable environment guidelines (CIDA15 a & 16b).
10. Students know how to apply industry-specific regulations and guidelines related to products and materials (CIDA16a-i).

Course Format:
- Student learning will occur through assigned readings, instructor lectures, guest lecturers' presentations, student presentations, and application of obtained knowledge in the final project.
- Assessment will occur through quizzes as well as evaluation of student presentation, class assignments, and project progress and completion.
- Course materials will be posted on Canvas in accordance with class schedule and will be updated if necessary.
- If you are not able to meet the instructor during the scheduled office hours or to arrange an appointment for your questions, email contact is the preferred method of communication.
- The instructor reserves the right to make changes to the syllabus and schedule if required.

Course Requirements:
Required Text:
Postell, J., & Gesimondo, N. (2011). Materiality and interior construction. John Wiley & Sons.

Recommended Texts:
- Godsey, L. (2013). Interior Design Materials and Specifications (2 ed.): Fairchild Books. ISBN: 9781609012298.
- Brown, R., & Farrelly, L. (2012). Materials and Interior Design: Laurence King Publishing. ISBN: 9781856697590.
- The instructor will post additional readings of articles relevant to the course subject matter on Canvas

Required Software:
- Microsoft Word

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

- Adobe Creative Suite (Photoshop) preferable but not compulsory

Students must be able to print to PDF and have a stable Wi-Fi connection that will allow them to participate in online class sessions

Course Schedule:

Week 1-Introduction
Weeks 2-6 Material Typologies and standards
Weeks 7-9 Material HSW Testing and Code Requirements
Weeks 10-11 Materiality Occupancy Contexts
Weeks 12-14 Material Sustainability
Weeks 15 Material Innovation

Week	Class #	Dates	Topic/Activity	Assignment Given	Primary Learning Objective	Assignment Due Date
			MODULE 1: Course Introduction			
1	1	8/x/24	Introduction to course; Review of syllabus, schedule, grading, and	CANVAS: Discussion Board Assignment	13-16	TBD
			MODULE 2: Material Typologies and Standards			
	2	8/x/24	Introduction to Material Bank. Lecture on material typologies	Material Bank Orientation Assignment Reading Assignment 1 Discussion Board Responses	13-16	In Class Assignment
2	3	9/x/24	Lecture-Flooring types and specification considerations-Part 1	Reading Assignment 2	13-16	TBD
	4	9/x/24	Lecture- Flooring types and specification considerations-Part 2	Reading Assignment 3 Discussion Board Responses	13-16	TBD
3	5	9/x/24	Lecture- Wall finish types and specification-Part 1	Reading Assignment 4	13-16	TBD
	6	9/x/24	Lecture- Wall finish types and specification-Part 1	Reading Assignment 5 Discussion Board Responses	13-16	TBD

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

4	*7*	9/x/24	Field Trip Floor and Decor	Reading Assignment 6	**13-16**	9/16/21 at 10:30 am
	8	9/x/24	Lecture- Ceiling finish types and specification	Reading Assignment 7 Discussion Board Responses	**13-16**	TBD
5	*9*	9/x/24	Lecture- Millwork & Casework finish types and specifications	Reading Assignment 8	**13-16**	TBD
	10	9/x/24	Lecture- Furniture finish types and specifications	Reading Assignment 9 Discussion Board Responses	**13-16**	TBD
6	*11*	10/x/24	Lecture- Quiz 1 content review	Study for Quiz 1	**13-16**	NA
	12	10/x/24	Quiz 1 during Class	Quiz 1	**13-16**	NA
	MODULE 3: Material HSW Testing and Code Requirements					
7	*13*	10/x/24	Lecture- Introduction to CSI Specifications Part 1- MasterSpec Format; Review of Specifications Part 9-CSI Division 09 Part 1	CSI Division 09 Flooring Specifications Team Floor Finish Focus Decisions	**13-16**	In Class Assignment
	14	10/x/24	CSI Division 09 Flooring Specifications & Flooring testing requirements	CSI Division 09 Flooring Specifications	**13-16**	In Class Assignment 11:59 pm
8	*15*	10/x/24	Vendor Presentation	Reading Assignment 10	**13-16**	TBD
	16	10/x/24	Lecture- ANSI & ASTM Testing Requirements for Finishes Part-1	Reading Assignment 11 Discussion Board Response	**13-16**	TBD

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

9	*17*	10/x/24	Lecture ANSI & ASTM Testing Requirements for Finishes Part-2	Reading Assignment 12	**13-16**	TBD
	18	10/x/24	Lecture- ADA & Historic Preservation/Restoration Requirements for Materials	Reading Assignment 13 Discussion Board Response	**13-16**	TBD
			**MODULE 4: Materiality Occupancy Contexts**			
10	*19*	11/x/24	Vendor Presentation IAFW Project Introduction	Reading Assignment 14	**13-16**	TBD
	20	11/x/24	Lecture-Occupancy Classifications and Finish Considerations Part-1	Reading Assignment 15 Discussion Board Response	**13-16**	TBD
11	*21*	11/x/24	Lecture-Occupancy Classifications and Finish Considerations Part-2	Study for Quiz 2	**13-16**	NA
	22	11/x/24	Quiz 2 during class	Quiz 2	**13-16**	NA
			Module 5: Material Sustainability			
12	*23*	11/x/24	Understanding Sustainable and Regenerative Materials Life Cycle Costing and the Circular Economy	Reading Assignment 16 IAFW 50 % Review	**13-16**	TBD
	24	11/x/24	LEED ID+C and Materials & Resource WELL v2 and Living Building Challenge and Materials	Reading Assignment 17 Discussion Board	**13-16**	TBD

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

13	*25*	11/x/24	IAFW Presentations in Class	IAFW Final Presentation	**13-16**	NA
	26	11/x/24	Vendor Presentation		**13-16**	TBD
14	*27*	11/x/24	Holiday no Class			
	28	11/x/24	Holiday no Class			
			Module 6: Material Innovation			
15	*29*	12/x/24	Ph.D. Student Research Presentation on Materials		**13-16**	NA

HEALTH SAFETY

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

  o Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

  o If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 342-392-HELP (4357), select option 2. For Help Desk hours visit: Information Technology–UF Computing Help Desk (http://helpdesk.ufl.edu).

Grading Criteria:
Class Assignments: 20%
Quizzes: 10%
Presentation: 30%
Final Project: 40%
Extra Credit: 5% weighting to final Grade

Any late assignments will automatically have 10% points deducted from the assignment grade. The only exceptions will be for **validated** personal or medical emergencies. "Validated" excuses require letter from physician or relevant authority.

Grading Scale:

A	93-100	4.0		C	73-76.9	2.0
A-	90-92.9	3.67		C-	70-72.9	1.67
B+	87-89.9	3.33		D+	67-69.9	1.33
B	83-86.9	3.0		D	63-66.9	1.0
B-	80-82.9	2.67		D-	60-62.9	.67
C+	77-79.9	2.33		E	0-59	0.0

Assignment grading rubrics defining instructor's approach to grading will be given for each assignment. Although these rubrics will be referenced prior to the assignment it will be the student's responsibility to refer to rubric when they are completing the assignment and clearly articulate how they are fulfilling its criteria for scoring.

Information in regard to UF's grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE POLICIES

Academic Integrity:

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Attendance & Participation:
Attendance is essential to the learning process. Students must be on time for each class session and present for the entire class to be marked present. The instructor must be notified in advance of any necessary absence in person or by email. Two absences will be tolerated without penalty. Each additional absence will result in the reduction of a course grade by one letter grade. More than six absences will automatically result in failing the course.

Classroom Climate:
Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Class Health & Wellbeing

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

Laptops, Cell Phones, Tablets:

Students may bring mobile devices to class and use them during the period **_for course-related purposes only_**. Students are not permitted for use during quizzes.

Project Due Dates:
All assignments - completed or incomplete - must be turned in on the due date and will be graded as they stand. No projects will be accepted late. The right to make an exception will be reserved only in extreme cases (due to emergencies). In such cases, the instructor must be notified in advance by email. For the exception case, a delay of over one week will not be accepted.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at
https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx

Special Accommodations:
Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see
http://www.dso.ufl.edu/drc/getstarted.php. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting an accommodation.
Student Work:
The Department of Interior Design reserves the right to retain any student work completed in the curriculum for accreditation purposes.

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/.

University of Florida
College of Design, Construction and Planning
Department of Interior Design

IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

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/

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 FOR ONLINE COURSES

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Our class sessions may be audio visually recorded for students in the class to refer 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.

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IND 2422
Interior Finishes and Materials
Fall Semester 2024
Undergraduate Syllabus

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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/.

Academic 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 Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
https://www.crc.ufl.edu/.
Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
https://teachingcenter.ufl.edu/.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
https://writing.ufl.edu/writing-studio/.
Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process.

Course|New for request 19186

Info

Request: PHA 6XXX Principles of Biomedical Peer-Reviewed Publications
Description of request: ***Note for weekly contact hours*** This course is offered over 12 weeks, instead of the traditional 15 weeks. The contact hours calculation is 15 contact hours X 3 credit hours = 45 contact hours / 7 weeks = 3.75 weekly contact hours
Submitter: Laura Happe lhappe@cop.ufl.edu
Created: 2/1/2022 11:25:55 AM
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:
    PHA

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. *

> Response:
> Principles of Peer-Reviewed Biomedical Publications

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:
> Principles Biomed Publications

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. *

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:
3.75

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:
Students will learn principles fundamental to the ethical and responsible publication of peer-reviewed biomedical content. Skills gained will relate to the purpose and importance of best practices and ethical standards in the conduct and reporting of research, the roles and responsibilities involved in peer-reviewed publishing, and the principles and practices of sound publication planning, development, publication, and post-publication.

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:
None

Completing Prerequisites on UCC forms:

• 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: *
*Example: *
<ol>
• 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).
*

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:
Upon completing the annual assessment for our Pharmaceutical Value Assessment and Communications certificate, the faculty determined a need for this course to support the student learning outcomes.

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 rationale for best practices and ethical standards in the conduct and reporting of research and other material published in peer-reviewed biomedical journals.
2. Recall the scope and general principles of key best practice guidelines related to peer-reviewed biomedical publishing, including publication planning and publication development.
3. Differentiate the roles and responsibilities of authors, contributors, and others involved in peer-reviewed biomedical publishing, as well as common types of biomedical publications.
4. Recall the elements of a publication plan and develop components of a plan based on sound ethics and planning principles.

5. Evaluate manuscripts for compliance with research reporting guidelines.
6. Analyze the quality of data visualization and storytelling in manuscripts.
7. Identify the procedures for publishing a manuscript, inclusive of journal process, copyright assignment, and post-publication activities.
8. Articulate the importance of transparency and inclusivity in peer-reviewed biomedical publishing and how certain practices can promote and support these.
9. Analyze case studies for adherence to appropriate best practices and ethical standards and justify applicable corrective action when necessary.

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:
There is no required textbook. A list of the required readings corresponding to each module is shown below. The full articles for each reading will be provided in Canvas.

Module 1: Introduction to Peer-reviewed Biomedical Publications
The Belmont Report
What have we learnt from Vioxx?
Good Publication Practices

Module 2: Biomedical Publication Ethics
ICMJE Protection of Research Participants
ICMJE Disclosure of Financial and Non-Financial Relationships, Activities, and Conflicts of Interest.
The Sunshine Act and Medical Publications
ICMJE Publishing and Editorial Issues
Open Pharma recommendations for PLS
ISMPP: A multistakeholder discussion on open access and medical publishing
ICMJE: Defining the role of authors and contributors
Joint statement on the role of professional medical writers
Ghost writing

Module 3: Biomedical Publication Planning
It takes a village: The value of publication planning with functional partners and external stakeholders
Think and act globally when it comes to publication planning
WAME identifying predatory or pseudo-journals
Journal citation report

Module 4: Biomedical Publication Development
ICMJE: Preparing a manuscript for submission to a journal.
CONSORT Statement
PRISMA Statement
STROBE Statement
CHEERS Statement
ICMJE Overlapping publications
Text recycling guidelines
Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing

Module 5: Journal submission, publication, and beyond
ICMJE Sending the Manuscript to the Journal
ICMJE Overlapping Publications
ICMJE Journals and the Media
AMWA research study

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:
This course is comprised of 5 modules delivered over 12 weeks. Students can complete the work at their own pace but within the guardrails of scheduled assignment deadlines.

Module 1 (Week 1): Introduction to Peer-reviewed Biomedical Publications
1. Standards in the conduct and reporting of research
2. Publication guidelines
3. Publication terminology
4. Publication professional roles
5. Publication types

Module 2 (Weeks 2-5): Biomedical Publication Ethics
1. Ethical publication practices
2. Research integrity in publishing
3. Transparency and inclusivity in publishing
4. Research registries
5. Disclosures
6. Plain language summaries
7. Open access
8. Authors, medical writers, and contributors

Module 3 (Weeks 6-8): Biomedical Publication Planning
1. Publication planning
2. Policies and procedures
3. Publication steering committee
4. Good publication plan principles
5. Journal and conference selection
6. Predatory publishers
7. Developing a publication plan

Module 4 (Weeks 9-10): Biomedical Publication Development
1. Publication working groups
2. Data sharing
3. IMRAD
4. Storytelling in manuscripts
5. Research reporting guidelines
6. Data visualization – tables and figures
7. Overlapping publications
8. Plagiarism

Module 5 (Weeks 11-12): Journal submission, publication, and beyond
1. Journal submission
2. Documentation guidelines
3. Copyright
4. Letters to the Editor
5. Corrections
6. Retractions
7. Altmetrics
8. Preprints
9. Embargos
10. Enhanced content

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:
Quizzes (20%)
Each module will have a corresponding quiz covering all assigned module content. Questions may be in various formats including but not limited to multiple choice, matching, short answer, and fill-in-the-blank. Refer to individual quizzes for due dates.

Assignments (30%)
Assignments will consist of various formats. For example, these may be short essay topics, or students may be provided with an article and be required to compare it to relevant best practice guidelines. Assignments will relate to topics covered in their corresponding module. Refer to individual assignments for the specific requirements that must be met for each and their due dates.

Case Studies (20%)
Case studies will require students to analyze a given scenario for its adherence to appropriate best practices or ethical standards. Students will be provided with a case description followed by relevant questions to consider. Case study topics will relate to topics covered in their corresponding module. Refer to individual case studies for the specific requirements that must be met for each and their due dates.

Discussion Boards (15%)
Students will participate in discussion boards throughout the course. While discussion board prompts will be associated with a particular module, students may be required to synthesize topics covered throughout the course in their posts. Refer to discussion boards for the specific requirements that must be met for each and their due dates.

Discussion board posts should consist of a substantive comment. This means they should demonstrate understanding of significant ideas relevant to the issue, elaborate with accurate explanations or evidence, provide accurate information, distinguish fact from opinion, stimulate inquiry through thoughtful posts, ask clarifying questions, synthesize points of agreement or disagreement, attempt to motivate the group discussion, and present creative approaches to the topic. Posts should also include citations when appropriate. All citations should be in AMA format.

Final Exam (15%)
There will be a comprehensive final exam due at the end of the 12-week semester covering content from all course modules.

A   >92.500%
A- 89.500–92.499%
B+ 86.500–89.499%
B   82.500–86.499%
B- 79.500–82.499%
C+ 76.500–79.499%
C   72.500–76.499%
C- 69.500–72.499%
D+ 66.500–69.499%
D   62.500–66.499%
D- 59.500–62.499%
E   <59.499%

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

Response:
Laura Happe
Bridget Flavin

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.

Response:
Yes

UF

PHAXXXX: Principles of Peer-Reviewed Biomedical Publications
3 credit hours

Class Meeting Times
This is a 12-week, asynchronous course beginning [Date]. There are no synchronous class meetings.

Class Meeting Location
Modules are accessed online via UF's e-learning system, Canvas. If you are having trouble accessing the course Canvas site, please contact Distance Education Support Services at DESS@ahc.ufl.edu.

Instructors

Bridget M. Flavin, PharmD (she/her)
Adjunct Associate Instructional Professor
Department of Pharmaceutical Outcomes and Policy
flavin.bridget@ufl.edu
Office Hours: By appointment
Office Location: via Zoom or phone

Laura E. Happe, PharmD, MPH (she/her)
Associate Clinical Professor
Director, Online Graduate Program, Pharmaceutical Outcomes and Policy
lhappe@ufl.edu
Phone/Text: 727.488.2700
Office Hours: By appointment, before, or after class meetings
Office Location: via Zoom or phone

Course Description
Students will learn principles fundamental to the ethical and responsible publication of peer-reviewed biomedical content. Skills gained will relate to the purpose and importance of best practices and ethical standards in the conduct and reporting of research, the roles and responsibilities involved in peer-reviewed publishing, and the principles and practices of sound publication planning, development, publication, and post-publication.

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Explain the rationale for best practices and ethical standards in the conduct and reporting of research and other material published in peer-reviewed biomedical journals.
2. Recall the scope and general principles of key best practice guidelines related to peer-reviewed biomedical publishing, including publication planning and publication development.
3. Differentiate the roles and responsibilities of authors, contributors, and others involved in peer-reviewed biomedical publishing, as well as common types of biomedical publications.
4. Recall the elements of a publication plan and develop components of a plan based on sound ethics and planning principles.
5. Evaluate manuscripts for compliance with research reporting guidelines.
6. Analyze the quality of data visualization and storytelling in manuscripts.
7. Identify the procedures for publishing a manuscript, inclusive of journal process, copyright assignment, and post-publication activities.
8. Articulate the importance of transparency and inclusivity in peer-reviewed biomedical publishing and how certain practices can promote and support these.
9. Analyze case studies for adherence to appropriate best practices and ethical standards and justify applicable corrective action when necessary.

Relationship to Program-level Student Learning Outcomes

This course pertains to the following program-level student learning outcomes:

1. Assess the value of a pharmaceutical product using systematic reviews, meta-analyses, and value messaging practices.
2. Create evidence-based communications that are compliant with regulations and convey the value story of a pharmaceutical product that uses data-driven visuals.

Required Textbooks and/or Software

There is no textbook or special software required for this course.

Throughout this course, students will utilize Canvas to navigate module activities including but not limited to, reviewing recorded lectures, completing reading assignments, participating in discussion boards, and demonstrating learnings through various assessments.

Online POP Course Syllabus

Recommended Materials
None

Course Pre-Requisites
None

Structure and Organization
This course is organized into five modules through which students will advance on their own. The assigned work (e.g., lectures, readings, discussion boards, and assessments) for each module can be accessed via the corresponding link on the course home page in Canvas. It is recommended that students proceed through the material in the order in which it appears, as later topics may build on previous ones.

Due dates for assigned work will also be listed in Canvas and students can easily view these using the calendar from the main Canvas menu. While students are required to submit all assigned work by the due date, work may also be submitted any time prior to the due date. Please note that early submissions may not be graded until after the due date.

Course Schedule

Module	Topics	Learning activities/Assessments

1: Introduction	1. Standards in the conduct and reporting of research
	2. Publication guidelines
	3. Publication terminology
	4. Publication professional roles
	5. Publication types
		Pre-recorded lectures
		• Best Practices and Ethical Standards in the Conduct and Reporting of Peer-reviewed Biomedical Research
		• The Belmont Report
		• Common Terms in Peer-reviewed Publishing
		• Article Types in Biomedical Journals
		Required readings
		• The Belmont Report
		• What have we learnt from Vioxx?
		• Good Publication Practices
		    o Glossary
		    o Supplement A: Publication Types (except subsection on Secondary Publications)
		    o Supplement B: Publication Professional Roles and Development (sections on Professional Roles, Professional Development, and Sharing Best Practices)
		Assessments – **Due September 10**
		• Quiz 1
		• Short essays

| 2: Publication ethics | 1. Ethical publication practices
2. Research integrity in publishing
3. Transparency and inclusivity in publishing
4. Research registries
5. Disclosures
6. Plain language summaries
7. Open access
8. Authors, medical writers, and contributors | Pre-recorded lectures
• General Ethical Publication Principles
• Protecting Research and Data Integrity in Biomedical Publishing
• Data Transparency and Inclusivity in Biomedical Research and Publishing
• Open Access Explained
Required readings
   Lecture readings
• General ethical publication principles
    o GPP General Principles for Ethics and Good Publication Practice (n=8)
    o Supplement C. Ethical Principles
• Research integrity in publishing
    o ICMJE Protection of Research Participants
    o GPP: Principles for Protecting Research and Data Integrity (n=2)
• Transparency and inclusivity in publishing
    o GPP Principles to Support Inclusivity (n=4)
    o GPP Principles to Promote Transparency (n=5)
   Disclosures
• ICMJE: Disclosure of Financial and Non-Financial Relationships and Activities, and Conflicts of Interest
• ICMJE: Disclosure of Interest Form
• The sunshine act and medical publications: Guidance from professional medical associations
   Additional transparency/inclusivity tools
• ICMJE Publishing & Editorial Issues: Clinical Trials
• Open Pharma recommendations for PLS
• ISMPP: A multistakeholder discussion on open access and medical publishing (sections 5-8, pg 11-19)
   Authors, contributors, and medical writers
• GPP sections on authors, medical writers, and contributors:
    o Principles for Authorship, Contributorship, and Accountability (n=4)
    o Supplement G: Authorship and Contributorship Determination
    o Supplement H: Publication Process (sections on Working with Professional Medical Writers and Acknowledgements, Disclosures, and Author Statements)
• ICMJE: Defining the Role of Authors and Contributors
• AMWA/EMSW/ISMPP Joint Statement on the Role of Professional Medical Writers
• Ghostwriting in biomedicine |

		Additional readings/resources

		• Contributor Roles Taxonomy (CRediT)
		    o Wiley Author Services: CRediT
		• ORCiD
		Assessments – **Due October 1***
		• Quiz 2
		• Clinicaltrials.gov search
		• Plain language summary evaluation
		• Disclosure policy activity
		• Case study: Authorship
		• Case study: Culturally offensive content
		• Case study: Research integrity
		• *Discussion board: Challenges to implementing ethics
		    o Post 1 – Due September 17
		    o Post 2 – Due September 24
		    o Post 3 – Due October 1

3: Publication planning	1. Publication planning
	2. Policies and procedures
	3. Publication steering committee
	4. Good publication plan principles
	5. Journal and conference selection
	6. Predatory publishers
	7. Developing a publication plan
		Pre-recorded lectures
		• Practical Publication Planning Principles
		• Good Publication Plan Principles
		• Publication Steering Committees
		• How to Select a Journal
		• Developing the Publication Plan
		Required readings
		• Good Publication Practices
		    o Practical Planning Principles
		    o Supplement B. Publication Professional Roles and Development (subsection on Developing Publications Policies and Procedures only)
		    o Supplement D. Publication Steering Committees
		    o Supplement E. Publication Plans
		    o Supplement H. Publication Process (section on Journal and Conference Selection only)
		• It Takes a Village: The Value of Publication Planning with Functional Partners and External Stakeholders
		• Think and Act Globally When It Comes to Publication Planning
		• WAME Identifying Predatory or Pseudo-Journals
		• Journal Citation Report
		
		Additional readings/resources
		• AMWA-EMWA-ISMPP joint position statement on predatory publishing
		• COPE Predatory Publishing
		• Think. Check. Submit.

		• Distinguishing Predatory from Reputable Publishing Practice (by Dr. Happe) • Beall's List • ICMJE Responsibilities in the Submission and Peer-review Process • Web of Science • PubMed • DOAJ • JANE – Journal/Author Name Estimator • Springer – How to choose a target journal • Springer – Journal Suggester • Developing a Strategic Publication Plan: A Visual Survival Kit • Components of a Strategic and Tactical Publication Plan Assessments – **Due October 22** • Quiz 3 • Publication planning policy analysis • Journal Citation Report search • Journal and conference selection activity • Case study: Policy and procedure

4: Publication development	1. Publication working groups
	2. Data sharing
	3. IMRAD
	4. Storytelling in manuscripts
	5. Research reporting guidelines
	6. Data visualization – tables and figures
	7. Overlapping publications
	8. Plagiarism
		Pre-recorded lectures
		• Publication Development
		• Reporting Guidelines
		• The ABT Framework
		• Thread Test
		• Good Tables
		• Good Figures
		Required readings
		   Publication Development
		• Good Publication Practices
		    o Supplement F. Publication Working Groups
		    o Supplement H. Publication Process (sections on Data Sharing, Publication Kick-off, Publication Draft [except subsections], and Review and Approval)
		• ICMJE: Preparing a Manuscript for Submission to a Medical Journal
		   Reporting Guidelines
		• CONSORT 2010 Statement
		• The PRISMA 2020 Statement
		• STROBE statement
		• CHEERS 2022 statement
		   Overlapping publications
		• Good Publication Practices

		o Supplement A. Publication Types (subsection on Secondary Publications only) o Supplement H. Publication Process (subsection on Plagiarism and Plagiarism Detectors) • ICMJE Overlapping Publications (except section on preprints) • Text recycling guidelines • Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing (subsection on redundancy, publication overlap and other forms of duplication, pg 18-24) Additional readings/resources • "It was a cold and rainy night": Set the Scene with a Good Introduction • Who, What, When, Where, How, and Why: The Ingredients in the Recipe for a Successful Methods Section • Show Your Cards: The Results Section and the Poker Game • The Discussion Section: Your Closing Argument • The write stuff • Writing a page-turner: how to tell a story in your scientific paper • The Writer's Diet • Describing deprescribing trials better: an elaboration of the CONSORT statement • PRISMA 2020 explanation and elaboration • PRISMA 2020 expanded checklist • STROBE explanation and elaboration • CHEERS explanation and elaboration • Overlapping Publication Terminology List Assessments – **Due November 5** • Quiz 4 • Reporting guidelines evaluation • Writing techniques, tables, and figures critique • Case study: Overlapping publications

5: Journal submission, publication, and beyond	1. Journal submission
	2. Documentation guidelines
	3. Copyright
	4. Letters to the Editor
	5. Corrections
	6. Retractions
	7. Altmetrics
	8. Preprints
	9. Embargos
	10. Enhanced content
		Pre-recorded lectures
		• Journal Submission and Publication
		• Copyrights in Peer-reviewed Publications
		• Post-publication Concerns
		• Altmetrics
		Required readings
		   Lecture Readings
		• Good Publication Practices
		    o Supplement H. Publication Process

UF **College of Pharmacy**
*Department of Pharmaceutical
Outcomes and Policy*
UNIVERSITY *of* **FLORIDA**

Online Graduate Program
onlinepop.pharmacy.ufl.edu

| | | o Subsection: Permissions for the Use of Copyrighted Materials o Subsection: Plain Language Summaries and Enhanced Content o Section: Journal Submission, Peer Review, and Page Proofs [except subsection on Journal Posting of Preprints or Accepted Manuscripts] o Section: Post-publication Activities o Supplement I. Documentation Guidelines ICMJE Sending the Manuscript to the Journal Preprints and Embargos Good Publication Practices o Supplement Table 3 – entries on preprints and embargos (also covered in module 3) o Supplement H. Publication Process – subsection on Journal posting of preprints or accepted manuscripts ICMJE Overlapping Publications (section on Preprints only) ICMJE Journals and the Media Enhanced Content AMWA research study Additional reading/resources Authors' Submission Toolkit: A practical guide to getting your research published Copyright ICMJE Copyright Creative Commons Copyright (9:03) Creative Commons Licensing Explained (4 min) Post-publication concerns ICJME Corrections, Retractions, Republications and Version Control ICMJE Scientific Misconduct, Expressions of Concern, and Retraction Preprints COPE Preprints Social media FDA: Using Social Media for Industry Altmetrics Altmetric.com Assessments – **Due November 19*** Author guideline activity Case study: Post- publication plagiarism detection *Discussion board: Course reflections |

		o Post 1 – Due November 12
		o Post 2 – Due November 19
Final exam	Comprehensive – multiple choice, timed	**Due November 19**

Evaluation Methods

Quizzes (20%)

Each module will have a corresponding quiz covering all assigned module content. Questions may be in various formats including but not limited to multiple choice, matching, short answer, and fill-in-the-blank. Refer to individual quizzes for due dates.

Assignments (30%)

Assignments will consist of various formats. For example, these may be short essay topics, or students may be provided with an article and be required to compare it to relevant best practice guidelines. Assignments will relate to topics covered in their corresponding module. Refer to individual assignments for the specific requirements that must be met for each and their due dates.

Case Studies (20%)

Case studies will require students to analyze a given scenario for its adherence to appropriate best practices or ethical standards. Students will be provided with a case description followed by relevant questions to consider. Case study topics will relate to topics covered in their corresponding module. Refer to individual case studies for the specific requirements that must be met for each and their due dates.

Discussion Boards (15%)

Students will participate in discussion boards throughout the course. While discussion board prompts will be associated with a particular module, students may be required to synthesize topics covered throughout the course in their posts. Refer to discussion boards for the specific requirements that must be met for each and their due dates.

Discussion board posts should consist of a substantive comment. This means they should demonstrate understanding of significant ideas relevant to the issue, elaborate with accurate explanations or evidence, provide accurate information, distinguish fact from opinion, stimulate inquiry through thoughtful posts, ask clarifying questions, synthesize points of agreement or disagreement, attempt to motivate the group discussion, and present creative approaches to the topic. Posts should also include citations when appropriate. All citations should be in AMA format.

Final Exam (15%)

There will be a comprehensive final exam due at the end of the 12-week semester covering content from all course modules.

Instructor Feedback Timeline

Grades and feedback from the instructor will be posted within 7 calendar days **of the due date**.

Diversity, Equity, and Inclusion

"An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically and are extended a sense of belonging in the classroom regardless of identity, learning preferences, or education." -*Yale Center for Teaching and Learning*

The online Pharmaceutical Outcomes and Policy (POP) graduate program embraces the idea that we all benefit from our individual differences and that our collected diversity is a source of strength. Additionally, as members of the health care community, improving health equity for our patients or others whom we serve, begins with us.

Our instructors are committed to creating course environments that celebrate diversity, honor inclusivity, and ensure equity for all students. It is important that all class-related interactions feel like a safe space for students of all backgrounds and learning styles to feel welcome, heard, and supported.

And, as this is your learning experience, your suggestions to ensure this commitment is fulfilled are encouraged and appreciated. Interactions that do not honor the spirit of this commitment will be addressed as they arise on an as needed basis.

Attendance Policy for Online POP

Students are expected to formally drop or withdraw from the course if they no longer wish to participate. See the program's Academic Calendar for applicable deadlines. In some cases, the University may automatically drop students for inactivity and/or for failure to pay tuition. It is crucial for students to communicate with the DESS (DESS@ahc.ufl.edu) about their status in the course, and about any tuition deferments or other special conditions related to their tuition payment. Any student who remains enrolled in the course after the drop/add deadline is considered tuition-liable, unless exempted by University petition. 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 here.

Late Assignment/Make-up Policy

Each assignment is posted with a clear due date. **Assignments that are not submitted by the due date will be given a zero.** The instructor will consider extenuating circumstances on a case-by-case basis – if she is contacted by the student in advance of the due date. No other makeup assignments are offered. Contact the instructor with any concerns.

Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the UF graduate academic regulations for more information.

A	>92.500%
A-	89.500–92.499%
B+	86.500–89.499%
B	82.500–86.499%
B-	79.500–82.499%
C+	76.500–79.499%
C	72.500–76.499%
C-	69.500–72.499%
D+	66.500–69.499%
D	62.500–66.499%
D-	59.500–62.499%
E	<59.499%

Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at DESS@ahc.ufl.edu
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu or submit an online request form. If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to the instructor in order to receive an extension.

Students Requiring Academic Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.
- Canvas Accessibility
- Zoom Accessibility

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/.

University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following

pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:
- Understanding and Avoiding Plagiarism: Types of Plagiarism
- Avoiding Plagiarism

Software Use and Course Technology

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.

The University policy on use of ChatGPT is available here.

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.
- Canvas Student Guide
- Zoom Resources

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas. The instructor will generally respond to student messages within 48 hours.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to. The instructor will generally respond to questions posted on the course discussion board within 48 hours.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor. Be sure to include in your subject line the course listing and then a quick subject (e.g., PHAXXXX – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get unintentionally deleted or ignored so be sure to follow the guidelines exactly.

Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Recordings of weekly class sessions in Zoom are created for the purpose of course teaching and learning, as well as for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement, but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who 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. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- Zoom Software Privacy Statement
- Canvas (by Instructure) Privacy Policies

Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the UF VPN or proxy server to connect.

Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **Counseling and Wellness Center**
- **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
- **E-learning technical support**: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **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**

Course|New for request 19172

Info

Request: PHC 6XXX Health, Artificial Intelligence, and Human Values
Description of request: This is a request to create a new course.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 11/30/2023 3:14:15 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:
    PHC

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. *

> Response:
> Health, Artificial Intelligence, and Human Values

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:
> Health, AI, and Human Values

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, 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. *

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:
This course will evaluate the use of artificial intelligence in Healthcare, Public Health, and health research. Students will appraise predictive models used for making trustworthy health decisions, addressing ethical factors when using artificial intelligence in health research, and analyzing potential for bias, risk, and social inequity.

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:
PHC 6052 Introduction to BioStatistics or equivalent course in statistics

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: *
<ol>
• 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:
The proposed Health, Artificial Intelligence, and Human Values course will serve as a required course for the Artificial Intelligence in Public Health and Healthcare Graduate Certificate. This course will be one of the 4 courses that will make up the core.

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 successful completion of this course, students will be able to:
• Examine the risks of the proliferation of artificial intelligence in healthcare, health research, and public health so that negative impacts upon human are addressed
• Distinguish the threats and safeguards that contribute to the trustworthiness of artificial intelligence applications in healthcare, health research, and public health (data integrity, internal/external checks, safety, transparency, accountability structures, human influences upon reliable outputs, etc.)
• Evaluate the factors that influence equity/disparity in the implementation of artificial intelligence applications in healthcare, health research, and public health (data fairness, design fairness, outcome fairness)
• Discriminate protocols, policies, and practices related to artificial intelligence applications in healthcare, health research, and public health so that their effectiveness for safeguarding against ethical violations are addressed
• Appraise ethical violations of artificial intelligence applications in healthcare, health research, and public health that have had negative impacts on humans

• Differentiate the various roles (data scientists, product managers, data engineers, domain experts, delivery managers, etc) associated with artificial intelligence implementation in healthcare, health research, and public health so that their responsibilities related to ethical considerations are addressed
• Summarize the impacts of artificial intelligence as it relates to justice, social responsibility, and beneficence in healthcare, health research, and public health
• Proposes solutions and alternative processes when there is a known ethical risk when utilizing artificial intelligence applications in healthcare, health research, and public health

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:
Christian, B. (2020) The Alignment Problem: Machine Learning and Human Values. W. W. Norton & Company. London. ISBN - 9780393635836

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   Syllabus Discussion and Development of Course Ground Rules:
-Syllabus, course activities, and course content discussion
-Students and professor will work collaboratively to define expectations for course, conduct, timeliness/late policies, and interactions

Artificial Intelligence and Ethics for Healthcare and Public Health:
-Historical perspectives
-Why artificial intelligence ethics?   Class Discussion – course ground rules and introduction to course

Course Introductions

Small Group Activity: Developing a Historical Timeline for AI that also includes predictions for the future   Syllabus

2   Health, Superintelligence, and the AI Apocalypse:
What are the drivers of AI integration within healthcare, health research, and public health?

    Class Discussion – What are the building blocks of responsible AI in healthcare, health research, and public health?

Small Group Activity:
Ethical considerations and Drug Discovery using cloud based prediction technology (polymorph)
    "The Alignment Problem" Chapter - Introduction
3   The Human/Computer Relationship:
What are the fundamental differences between humans and machines?
Is General AI possible?
    Class Discussion – What are the ramifications to using AI in healthcare, health research, or public health when adopting specific philosophical assumptions regarding AI? (symbolic intelligence, phenomenology, transhumanism, post-humanism)

Small Group Activity:
What types of safeguards would be necessary to implement general AI in health settings or

contexts?   "The Alignment Problem" Chapter - Representation

4   Who Doesn't Want to Live Longer? ---Artificial Intelligence Applications for Healthcare, Health Research, and Public Health:

How does AI support the delivery of healthcare, health research, and the practice public health?
What is precision medicine?
What is precision public health?
What are the health research questions that align with AI tools for analysis? Class Discussion – What types of support does AI provide in healthcare, health research, and public health? (surveillance, research, decision making, prediction) What are the potential risks for each?

Small Group Activity:
What are the ethical considerations when Integrating AI to reduce human error?
     "The Alignment Problem" Chapter - Fairness

5   Garbage In --- Garbage Out:
Data and the fit
Data Sources
Training Algorithms Morally
     Class Discussion – What are the limitations of machine learning and how do these translate to the ethical use of AI in healthcare, research, and public health?

Class Debate:
The pros and cons of requiring machine learning instances to meet predetermined ethical standards before integration.   B.Y. Anom,
Ethics of Big Data and artificial intelligence in medicine,
Ethics, Medicine and Public Health,
Volume 15,
2020,
100568,
ISSN 2352-5525,
https://doi.org/10.1016/j.jemep.2020.100568.

6   The Usual Suspects and Privacy Protection for the Vulnerable:
Who determines which data to use?
How can exploitation occur without persons ever knowing?
     Class Discussion –
At what point can AI become a manipulator of human behavior?
Surveillance, Spying, or Safeguarding?

Small Group Activity:
Defining criteria for allowable surveillance   "The Alignment Problem" Chapter - Transparency

7   Safety Doesn't Happen By Accident:
The physical nature of virtual safety
The damage that hackers can do through devices
Security Failure, Disruptions, and Health Consequences

     Class Discussion –
Planning for safety and security: What are the steps for each level of AI implementation?

Class Debate:
The pros and cons of mining and managing medical data with AI   Ellahham S, Ellahham N, Simsekler MCE. Application of Artificial Intelligence in the Health Care Safety Context: Opportunities and Challenges. American Journal of Medical Quality. 2020;35(4):341-348.

"The Alignment Problem" Chapter - Uncertainty

8   Agency and the Moral Dilemma:
Who is responsible for decisions made by machines?

     Class Discussion –
Can machines be taught to be moral agents? What are the ramifications of this?

Small Group Activity:
Designing an oversight committee to address ethical integration of AI in health contexts. What

roles and expertise are needed?   "The Alignment Problem" Chapter - Reinforcement
9 Don't Go Behind the Curtain – Explainable AI in Public Health, Health Research, and Healthcare:
Decision Trees, Transparency, and Explainability
The Problem of the Black Box

     Class Discussion – How can machine learning or deep learning using neural networks be made transparent? What safeguards can help? Which is more important: performance or explainability?

Small Group Activity:
What are the ethical considerations that should be addressed when using AI to predict outbreaks?
     U. Pawar, D. O'Shea, S. Rea and R. O'Reilly, "Explainable AI in Healthcare," 2020 International Conference on Cyber Situational Awareness, Data Analytics and Assessment (CyberSA), Dublin, Ireland, 2020, pp. 1-2.

10 Looking in the Mirror --- Bias in the Machine:
The sources of bias: training data, data sampling, defined variables, human error
What role should AI fulfil in promoting a just, fair, and healthy society?
     Class Discussion – Should algorithms be designed to mirror the real world or should they look to advantage the already disadvantaged?

Small Group Activity:
Setting the priorities of an AI project.   "The Alignment Problem" Chapter - Shaping
11 Tyranny over the Ingenuous --- Policy, Process, and Responsible AI:
Who are the affected when it comes to AI and health?
Who is responsible for the affected?
What role does policy play in equitable AI?
     Class Discussion - How does policy impact the downstream effects of integrating AI into public health decisions or clinical workflows?

Small Group Activity:
Compose a policy that should be used by a healthcare provider or community health unit that would guide the ethical implementation of AI.   "The Alignment Problem" Chapter - Curiosity

12 Imitation is the Best Form of Flattery
     Class Discussion – What are the ramifications for learning through imitation, if the mistakes that are made impact high-stakes health outcomes? What is the role of recovery from mistakes?
What is the role of Q-value?   "The Alignment Problem" Chapter - Imitation
13 The Utopian Influence over the Dystopia:
The pace and the progress of AI are begging for responsible oversight.
What are the larger issues and possibilities that are yet to be discovered?
     Class Discussion – What would an artificial intelligence bill of rights look like?
Who should have their finger on the "off" button?

Class Debate:
The Pros and Cons of general AI for healthcare and public health   "The Alignment Problem" Chapter - Inference
14 HOLIDAY
     Note: No Thursday class(US Thanksgiving)
15 AI Application Pitch Presentations:

16 Course Wrap Up:

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:
Requirement

Due Date

Points (% of final grade)
Application Critiques

8AM on Tuesdays

20 points (20% of final grade)
AI Implementation Team Assignments

5PM on Fridays

20 points (20% of final grade)
AI Assessment Review Project

February 16; Mach 25; April 12 50 points (50% of final grade)
AI Implementation Presentations

In class on April 14

10 points (10% of final grade)

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

Response:
George Hack

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations
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/) 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/.*

* *

Response:
Yes

PHC 6XXX Health, Artificial Intelligence, and Human Values
3 credit hours
Spring 2024
Delivery Format: On-Campus, Thursdays 9:35-12:30; or Online via Canvas
Course Website: E-Learning via Canvas
Classroom: TBD

Instructor Name: George Hack, M.Ed.,Ph.D.
Room Number: HPNP 4116
Phone Number: 352-273-6377
Email Address: hackg@phhp.ufl.edu
Office Hours: Thursdays 8:00 – 9:30AM
Teaching Assistants: TBA
Preferred Course Communications: Canvas or UF Email System

Prerequisites

PHC 6052 Introduction to BioStatistics or equivalent course in statistics

Purpose and Outcome

Course Overview

This course will evaluate the use of artificial intelligence in Healthcare, Public Health, and health research. Students will appraise predictive models used for making trustworthy health decisions, addressing ethical factors when using artificial intelligence in health research, and analyzing potential for bias, risk, and social inequity.

Course Goal and Relation to Program Outcomes

This course will equip students for evaluating artificial intelligence applications used in health-related contexts as well as health research endeavors. As such, it contributes to skills needed for future healthcare providers, researchers, or public health professionals where evidence-based decision-making and ethical considerations are primary responsibilities.

The following UF Artificial Intelligence Competencies will be addressed in this course:

<u>Know and Understand</u> – Comprehend the risks that must be addressed when Artificial Intelligence is used as a tool for health decisions, health research, and population health modeling.

<u>Use and Apply</u> – Determine potential violations to beneficence, ethical standards of care, and health disparities when utilizing artificial intelligence applications.

<u>AI Ethics</u> – Characterize the role of healthcare providers, public health professionals, and health researchers in guarding against the unethical uses of artificial intelligence.

<u>Evaluate and Create</u> – Proposes solutions and alternative processes when there is a known ethical risk when utilizing artificial intelligence applications.

Course Objectives

After successful completion of this course, students will be able to:
- Examine the risks of the proliferation of artificial intelligence in healthcare, health research, and public health so that negative impacts upon human are addressed

- Distinguish the threats and safeguards that contribute to the trustworthiness of artificial intelligence applications in healthcare, health research, and public health (data integrity, internal/external checks, safety, transparency, accountability structures, human influences upon reliable outputs, etc.)
- Evaluate the factors that influence equity/disparity in the implementation of artificial intelligence applications in healthcare, health research, and public health (data fairness, design fairness, outcome fairness)
- Discriminate protocols, policies, and practices related to artificial intelligence applications in healthcare, health research, and public health so that their effectiveness for safeguarding against ethical violations are addressed
- Appraise ethical violations of artificial intelligence applications in healthcare, health research, and public health that have had negative impacts on humans
- Differentiate the various roles (data scientists, product managers, data engineers, domain experts, delivery managers, etc) associated with artificial intelligence implementation in healthcare, health research, and public health so that their responsibilities related to ethical considerations are addressed
- Summarize the impacts of artificial intelligence as it relates to justice, social responsibility, and beneficence in healthcare, health research, and public health
- Proposes solutions and alternative processes when there is a known ethical risk when utilizing artificial intelligence applications in healthcare, health research, and public health

Instructional Methods

The course will be divided into in-person class sessions (two per week) and supplemented with online lectures and content through a blended learning approach. The online content delivery will be through the course's Canvas site.

In-Person/Synchronous Class Sessions

This course is based on a community-oriented instructional approach, where students are encouraged and expected to be invested in their learning. We will be approaching the course content in a collaborative manner, working to build our understanding through the appreciation of individual lived experiences, cultural backgrounds, professional training, and personal and collective group interests.

The in-person class sessions will focus on active learning approaches, using short lectures alongside interactive and discussion-based activities. Students are expected to be engaged during the class and participate in pair, small group, and class discussions and learning activities. The content delivery will include a series of activities such as short lectures, peer-peer interaction, small group activities, case studies, debates, and similar.

Blended Learning

What is blended learning and why is it important?

We will be using a blended approach in this course, with selected course content presented in advance of in-person sessions. A blended learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Portions of the course content will be provided online before the live classes take place. This is content knowledge that traditionally I would have presented during a live lecture. This lets me focus my face-to-face teaching on course discussions and activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for developing lifelong skills and for becoming a health professional for today and tomorrow.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Week	Topic(s) and Objectives	Activities	Readings/Assignments
1	**Syllabus Discussion and Development of Course Ground Rules:** -Syllabus, course activities, and course content discussion -Students and professor will work collaboratively to define expectations for course, conduct, timeliness/late policies, and interactions **Artificial Intelligence and Ethics for Healthcare and Public Health:** -Historical perspectives -Why artificial intelligence ethics?	Class Discussion – course ground rules and introduction to course Course Introductions Small Group Activity: Developing a Historical Timeline for AI that also includes predictions for the future	Syllabus
2	**Health, Superintelligence, and the AI Apocalypse:** What are the drivers of AI integration within healthcare, health research, and public health?	Class Discussion – What are the building blocks of responsible AI in healthcare, health research, and public health? Small Group Activity: Ethical considerations and Drug Discovery using cloud based prediction technology (polymorph)	"The Alignment Problem" Chapter - Introduction

3	**The Human/Computer Relationship:** What are the fundamental differences between humans and machines? Is General AI possible?	Class Discussion – What are the ramifications to using AI in healthcare, health research, or public health when adopting specific philosophical assumptions regarding AI? (symbolic intelligence, phenomenology, transhumanism, post-humanism) Small Group Activity: What types of safeguards would be necessary to implement general AI in health settings or contexts?	"The Alignment Problem" Chapter - Representation
4	**Who Doesn't Want to Live Longer? ---Artificial Intelligence Applications for Healthcare, Health Research, and Public Health**: How does AI support the delivery of healthcare, health research, and the practice public health? What is precision medicine? What is precision public health? What are the health research questions that align with AI tools for analysis?	Class Discussion – What types of support does AI provide in healthcare, health research, and public health? (surveillance, research, decision making, prediction) What are the potential risks for each? Small Group Activity: What are the ethical considerations when Integrating AI to reduce human error?	"The Alignment Problem" Chapter - Fairness

5	**Garbage In --- Garbage Out:** Data and the fit Data Sources Training Algorithms Morally	Class Discussion – What are the limitations of machine learning and how do these translate to the ethical use of AI in healthcare, research, and public health?	B.Y. Anom, Ethics of Big Data and artificial intelligence in medicine, Ethics, Medicine and Public Health, Volume 15, 2020, 100568, ISSN 2352-5525, https://doi.org/10.1016/j.jemep.2020.100568.
		Class Debate: The pros and cons of requiring machine learning instances to meet predetermined ethical standards before integration.	
6	**The Usual Suspects and Privacy Protection for the Vulnerable:** Who determines which data to use? How can exploitation occur without persons ever knowing?	Class Discussion – At what point can AI become a manipulator of human behavior? Surveillance, Spying, or Safeguarding?	"The Alignment Problem" Chapter - Transparency
		Small Group Activity: Defining criteria for allowable surveillance	
7	**Safety Doesn't Happen By Accident**: The physical nature of virtual safety The damage that hackers can do through devices Security Failure, Disruptions, and Health Consequences	Class Discussion – Planning for safety and security: What are the steps for each level of AI implementation?	Ellahham S, Ellahham N, Simsekler MCE. Application of Artificial Intelligence in the Health Care Safety Context: Opportunities and Challenges. American Journal of Medical Quality. 2020;35(4):341-348. "The Alignment Problem" Chapter - Uncertainty
		Class Debate: The pros and cons of mining and managing medical data with AI	

8	**Agency and the Moral Dilemma**: Who is responsible for decisions made by machines?	Class Discussion – Can machines be taught to be moral agents? What are the ramifications of this? Small Group Activity: Designing an oversight committee to address ethical integration of AI in health contexts. What roles and expertise are needed?	"The Alignment Problem" Chapter - Reinforcement
9	**Don't Go Behind the Curtain – Explainable AI in Public Health, Health Research, and Healthcare:** Decision Trees, Transparency, and Explainability The Problem of the Black Box	Class Discussion – How can machine learning or deep learning using neural networks be made transparent? What safeguards can help? Which is more important: performance or explainability? Small Group Activity: What are the ethical considerations that should be addressed when using AI to predict outbreaks?	U. Pawar, D. O'Shea, S. Rea and R. O'Reilly, "Explainable AI in Healthcare," 2020 International Conference on Cyber Situational Awareness, Data Analytics and Assessment (CyberSA), Dublin, Ireland, 2020, pp. 1-2.

10	**Looking in the Mirror --- Bias in the Machine**: The sources of bias: training data, data sampling, defined variables, human error What role should AI fulfil in promoting a just, fair, and healthy society?	Class Discussion – Should algorithms be designed to mirror the real world or should they look to advantage the already disadvantaged? Small Group Activity: Setting the priorities of an AI project.	"The Alignment Problem" Chapter - Shaping
11	**Tyranny over the Ingenuous --- Policy, Process, and Responsible AI:** Who are the affected when it comes to AI and health? Who is responsible for the affected? What role does policy play in equitable AI?	Class Discussion - How does policy impact the downstream effects of integrating AI into public health decisions or clinical workflows? Small Group Activity: Compose a policy that should be used by a healthcare provider or community health unit that would guide the ethical implementation of AI.	"The Alignment Problem" Chapter - Curiosity
12	**Imitation is the Best Form of Flattery**	Class Discussion – What are the ramifications for learning through imitation, if the mistakes that are made impact high-stakes health outcomes? What is the role of recovery from mistakes? What is the role of Q-value?	"The Alignment Problem" Chapter - Imitation

13	**The Utopian Influence over the Dystopia:** The pace and the progress of AI are begging for responsible oversight. What are the larger issues and possibilities that are yet to be discovered?	Class Discussion – What would an artificial intelligence bill of rights look like? Who should have their finger on the "off" button? Class Debate: The Pros and Cons of general AI for healthcare and public health	"The Alignment Problem" Chapter - Inference
14	**HOLIDAY**	Note: No Thursday class(US Thanksgiving)	
15	**AI Application Pitch Presentations**:		
16	**Course Wrap Up:**		

Course Materials and Technology

Course Materials
Textbook. Christian, B. (2020) The Alignment Problem: Machine Learning and Human Values. W. W. Norton & Company. London. ISBN - 9780393635836
Additional required readings. Posted within each module on the Canvas course website. Readings are also listed in the topical outline/course schedule table above.

Technology
Hardware. Webcam and Microphone may be required for out-of-class activities. We may use laptop built in webcams and students may be required to move camera during use. Additional technical requirements are outlined at http://publichealth.phhp.ufl.edu/tech/.

e-Learning in Canvas site. There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://lss.at.ufl.edu/ and go to course site for PHCXXXX: Spring 2024. Here, I will post the syllabus, out-of-class course content, assignments, and allow for discussions/chats among the students and course leaders. You will also turn in assignments through this site. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and content modifications.

For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:
- Available 24 hours a day, 7 days a week
- (352) 392-HELP - select option 2
- helpdesk@ufl.edu (email)
- helpdesk.ufl.edu (website)

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Academic Requirements and Grading

Assignments

Application Critiques (2 points each, 20 points total, 20% of final grade, due 8am on Tuesday of each week)

For 12 weeks of the semester, students will compose a 1 page, single spaced critique of an artificial intelligence application in a health setting, public health context, or research endeavor. The critique will require students to gather information about the function of the AI tool and its implementation. Students will then appraise the risks to health outcomes and the possible conflict with human values of the identified AI tool. Students will submit the critiques as either a PDF or Microsoft Word document in Canvas. The critiques will be used as a stimulus for problem solving and discussion during class sessions. In total, students will complete 12 critiques, however the lowest two critique grades will be automatically dropped.

AI Implementation Team Assignments (2 points each, 20 points total, 20% of final grade, due by 5PM on the Friday of each respective week)

For 12 class sessions, students will participate in a small group activity (e.g., case study, ethical problem/solution proposal, AI ethical considerations lists, AI project outlines, Security Review, or AI debate summary). Students will participate in the class small group activity, where discussion and decision will occur, and then the group will upload the products of these activities to Canvas by Friday at 5PM of the same week. All activities are worth 2 points each. In total, students will complete 12 class assignments/activities, however the lowest two grades will be automatically dropped. All members of the group will receive the same grade for the assignment, unless there are extenuating circumstances where the instructor determines that there was a discrepancy in participation.

AI Assessment Review Project (50 points, 50% of final grade, see table for segment due dates)

Individually, students will select an existing AI Application in either Healthcare or Public Health from the course content and conduct in-depth review through scholarly literature searches, interviews with practitioners (with instructor approval), and news/media coverage (as applicable). This project will be completed in 3 phases: A Technology and Information Sources Component; a Risk Assessment and Ethical Considerations component; and an Implementation Plan with Safeguards component. Each of these components will be submitted at the identified due dates below, with each component building upon the previous and incorporating instructor feedback. The purpose of this activity is for students to take ownership of an AI Application of interest to them personally and/or professionally. The focus of this assignment will be to critically analyze the artificial intelligence application, noting known threats, and assessing the following ethical considerations: transparency, equity, privacy, accountability, established policy, and a risk/reward evaluation.

The Critical Assessment should follow the provided template and include full citations. All submissions for this assignment will be submitted by uploading a PDF or a Word Doc to Canvas.

The Critical Assessment Paper will be submitted in stages through the semester in order to receive feedback from the instructor that can be incorporated into subsequent submissions. The students will work individually on this assignment. The rubric for the project can be found in Canvas. The assignment will be broken down into the following segments:

Critical Assessment Paper	Due Date
Technology and Information Sources Approval – 10%	February 16 5PM
Risk Assessment and Ethical Considerations – 20%	March 25 5PM
Implementation Plan with Safeguards – 20%	April 12 7 5PM

AI Implementation Presentations (10 points, 10% of final grade, due in class on April 14)

Students will work in groups of 3-4 to present an artificial intelligence application to the rest of the class. This project is

designed to be a creative and collaborative endeavor. As a team you will prepare and deliver a presentation of the selected AI application in either Healthcare or Public Health, with the purpose of convincing the audience to adopt the tool for implementation. Presentations should include the following:

Description: Provide enough information so that the audience can envision how this application will be integrated.

Rationale: What are the potential benefits for adopting this AI application?

Considerations: How will your team address ethical considerations though policy, processes, oversight, etc.

Question and Answer: Be able to answer audience questions about the viability of your proposed application in terms of its ethical feasibility

You will add or create images and graphics that help communicate the proposed application, and your team will present this research in class with 10 to 12 minutes for the presentation and 8 to 10 minutes for answering questions (20 total minutes). Further details will be provided through Canvas, including a rubric for scoring.

Grading

Requirement	Due Date	Points (% of final grade)
Application Critiques	8AM on Tuesdays	20 points (20% of final grade)
AI Implementation Team Assignments	5PM on Fridays	20 points (20% of final grade)
AI Assessment Review Project	February 16; Mach 25; April 12	50 points (50% of final grade)
AI Implementation Presentations	In class on April 14	10 points (10% of final grade)

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%	70-76%	67-69%	63-66%	60-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

The Bachelor of Public Health Program does not use C- grades.

This is the letter grade to grade point conversion table is shown below. Letter grade to grade point conversions are fixed by the University of Florida and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Policies

Late Assignments and Make Up Work

Course policies are a collaborative agreement between the students and the instructor. The course rules will be posted in Canvas.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such cases will be dealt on an individual, case-by-case basis.

Absences should be discussed with the instructor in advance when possible. Late arrivals and early departures are discouraged, as they have the potential to disrupt the class. However, extenuating circumstances occur and sometimes these things are necessary. If necessary, please make such instances as minimally disruptive as possible out of courtesy to the rest of the class.

Please note: Any requests for make-ups due to technical issues should 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 the instructor and TA, as applicable, within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Make up Quizzes or Other Work

Make-up quizzes and other work will be determined on a case-by-case basis. Please send an email to the instructor.

Please note: Any requests for make-ups due to technical issues should 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

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/UGRD/academic-regulations/attedance-policies

Attendance at all scheduled course activities is expected. Additionally, students will be responsible for additional out-of-class activities as part of a partially blended classroom environment (described above). Further, the assignments outlined will be completed outside of class. Students will be required to meet with their term project groups outside of class and may find it beneficial to attend other events or have additional scheduled meetings, depending on the topic selected by their working group outside of the in-person course meetings.

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

Student Expectations, Roles, and Opportunities for Input

Policies are tentative and subject to change with advance notice and collaborative discussion with students, as applicable.

Expectations Regarding Course Behavior

All members of the class community are expected to demonstrate professional behavior in all conduct, in-person/synchronous, asynchronous, and written. The expectations regarding course behavior are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). This applies to discussion etiquette, in-person collaborations, and group work, interactions with guest speakers and community members, and beyond.

Cell phones and laptop use

Cell phone and laptop use are only encouraged as it relates to the classroom work.

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.

Communication Guidelines

The communication guidelines are a collaborative agreement between the all of the students and the instructor (and TA, as applicable). Email messages are expected to be sent through UF email or the Canvas system. Students should expect a response within 1 business day.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

Further, please see the university's Netiquette Guidelines:
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.

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/.

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

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 their instructor and discuss their access needs, 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

Course|New for request 19144

Info

Request: PHC 6XXX Social Determinants of Health
Description of request: This is request to create a new course.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 11/30/2023 4:22:01 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:
> PHC

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. *

Response:
Social Determinants of Health

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:
Social Determinants of Health

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, 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:
Fall

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. *

> 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:
> Using the WHO Conceptual Framework for Action on the Social Determinants of Health, students will map the interrelationships among the Social Determinants of Health (SDH) and Health Inequalities (HI) / Health Disparities (HD); and discuss the social origins of illness, disease, and suffering that contribute to HD in people's health.

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:
> None

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:
> Public Health Concepts (PHC 4101) or Principles of Sociology (SYG2000) or Introduction to Health Disparities (WST2322) or instructor approval

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: *
<ol>
• 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:
> The proposed social determinants of health course will serve as a required course for the new MPH curriculum that is being proposed by the PHHP MPH curriculum task force. The course will be one of the 6 courses that make up the new public health core. The proposed course covers multiple competencies required by CEPH for all MPH students.

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 completion of this course, students will be able to:
> 1. Discuss the epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health (Assessed through weekly reflections and Final Project).
> a. Define core terms: Social Determinants of Health, Social Determination of Health, Health Inequalities, and Health Disparities
> b. Describe the social origins of illness, disease and suffering.
> c. Summarize the global history of the social determinants of health perspective of the social determination and determinants of health, social and collective medicine, and their contribution to health inequalities research.
> 2. Apply the WHO Conceptual Framework for Action on the Social Determinants to the lived experiences of vulnerable populations (Assessed through weekly reflections and Final Project).

a. Identify methods used by researchers to assess a community through the lens of the social determinants of health perspective of the social determination and determinants of health.
b. Explain the difference between the biological, behavioral, and social factors of disease.
c. Critically examine the role of structural bias, social inequities, and racism in health and achieving health equity at the organizational, community, and societal levels.
d. Examine how environmental factors and environmental racism can influence social determinants of health and environmental justice.
3. Discuss examples of community engagement efforts on public health issues using the stream metaphor to differentiate up- vs mid- vs down- stream intervention strategies (Assessed through weekly reflections and Final Project).
a. Identify the challenges of community engagement with historically marginalized populations.
b. Describe how policies can impact health equity.
c. Identify theories, conceptual frameworks, and critical analytical approaches applied to addressing structural and intermediate determinants of health.
4. Evaluate the ways in which structural determinants of health (e.g., policies, culture) impact health and health equity by applying theories, conceptual frameworks, and critical analytical approaches (Assessed through Final Project)
a. Analyze the "cause of the cause" from an epidemiological perspective in exploring the social pathways of disease.
b. Select relevant literature and research findings to advocate for political, economic, and/or social change that will improve health in diverse populations.
c. Select theories, conceptual frameworks, and critical analytical approaches to inform community engagement efforts on public health issues.
d. Apply WHO Conceptual Framework for Action on the Social Determinants to communicate, visually display, and present a complex public health issue.
e. Discuss macro determinants with an upstream perspective to health and disease in relation to trends in morbidity and
mortality.

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:
*Waitzkin, Pérez & Anderson (2021): Chp. 2. One and Half Centuries of Forgetting and Remembering the Social Origins of Illness.

*Declaration of Alma-Ata, 1978.

*Ottawa Charter, 1986.

Commission of the Social Determinants of Health, Rio Political Declaration on Social Determinants of Health, 2011.

Dahlgren and Whitehead (2021) The Dahlgren-Whitehead model of health determinants: 30 years on and still chasing rainbows.
Baer, Singer and Susser (2003): Chp. 3 Health and the Environment: From Foraging Societies to the Capitalist World System.

*Waitzkin, Pérez & Anderson (2021): Chp. 1, What is Social Medicine?

Breilh (2021): Chp. 2, Latin American Critical Epidemiology: The Roots and Landmarks of a Scientific Tradition.
Chapter 2: Social Determinants of Health and Health Equity. Future of Nursing 2020-2030

*Chapter 1; Raphael, D. (2009). Social Determinants of Health: An Overview of Key Issues and Themes. In: Raphael, D. (Eds.), Social Determinants of Health (pp.1-458). Toronto, Ontario: Canadian Scholar's Press Inc.

Marmot (2005), Social Determinants of Health Inequalities, Lancet.

Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.
Benach, J. & C. Muntaner. (2005). Aprender a mirar la salud: ¿cómo las desigualdades dañan la salud? Caracas, Venezuela: Ministerio de Salud y Desarrollo Social. (To be translated)

*Arcaya, M. C., Arcaya, A. L., & Subramanian, S. V. (2015). Inequalities in health: Definitions, concepts, and theories. Global Health Action, 38(4), 2015. https://doi.org/10.3402/gha.v8.27106

*Barr. (2019). Ch. 1 Introduction to the Social Roots of Health Disparities (book available online at George A. Smathers Libraries)

Marmot (2004). The Status Syndrome, Ch. 1
Waitzkin, Pérez & Anderson (2021): Ch. *3 & 4

Breilh,J. (2023). The social determination of health and the transformation of rights and ethics, Global Public Health 18:1

*WHO (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.

WHO (?2011)Closing the gap: policy into practice on social determinants of health: discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731

Solar, O. & A. Irwin. (2007). A conceptual framework for action on the social determinants of health. Discussion paper for the Commission on Social Determinants of Health. Geneva, WHO Europa.

Solar, O. & A. Irwin (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.

*WHO (?2011)Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731

WHO, Commission on the Social Determinants of Health. (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization

Navarro (2006) Politics and Health Outcomes.

WHO, Commission on the Social Determinants of Health. (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.

*Pérez-Ramos, Garriga-López and Rodríguez-Díaz (2022). How is Colonialism a Sociostructural Determinant of Health in Puerto Rico?

*Waitzkin (2016): Chp. 7-Macroeconomics and Health.
Trostle (2005) Epidemiology and Culture.

*Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.

*Colón-Burgos, J.F., Colón-Jordan, H.M., Reyes-Ortiz, V.E., Marín-Centeno, H.A. & Ríos-Mota, R. (2014). Disparities and Barriers Encountered by Immigrant Dominican Mothers Accessing Prenatal Care Services in Puerto Rico. Journal of Immigrant and Minority Health 16(4), 646-51

*Applebaum, J.W., MacLean, E., & McDonald, S.E. (2021). Love, fear, and the human-animal bond: On adversity and multispecies relationships. Comprehensive Psychoneuroendocrinology, 7, 100071. https://www.sciencedirect.com/science/article/pii/S266649762100045X

WHO (?2011)Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731

Singer, M. (2009) Ch. 1 Learning from Lichen: Reconceptualizing Health and Disease.

Singer, Bulled, Ostrach & Lerman-Ginzburg (2021) Syndemics: A cross-disciplinary Approach to Complex Epidemic Events Like COVID-19.

*Krieger, N. (2021) Ch.1 From Embodying Injustice to Embodying Equity: Embodied Truths and the Eco-social Theory of Disease Distribution.

Nutbeam, Harris & Wise (2010) Ch. 2-Theory in a Nutshell: A practical guide to health promotion theories. Australia: McGraw Hill.
*Minkler, M. (Ed.). (2012) Ch. 1 and 17 Community organizing and community building for health and welfare. Rutgers University Press.

Selener, D. (1997). Participatory Action Research and Social Change.

Wallerstein, Nina, Bonnie Duran, John Oetzel, and Meredith Minkler. 2018. Community-Based Participatory Research for Health: Advancing Social and Health Equity. Edited by Nina Wallerstein, Duran Bonnie, John Oetzel, and Meredith Minkler. Third Edit. San Francisco, CA: Jossey-Bass.

Torres-Sanchez, A. 2021. "Modelo Boricua de Formación de Promotores de Salud Comunitaria." San Juan. www.aulacomunitariapr.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 Date Topic(s) Weekly Readings Invited Speaker Assignments Due
Course Introduction & Overview
1 8/22/24 Introduction to the course
History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part 1.
*Waitzkin, Pérez & Anderson (2021): Chp. 2. One and Half Centuries of
Forgetting and Remembering the Social Origins of Illness.
*Declaration of Alma-Ata, 1978.
*Ottawa Charter, 1986.
Commission of the Social Determinants of Health, Rio Political Declaration
on Social Determinants of Health, 2011.
Dahlgren and Whitehead (2021) The Dahlgren-Whitehead model of health
4
determinants: 30 years on and still chasing rainbows.
Unit 1: Epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health
2 8/29/24 History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part

2.
Baer, Singer and Susser (2003): Chp. 3 Health and the Environment: From Foraging Societies to the Capitalist World System.
*Waitzkin, Pérez & Anderson (2021): Chp. 1, What is Social Medicine?
Breilh (2021): Chp. 2, Latin American Critical Epidemiology: The Roots and Landmarks of a Scientific Tradition.
Dr. Howard Waitzkin
1. "Vamos a conocernos"
(Let's get to know each other)
2. Weekly Reflection of the
readings 1
3 9/5/24 Overview of the Social Determinants of Health (SDH)
Chapter 2: Social Determinants of Health and Health Equity. Future of Nursing 2020-2030
*Chapter 1; Raphael, D. (2009). Social Determinants of Health: An Overview of Key Issues and Themes. In: Raphael, D. (Eds.), Social Determinants of Health (pp.1-458). Toronto, Ontario: Canadian Scholar's Press Inc.
Marmot (2005), Social Determinants of Health Inequalities, Lancet.
Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.
Weekly Reflection of the readings 2
4 9/12/24 Health Inequalities: Gaps or Gradients; Inequalities or Disparities
Benach, J. & C. Muntaner. (2005). Aprender a mirar la salud: ¿cómo las desigualdades dañan la salud? Caracas, Venezuela: Ministerio de Salud y Desarrollo Social. (To be translated)
*Arcaya, M. C., Arcaya, A. L., & Subramanian, S. V. (2015). Inequalities in health: Definitions, concepts, and theories. Global Health Action, 38(4), 2015. https://doi.org/10.3402/gha.v8.27106
*Barr. (2019). Ch. 1 Introduction to the Social Roots of Health Disparities (book available online at George A. Smathers Libraries)
Marmot (2004). The Status Syndrome, Ch. 1
Dr. Joan Benach
Weekly Reflection of the readings 3
5 9/19/24 Social Determinants versus Social Determination of Health Approach
Waitzkin, Pérez & Anderson (2021): Ch. *3 & 4
Breilh,J. (2023). The social determination of health and the transformation of rights and ethics, Global Public Health 18:1
Weekly Reflection of the readings 4
Unit 2: World Health Organization (WHO), Conceptual Framework for Action on the Social Determinants of Health
6 9/26/24 The Commission on SDH and its Knowledge Networks.
Theories that inform and guide the SDH Conceptual Framework.
*WHO (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.
WHO (2011). Closing the gap: policy into practice on social determinants of health: discussion paper. World Health Organization.
5
https://apps.who.int/iris/handle/10665/44731
Solar, O. & A. Irwin. (2007). A conceptual framework for action on the social determinants of health. Discussion paper for the Commission on Social Determinants of Health. Geneva, WHO Europa.
Weekly Reflection of the readings 5
7 10/3/24 Intermediary Determinants of health:
• Unequal distribution of resources
• Vulnerabilities and Unequal exposure to health risk
• Material circumstances and conditions:
o Life and Work conditions
o Nutrition and Accesible and secure housing
• Psychosocial Factors
• Behavioral and Biological Factors
Solar, O. & A. Irwin (2010). A Conceptual Framework for Action on the

Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization.
*WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731
WHO, Commission on the Social Determinants of Health. (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization
Weekly Reflection of the readings 6
Final Report Step 1- Community
Diagnosis
8 10/10/24 Structural Determinants of Health Inequalities
Navarro (2006) Politics and Health Outcomes.
WHO, Commission on the Social Determinants of Health. (2008) Closing the gap in a generation: health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.
*Pérez-Ramos, Garriga-López and Rodríguez-Díaz (2022). How is Colonialism a Sociostructural Determinant of Health in Puerto Rico?
*Waitzkin (2016): Chp. 7-Macroeconomics and Health.
Weekly Reflection of the readings 7
9 10/17/24 Culture as social determinants of health
Trostle (2005) Epidemiology and Culture.
*Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.
Dr. Mark Padilla
Weekly Reflection of the readings 8
Step 2-Applying the Theoretical
Framework.
10 10/24/24 SDH, Social Exclusion and Socially Marginalized Population
*Colón-Burgos, J.F., Colón-Jordan, H.M., Reyes-Ortiz, V.E., Marín-Centeno, H.A. & Ríos-Mota, R. (2014). Disparities and Barriers Encountered by Immigrant Dominican Mothers Accessing Prenatal Care Services in Puerto Rico. Journal of Immigrant and Minority Health 16(4), 646-51
*Applebaum, J.W., MacLean, E., & McDonald, S.E. (2021). Love, fear, and the human-animal bond: On adversity and multispecies relationships. Comprehensive Psychoneuroendocrinology, 7, 100071.
6
https://www.sciencedirect.com/science/article/pii/S266649762100045X
Weekly Reflection of the readings 9
Unit 3. Addressing the Social Origins of Health: Downstream, Midstream and Upstream
11 10/31/24 Address structural and intermediate determinants of health.
Critical Systems Approaches to Public and Community Health: Syndemics Theory; Political Economy of Health;
Eco-social Theory of Disease Distribution.
WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731
Singer, M. (2009) Ch. 1 Learning from Lichen: Reconceptualizing Health and Disease.
Singer, Bulled, Ostrach & Lerman-Ginzburg (2021) Syndemics: A crossdisciplinary Approach to Complex Epidemic Events Like COVID-19.
*Krieger, N. (2021) Ch.1 From Embodying Injustice to Embodying Equity: Embodied Truths and the Eco-social Theory of Disease Distribution.
Weekly Reflection of the readings 10
12 11/7/24 Intervening with the social determinants of individual health: human behavior, "Down Stream"
Nutbeam, Harris & Wise (2010) Ch. 2-Theory in a Nutshell: A practical guide to health promotion theories. Australia: McGraw Hill.
Step 3- Proposing Action for Change

13 11/14/24 Community Factors: Theories about change in communities, community action for health.
*Minkler, M. (Ed.). (2012) Ch. 1 and 17 Community organizing and community building for health and welfare. Rutgers University Press.
14 11/21/24 Strategies for community-based research: CBPR; PAR
Selener, D. (1997). Participatory Action Research and Social Change.
Wallerstein, Nina, Bonnie Duran, John Oetzel, and Meredith Minkler. 2018. Community-Based Participatory Research for Health: Advancing Social and Health Equity. Edited by Nina Wallerstein, Duran Bonnie, John Oetzel, and Meredith Minkler. Third Edit. San Francisco, CA: Jossey-Bass.
Torres-Sanchez, A. 2021. "Modelo Boricua de Formación de Promotores de Salud Comunitaria." San Juan. www.aulacomunitariapr.org
Dr. Aurines Sanchez
Final Presentation Video
15 11/28/24 Thanksgiving/No meeting
16 12/5/24 Final Presentations Q&A session 1
12/6/24 Last Day for Final Report/ Final Presentations Q&A session 2 Final Written report

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:
Requirement Due date Points Percentage %
Personal Statements 8/29/2024 60 6%
Weekly Reflections (10 @ 15 points) 8/29/2024-10/31/2024 150 15%
Class Participation (12 meeting @15 points) 8/22/2024-11/21/2024 180 18%
Written Final Report: the 300 points will be divided into the following steps:
12/6/2024 46%
Step1- Community Diagnosis 10/3/2024 153
Step 2- Applying the Theoretical Framework 10/17/2024 153
Step 3- Propose actions for change 11/7/2024 153
Final Project Video Presentation 11/21/2024 153 15%
Total 1000 points

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

Response:
Jose F. Colon Burgos
Jennifer Applebaum

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations

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/) 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/.

* *

Response:
Yes

University of Florida
College of Public Health & Health Professions Syllabus
Course Number PHC6937: Social Determinants of Health (3 credit hours)
Fall 2024
Delivery Format: On-Campus
Location: TBD
Time: Friday

Instructor Names: José F. Colón Burgos, DrPH / Jennifer Applebaum, PhD
Phone Number: 352-273-6162
Email Address: jcolonburgos@ufl.edu / jennyapplebaum@ufl.edu
Office Locations: Health Professions, Nursing, and Pharmacy, Rooms 4159 / 4152
Office Hours: By appointment, via Zoom, phone calls or in-person in the professor's office.
Teaching Assistants: TBD

Preferred Course Communications: The "Inbox" in Canvas will be used for all email correspondence. While the instructor is reachable through their UF email, the Canvas email inbox is preferred to ensure timely responses to course questions.

Pre-requisites*:*
Public Health Concepts (PHC 4101) or Principles of Sociology (SYG2000) or Introduction to Health Disparities (WST2322) or instructor approval

PURPOSE AND OUTCOME:

Course Overview:
Using the WHO Conceptual Framework for Action on the Social Determinants of Health, students will map the interrelationships among the Social Determinants of Health (SDH) and Health Inequalities (HI) / Health Disparities (HD); and discuss the social origins of illness, disease, and suffering that contribute to HD in people's health.

Course Objectives and/or Goals
Upon completion of this course, students will be able to:
1. Discuss the epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health (Assessed through weekly reflections and Final Project).
    a. Define core terms: Social Determinants of Health, Social Determination of Health, Health Inequalities, and Health Disparities
    b. Describe the social origins of illness, disease and suffering.
    c. Summarize the global history of the social determinants of health perspective of the social determination and determinants of health, social and collective medicine, and their contribution to health inequalities research.

2. Apply the WHO Conceptual Framework for Action on the Social Determinants to the lived experiences of vulnerable populations (Assessed through weekly reflections and Final Project).
   a. Identify methods used by researchers to assess a community through the lens of the social determinants of health perspective of the social determination and determinants of health.
   b. Explain the difference between the biological, behavioral, and social factors of disease.
   c. Critically examine the role of structural bias, social inequities, and racism in health and achieving health equity at the organizational, community, and societal levels.
   d. Examine how environmental factors and environmental racism can influence social determinants of health and environmental justice.
3. Discuss examples of community engagement efforts on public health issues using the stream metaphor to differentiate up- vs mid- vs down- stream intervention strategies (Assessed through weekly reflections and Final Project).
   a. Identify the challenges of community engagement with historically marginalized populations.
   b. Describe how policies can impact health equity.
   c. Identify theories, conceptual frameworks, and critical analytical approaches applied to addressing structural and intermediate determinants of health.
4. Evaluate the ways in which structural determinants of health (e.g., policies, culture) impact health and health equity by applying theories, conceptual frameworks, and critical analytical approaches (Assessed through Final Project)
   a. Analyze the "cause of the cause" from an epidemiological perspective in exploring the social pathways of disease.
   b. Select relevant literature and research findings to advocate for political, economic, and/or social change that will improve health in diverse populations.
   c. Select theories, conceptual frameworks, and critical analytical approaches to inform community engagement efforts on public health issues.
   d. Apply WHO Conceptual Framework for Action on the Social Determinants to communicate, visually display, and present a complex public health issue.
   e. Discuss macro determinants with an upstream perspective to health and disease in relation to trends in morbidity and mortality.

Relation to Program Outcomes
Please see appendix at end of syllabus

Instructional Methods
1. Lectures: Students are responsible for all the material presented. This will be the main source of content in this course.
2. Readings: There are required readings each week. In addition to the recommended text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. In-class Discussions: Students are expected to come prepared to discuss the materials in class each meeting.
4. Reflections: Weekly writing will be your opportunity to practice what you are learning and prepare for discussion

5.   Final Project: a presentation, and a final paper.

<p style="text-align: center; color: red;">***Important Notice: This syllabus is a main guideline for the course, but its contents can change during the term***</p>

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule (at the end of the syllabus there is detailed course content & schedule)

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
Course Introduction & Overview					
1	8/22/24	• Introduction to the course • History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part 1.	*Waitzkin, Pérez & Anderson (2021): Chp. 2. One and Half Centuries of Forgetting and Remembering the Social Origins of Illness. *Declaration of Alma-Ata, 1978. *Ottawa Charter, 1986. Commission of the Social Determinants of Health, Rio Political Declaration on Social Determinants of Health, 2011. Dahlgren and Whitehead (2021) The Dahlgren-Whitehead model of health determinants: 30 years on and still chasing rainbows.	None	
Unit 1: Epistemology of Social Determinants of Health, Health Inequalities and Social Determinations of Health					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
2	8/29/24	History of the Social Determinant of Health Perspective/Social Origins of Illness, Disease and Suffering Part 2.	Baer, Singer and Susser (2003): Chp. 3 Health and the Environment: From Foraging Societies to the Capitalist World System. *Waitzkin, Pérez & Anderson (2021): Chp. 1, What is Social Medicine? Breilh (2021): Chp. 2, Latin American Critical Epidemiology: The Roots and Landmarks of a Scientific Tradition.	Dr. Howard Waitzkin	1. "Vamos a conocernos" (Let's get to know each other) 2. Weekly Reflection of the readings 1
3	9/5/24	Overview of the Social Determinants of Health (SDH)	Chapter 2: Social Determinants of Health and Health Equity. Future of Nursing 2020-2030 *Chapter 1; Raphael, D. (2009). Social Determinants of Health: An Overview of Key Issues and Themes. In: Raphael, D. (Eds.), *Social Determinants of Health* (pp.1-458). Toronto, Ontario: Canadian Scholar's Press Inc. Marmot (2005), Social Determinants of Health Inequalities, *Lancet.* Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.	None	Weekly Reflection of the readings 2

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
4	9/12/24	Health Inequalities: Gaps or Gradients; Inequalities or Disparities	Benach, J. & C. Muntaner. (2005). Aprender a mirar la salud: ¿cómo las desigualdades dañan la salud? Caracas, Venezuela: Ministerio de Salud y Desarrollo Social. (To be translated) *Arcaya, M. C., Arcaya, A. L., & Subramanian, S. V. (2015). Inequalities in health: Definitions, concepts, and theories. *Global Health Action*, 38(4), 2015. https://doi.org/10.3402/gha.v8.27106 *Barr. (2019). Ch. 1 Introduction to the Social Roots of Health Disparities (book available online at George A. Smathers Libraries) Marmot (2004). The Status Syndrome, Ch. 1	Dr. Joan Benach	Weekly Reflection of the readings 3
5	9/19/24	Social Determinants versus Social Determination of Health Approach	Waitzkin, Pérez & Anderson (2021): Ch. *3 & 4 Breilh,J. (2023). The social determination of health and the transformation of rights and ethics, *Global Public Health* 18:1	TBD	Weekly Reflection of the readings 4
Unit 2: World Health Organization (WHO), Conceptual Framework for Action on the Social Determinants of Health					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
6	9/26/24	The Commission on SDH and its Knowledge Networks. Theories that inform and guide the SDH Conceptual Framework.	*WHO (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization. WHO (2011). Closing the gap: policy into practice on social determinants of health: discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731 Solar, O. & A. Irwin. (2007). A conceptual framework for action on the social determinants of health. Discussion paper for the Commission on Social Determinants of Health. Geneva, WHO Europa.	TBD	Weekly Reflection of the readings 5

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
7	10/3/24	Intermediary Determinants of health: • Unequal distribution of resources • Vulnerabilities and Unequal exposure to health risk • Material circumstances and conditions: 　○ Life and Work conditions 　○ Nutrition and Accesible and secure housing • Psychosocial Factors • Behavioral and Biological Factors	Solar, O. & A. Irwin (2010). A Conceptual Framework for Action on the Social Determinants of Health Discussion Paper 2. Geneva: World Health Organization. *WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731 WHO, Commission on the Social Determinants of Health. (2008) *Closing the gap in a generation: health equity through action on the social determinants of health*. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization	TBD	Weekly Reflection of the readings 6 Final Report Step 1- Community Diagnosis

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
8	10/10/24	Structural Determinants of Health Inequalities	Navarro (2006) Politics and Health Outcomes. WHO, Commission on the Social Determinants of Health. (2008) *Closing the gap in a generation: health equity through action on the social determinants of health*. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization. *Pérez-Ramos, Garriga-López and Rodríguez-Díaz (2022). How is Colonialism a Sociostructural Determinant of Health in Puerto Rico? *Waitzkin (2016): Chp. 7- Macroeconomics and Health.	TBD	Weekly Reflection of the readings 7
9	10/17/24	Culture as social determinants of health	Trostle (2005) Epidemiology and Culture. *Strother- Ratcliff (2017) Ch. 2: Social Determinants of Health.	Dr. Mark Padilla	Weekly Reflection of the readings 8 Step 2-Applying the Theoretical Framework.

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
10	10/24/24	SDH, Social Exclusion and Socially Marginalized Population	*Colón-Burgos, J.F., Colón-Jordan, H.M., Reyes-Ortiz, V.E., Marín-Centeno, H.A. & Ríos-Mota, R. (2014). Disparities and Barriers Encountered by Immigrant Dominican Mothers Accessing Prenatal Care Services in Puerto Rico. *Journal of Immigrant and Minority Health 16*(4), 646-51 *Applebaum, J.W., MacLean, E., & McDonald, S.E. (2021). Love, fear, and the human-animal bond: On adversity and multispecies relationships. *Comprehensive Psychoneuroendocrinology*, 7, 100071. https://www.sciencedirect.com/science/article/pii/S266649762100045X	None	Weekly Reflection of the readings 9
Unit 3. Addressing the Social Origins of Health: Downstream, Midstream and Upstream					

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
11	10/31/24	Address structural and intermediate determinants of health. Critical Systems Approaches to Public and Community Health: Syndemics Theory; Political Economy of Health; Eco-social Theory of Disease Distribution.	WHO (2011). Closing the gap: policy into practice on social determinants of health: a discussion paper. World Health Organization. https://apps.who.int/iris/handle/10665/44731 Singer, M. (2009) Ch. 1 Learning from Lichen: Reconceptualizing Health and Disease. Singer, Bulled, Ostrach & Lerman-Ginzburg (2021) Syndemics: A cross-disciplinary Approach to Complex Epidemic Events Like COVID-19. *Krieger, N. (2021) Ch.1 From Embodying Injustice to Embodying Equity: Embodied Truths and the Eco-social Theory of Disease Distribution.	None	Weekly Reflection of the readings 10
12	11/7/24	Intervening with the social determinants of individual health: human behavior, "Down Stream"	Nutbeam, Harris & Wise (2010) Ch. 2-Theory in a Nutshell: A practical guide to health promotion theories. Australia: McGraw Hill.	TBD	Step 3- Proposing Action for Change
13	11/14/24	Community Factors: Theories about change in communities, community action for health.	*Minkler, M. (Ed.). (2012) Ch. 1 and 17 *Community organizing and community building for health and welfare.* Rutgers University Press.		

Week	Date	Topic(s)	Weekly Readings	Invited Speaker	Assignments Due
14	11/21/24	Strategies for community-based research: CBPR; PAR	Selener, D. (1997). Participatory Action Research and Social Change. Wallerstein, Nina, Bonnie Duran, John Oetzel, and Meredith Minkler. 2018. *Community-Based Participatory Research for Health: Advancing Social and Health Equity*. Edited by Nina Wallerstein, Duran Bonnie, John Oetzel, and Meredith Minkler. Third Edit. San Francisco, CA: Jossey-Bass. Torres-Sanchez, A. 2021. "Modelo Boricua de Formación de Promotores de Salud Comunitaria." San Juan. www.aulacomunitariapr.org	Dr. Aurines Sanchez	Final Presentation Video
15	11/28/24	Thanksgiving/No meeting		None	None
16	12/5/24	Final Presentations Q&A session 1		None	None
	12/6/24	Last Day for Final Report/ Final Presentations Q&A session 2		None	Final Written report

*Readings marked with an asterisk are considered required reading for the session.

Course Materials and Technology:

Textbook:
There are no required textbooks for this course. All reading materials will be freely available to students via Canvas. Some materials will be assigned in several weeks as they are relevant to more than one week's content.

e-Learning in Canvas site:
There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://elearning.ufl.edu/ and go to course site for [COURSE NUMBER TBD] Social Determinants of Health.

Here, I will post the syllabus, lecture slides, assignments and allow for communication between the students and course instructors. You will also turn in assignments through this site. Once the course begins, all communication will take place through the e-Learning in Canvas site. This includes all

emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.

<u>Getting Started</u>
1. Visit http://elearning.ufl.edu and login to e-Learning in Canvas using your Gatorlink ID and password.
2. Find our course website. It will be listed as :_____

For technical support related to course materials and links, please contact me and the online course coordinator.
For technical support for this e-Learning in Canvas, please contact the UF Help Desk at:
● Learning-support@ufl.edu
● (352) 392-HELP - select option 2
● http://helpdesk.ufl.edu/

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

Assignments
1. **Professionalism (120 Points; 12 sessions for 10 points each; 18% of grade):** This is a course based primarily on course attendance, class participation, and professional

communication. Active participation is expected at every moment during the course. A three level Professionalism Rubric (Hack, 2023) will be used to evaluate students' participation during the 12 sessions. All students need to come to class sessions prepared to discuss the readings, contribute to or lead discussions, and display a command of the topic at hand. During class discussions, professional courtesy to your peers is expected when providing feedback and constructive criticism. All students will be assigned to a Work Group. Additionally, other evaluation techniques will be use during the semester to assess participation (e.g., break-out discussion groups, class polls). Additionally, during the break-out discussion groups, the professor will randomly select the group to evaluate the active participation of each member of the group.

2. **Positionality Statement: "Vamos a conocernos"/ Let's get to know each other/Ann fè konesans youn ak lòt / (36 Points 6% of Grade)** : To help us get to know one another, please prepare a photo (optional) and a brief statement or personal history (including where you come from, a little bit about your family, academic background, why you are taking this course, what you understand about the social determinants of health, your future plans, if known, and one or two things that most people don't know about you). Please submit the paragraph and picture in a Word document and send it through Canvas before the Session 2 meeting. This document will provide the professors with enough information regarding the students' interests to create the semester Work Groups (5 students per group). Students will join their assigned Work Groups to collaborate during the semester by preparing to participate in class discussions and working on the Final Project and Presentation.

3. **Weekly Reflection of the readings (100 points; 10 reflections at 10 points each; 15% of grade):** Due the day before each class. Each student will turn in a weekly reflection of the assigned reading for that week. It should be 2 pages maximum (1 page minimum, 12-point font, double-spaced), and should focus on major themes, brief summaries of overall arguments, constructive critiques, and questions provoked by the set of readings. The Weekly Reflection assignments are intended to assist the student in critical reading and to facilitate discussion in class. To this end, it must be turned in on Canvas by 5:00 pm (latest) the afternoon before each class (_____ afternoon each week). A Weekly Reflection must be turned in each week for full credit. Each turned in reflection will be given full credit of 10 points, for a total of 100 points (10 required). A Writing Reflection prompt will be provided to students in Canvas to be used as an example for the course requirement. Additionally, a Weekly Reflection Rubric based on the 5 C's framework (Eyler, Giles and Schmiede's, 1996; Eyler and Giles, 1999) will be used to evaluate the Weekly Reflections of the readings.

5. **Final Project Written Report (300 points; 46% of Grade):** The project will be broken into smaller deadlines throughout the semester (see Topic Outline/ Course Schedule table). Groups will choose a community of interest with whom they want to work in the future and work through the project process to identify a health or social problem, select appropriate research and theoretical frameworks, and suggest upstream strategies for addressing a public health problem. This Final Project provides students with the opportunity to, (1) identify and analyze the social, political and economic determinants of health inequalities and (2) proposed strategies directed to ameliorate health inequalities and support the well-being of the population's health. The professor will provide a Final Project guide to support the students in the implementation of their Final Project. For this Final Project the students must follow the next steps:

     a. **Step 1- Community Diagnosis (100 pts, due 10/3/2024)**: this diagnosis consists of collecting descriptive information about their community of choice using the Neighborhood Diagnostic Research Guide (Suarez and Diéguez, 2002).

     b. **Step 2- Applying the Theoretical Framework (100 pts, due 10/17/2024):** After making the community diagnosis, students will analyze the data collected and choose a social or health problem where they can apply the WHO Conceptual Framework for Action on the Social Determinants of Health.

     c. **Step 3- Propose actions for change (100 pts, due 11/7/2024)**: students will present a concrete proposal to act and address the problem. These actions must be tied to proposed systematic data collection strategies (e.g., surveys, focus group and/or interviews) and community mobilization or action strategies discussed in class (e.g., creation of alliance or coalitions).

After adding the feedback provided by the professor during the semester students must upload to Canvas their Final Written Report by 12/6/2024.

6. **Final Project Video Presentation (100 points; 15% of grade; due 11/21/24):** Groups will apply WHO Conceptual Framework for Action on the Social Determinants to communicate and visually display and present a complex public health issue. Students can use various oral presentation techniques ranging from using PowerPoint, Prezi or any other software of their preference. Each group will prepare a 15 minute video to be evaluated in the Q&A sessions on 12/5/2024 and 12/6/2024. The video must be uploaded to Canvas by 11/21/24. A Q&A rubric will be provided to the students. This rubric will be used both by the students and the professor to evaluate the Final Presentations.

7. **Extra Point: "Digging deeper in the literature" : students that want to immerse into a deeper analysis and understanding of the literature can proceed with one of this two activities:**
     a. **Read and prepare a brief reflection (following the reflection prompt provided in the course) of the following article written by Dr. Jaime Breilh, Latin American critical ('Social') epidemiology: new settings for an old dream.**
     b. **Visit the International Journal of Social Determinants of Health and Health Services and look for an article of interest. After choosing the article, access it through the UF's George A. Smathers Libraries Database and prepare a brief reflection (following the reflection prompt provided in the course).**

Grading

Requirement	Due date	Points	Percentage %
Personal Statements	8/29/2024	60	6%
Weekly Reflections (10 @ 15 points)	8/29/2024-10/31/2024	150	15%
Class Participation (12 meeting @15 points)	8/22/2024-11/21/2024	180	18%
Written Final Report: the 300 points will be divided into the following steps:	12/6/2024		46%
Step1- Community Diagnosis	10/3/2024	153	
Step 2- Applying the Theoretical Framework	10/17/2024	153	
Step 3- Propose actions for change	11/7/2024	153	
Final Project Video Presentation	11/21/2024	151	15%
Total		1000	100%

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

Example:

Percentage Earned	Letter Grade	Points Earned
93-100	A	930-1000
90-92	A-	900-929
87-89	B+	870-899
83-86	B	830-869
80-82	B-	800-829
77-79	C+	770-799
73-76	C	730-769
70-72	C-	700-729
67-69	D+	670-699
63-66	D	630-669
60-62	D-	600-629
Below 60	E	Below 600

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.

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

Exam Policy
This course does not have any quizzes or exams.

Policy Related to Make up Exams or Other Work
Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade unless arrangements have been made in advance with the instructor. Missed assignments will contribute zero points toward your final grade.

Special Circumstances
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/graduate/regulations/#text

In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

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
Attendance and active participation in each class meeting is required for full participation grades. It is the expectation of the faculty in Environmental and Global Health that students attend all classes. However, when absences must occur, please reach out for assistance if needed. Please reach out if you have personal circumstances you wish to discuss.

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

Religious Observances Policy
We conduct this class in accordance with the University of Florida Religious Observances policy, which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities. For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances…A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to maintain a civil tone and respect the opinions of your classmates. While in-class discourse is encouraged, aggressive or patronizing tone and language are unacceptable and will be addressed if necessary.

Communication Guidelines
It is preferred that you contact the professor by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly.

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

Appendix 1:

I, E, R	Competency
R	1. Apply epidemiological methods to settings and situations in public health practice.
R?	4. Interpret results of data analysis for public health research, policy, or practice.
E	6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.
I	7. Assess population needs, assets and capacities that affect communities' health.
I	8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
I	13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
I	14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
R	15. Evaluate policies for their impact on public health and health equity.
I	16. Apply leadership and/or management principles to address a relevant issue.
I	19. Communicate audience-appropriate public health content (i.e., non-academic, non-peer audience), both in writing and through oral presentation.
E	22. Apply systems thinking tools to a public health issue.
R,E,I	**Foundational Knowledge Concept**
R	FK 1: PH History, philosophy, values
R	FK 2: Core functions & 10 essential services
R	FK 3: Explain the role of quant & qual methods and sciences in describing and assessing population's health
E	FK 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
R	FK 6: Explain critical importance of evidence in advancing PH knowledge
E	FK7. Explain effects of environmental factors on a population's health
R	FK8. Explain biological and genetic factors that affect a population's health.

R	FK9. Explain behavioral and psychological factors that affect a population's health.
E	FK10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.

Course|New for request 19063

Info

Request: PLP 6XXXC Applied Bioinformatics in Plant Pathology
Description of request: This application is for the proposed new graduate-level course,
'Bioinformatics in Plant Pathology.' It outlines the course objectives, content, and expected outcomes.
Submitter: Jose Huguet Tapia jhuguet@ufl.edu
Created: 11/18/2023 5:29:45 AM
Form version: 15

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:
    PLP

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:
    C

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. *

> Response:
> APPLIED BIOINFORMATICS IN PLANT PATHOLOGY

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:
> APPL BIOINFO PLANTPATH

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, Off-Campus, 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:
Spring

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:
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. *

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:
2

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:
Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis supported by real case studies.

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: *
<ol>
• 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:
This course is designed to support graduate students in plant pathology and related fields in applying bioinformatics tools to genomic data projects. It covers specialized bioinformatics topics directly applicable to plant pathology for solving challenges in omics data analysis. The course provides a link between theoretical knowledge and hands-on experience in the realms of big data and omics. Furthermore, the course's significance lies in its role as a continuous mentorship platform for managing students' research projects, connecting students with the instructor throughout their research projects.

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. Proficiently apply bioinformatics tools in plant pathology research.
2. Solve genomic data analysis challenges.
3. Develop customized bioinformatics pipelines to study genome data of major plant pathogens.

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:
There is no required text for the lab or the lecture. The following reading is recommended.

•   Adams, M.J. & Antoniw, J.F. (2005). DPVweb: An open access internet resource on plant viruses and virus diseases. Outlooks on Pest Management 16, 268-270.

•   Byoungnam Min, Igor V Grigoriev, In-Geol Choi. FunGAP: Fungal Genome Annotation Pipeline using evidence-based gene model evaluation. Bioinformatics, Volume 33, Issue 18, September 2017, Pages 2936–2937, https://doi.org/10.1093/bioinformatics/btx353

•   Fábio Madeira and others, Search and sequence analysis tools services from EMBL-EBI in 2022, Nucleic Acids Research, Volume 50, Issue W1, July 2022, Pages W276–W279, https://doi.org/10.1093/nar/gkac240

•   Wang, Y., Zhao, Y., Bollas, A. et al. Nanopore sequencing technology, bioinformatics and applications. Nat Biotechnol 39, 1348–1365 (2021). https://doi.org/10.1038/s41587-021-01108-x

•   Reproducible and Robust Research with Open-Source Tools" by Vince Buffalo. Publisher: O'Reilly Media. ISBN-13: 978-1449367374

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:
•   Organizational meeting

Week 2:
•   Research computing - HiPerGator (HP) resources and interaction by command line.

Week 3:
•   Review of sequencing technologies

Week 4:
•   Introduction to Bioinformatics resources for plant pathologists – Genome Databases.

Week 5: Plant Virus Genomes and Analysis
•   Case Study 1.1: Genome mining for plant viruses

Week 6: Plant Virus Genomes and Analysis
•   Case Study 1.2: Customized databases for plant virus genomes- k-mer sketching of plant virus genomes.

Week 7: Fungal Pathogen Genomes and Analysis
•   Case Study 2.1: Assembly and annotation of fungal plant pathogens.

Week 8: Fungal Pathogen Genomes and Analysis
•   Case Study 2.2: Annotation of fungal plant pathogens.

Week 9: Fungal Pathogen Genomes and Analysis

- Case Study 2.3: Gene content analysis of fungal plant pathogens.

Week 10: Fungal Pathogen Genomes and Analysis
- Case Study 2.4: Detection of apoplastic and cytoplasmic effectors.

Week 11: Oomycetes genome analysis
- Case Study 3.1: Genome complexity "The box of chocolates problem" – Bioinformatics approaches to study heterokaryosis and genome heterozygosity.

Week 12: Oomycetes genome analysis
- Case Study 3.2: Analysis of Phytophthora genomes – virulence factors and gene family expansions

Week 13-15: Presentation of assignments and discussion of results

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 will be based on attendance, two assignments, and an oral presentation.

Class attendance will be evaluated based on the following criteria: Attendance of 90% or above will receive 5 pts. 80-89% will receive 4 pts; 70-79% will receive 3 pts; 60-69% will receive 2 pts; 50-59% will receive 1 pt. Below 50% will receive 0 pts. Please also refer to the Attendance and Make-up Work section

Assignment 1 will involve analyzing a set of genomic data, which students will submit as a report.

Assignment 2 will consist of tasks related to each student's research project. If a student does not have an ongoing project, the instructor will provide a mini-project. For Assignment 2, students are required to design a pipeline to clean, organize, and present genomic findings as requested by the instructor. Assignment 2 should be submitted as a written report.

The oral presentation will be based on the content of Assignment 2.

Component	Points
Assignment 1	15
Assignment 2	40
Presentation	40
Attendance	5
Total	100

Instructor(s)

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

Response:
Jose Huguet-Tapia

Attendance & Make-up

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

Accomodations
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/) 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/.

* *

Response:

Yes

<div align="center">

APPLIED BIOINFORMATICS IN PLANT PATHOLOGY
PLP6XXXC
2 credit hours

</div>

Course Description

Bioinformatics training for practical research applications in plant pathology. Analysis of omics data on viral, fungal, and oomycete plant pathogens, developing customized pipelines for large dataset analysis, supported by real case studies.

Prerequisites

The course assumes a foundational understanding of biology and genetics, particularly in the context of plant pathogen and host molecular interactions. While some knowledge of introductory bioinformatics concepts and Unix/Linux command line is helpful, it is not a strict requirement.

Pre-requirement training

Students are highly encouraged to take the HiPerGator training small workshops for connectivity to the cluster, file transfer, basic Unix commands, and Slurm submission scripts. (https://help.rc.ufl.edu/doc/Training).

Course Objectives

After completing this course students will be able to:

1. Proficiently Apply Bioinformatics Tools in Plant Pathology Research.
2. Solve Genomic Data Analysis Challenges.
3. Develop Customized Bioinformatics Pipelines to study genome data of major plant pathogens.

Course and Laboratory Instructor

Jose Huguet-Tapia, Ph.D.
Room 1403 Fifield Hall
jhuguet@ufl.edu
352-273-4628

IT Support

Michael Morrow
Room 2513 Fifield hall
spyder14@ufl.edu
352-273-4663

Class Time

Lecture: Wednesday Period 8 (3:00 pm - 3:50 pm) Lectures will be taught using PowerPoint slides. During each talk, the instructor will introduce the topic of the

day, explain the biological concepts of the topics, and briefly explain the algorithms for the analysis of the data.

Laboratory: Wednesday Period 9 (4:05 pm - 4:55 pm) The laboratory will be taught after each lecture. Each student will connect to the HiPerGator server using his or her computer. Exercises will be conducted in the PLP6XXX/share group located in the HiPerGator cluster

Location: Fifield Hall 2564
The course is hybrid, and it will be offered in both in-person and online formats to accommodate students' preferences and needs. Before the start of the semester, students are encouraged to contact the instructor to indicate their preferred method of participation, whether in-person or online. All lectures will be recorded in zoom, providing students the flexibility to utilize them for makeup classes or review.

Office Hours
Monday 1:55- 3:50 pm

Recommended Reading
There is no required text for the lab or the lecture. The following reading is recommended.

- Adams, M.J. & Antoniw, J.F. (2005). DPVweb: An open access internet resource on plant viruses and virus diseases. Outlooks on Pest Management 16: 268-270.

- Min, B., Grigoriev, I.V. & Choi, I. (2017). FunGAP: Fungal Genome Annotation Pipeline using evidence-based gene model evaluation. *Bioinformatics* 33(18): 2936-2937, https://doi.org/10.1093/bioinformatics/btx353

- Sperschneider, J. & Dodds, P.N. (2022). EffectorP 3.0: Prediction of Apoplastic and Cytoplasmic Effectors in Fungi and Oomycetes. *MPMI* 35(2): 146-156. https://doi.org/10.1094/MPMI-08-21-0201-R

- Madeira F. *et al*., Search and sequence analysis tools services from EMBL-EBI (2022). *Nucleic Acids Res.* 50(W1): W276-W279. https://doi.org/10.1093/nar/gkac240

- Wang, Y., Zhao, Y. *et al.* (2021). Nanopore sequencing technology, bioinformatics and applications. *Nat Biotechnol* 39: 1348–1365. https://doi.org/10.1038/s41587-021-01108-x

- Buffalo, V. *Bioinformatics Skills: Reproducible and Robust Research with Open-Source Tools*. O'Reilly Media. ISBN-13:978-1449367374

- Giani, A.M., Gallo, G.R., Gianfranceschi, L., & Formenti, G. (2020). Long walk to genomics: History and current approaches to genome sequencing and assembly. *Comput. Struct. Biotechnol. J.* 18: 9-19.

Grading
Grading will be based on attendance, two assignments, and an oral presentation.

Assignment 1 will involve analyzing a set of genomic data, which students will submit as a report.

Assignment 2 will consist of tasks related to each student's research project. If a student does not have an ongoing project, the instructor will provide a mini project. For Assignment 2, students are required to design a pipeline to clean, organize, and present genomic findings as requested by the instructor. Assignment 2 should be submitted as a written report.

The oral presentation will be based on the content of Assignment 2.

Component	Points
Assignment 1	15
Assignment 2	40
Presentation	40
Attendance	5
Total	100

Make-up and Attendance Policy
Attending course lectures and labs, and completing the required project are expected. In this course, lectures build on each other. Slides for the talks will be made available but notes from missed lectures must be obtained from other students in the course. Please contact the instructor directly regarding any severe illness or prolonged absence.

Course Schedule
   Week 1:
- Organizational meeting

   Week 2:
- Research computing - HiPerGator (HP) resources and interaction by command line.

   Week 3:
- Review of sequencing technologies

Week 4:
- Introduction to Bioinformatics resources for plant pathologists – Genome Databases.

Week 5: Plant Virus Genomes and Analysis
- Case Study 1.1: Genome mining for plant viruses – Virtool-cli

Week 6: Plant Virus Genomes and Analysis
- Case Study 1.2: Customized databases for plant virus genomes- k-mer sketching of plant virus genomes.

Week 7: Fungal Pathogen Genomes and Analysis
- Case Study 2.1: Assembly and annotation of fungal plant pathogens.

Week 8: Fungal Pathogen Genomes and Analysis
- Case Study 2.2: Gene content analysis of fungal plant pathogens.

Week 9: Fungal Pathogen Genomes and Analysis
- Case Study 2.3: Detection of apoplastic and cytoplasmic effectors.

Week 10: Oomycetes genome analysis
- Case Study 3.1: Genome complexity "The box of chocolates problem" – Bioinformatics approaches to study heterokaryosis and genome heterozygosity.

Week 11: Oomycetes genome analysis
- Case Study 3.2: Analysis of Phytophthora genomes – virulence factors and gene family expansions

Week12: Presentation of assignments and review of results

Week13: Presentation of assignments and review of results

Critical dates

Week 7: Assignment 1 report submission.

Week 12: Presentation of assignment 2 and submission of assignment 2 report

Grades and Grade Points

In accordance with the current University of Florida policy, grade points will be assigned as follows:

Letter Grade	Grade Points	%
A	4.0	90 or above
A-	3.67	87-89.9
B+	3.33	84-86.9
B	3.0	80-83.9
B-	2.67	77-79.9
C+	2.33	74-76.9
C	2.0	70-73.9
C-	1.67	67-69.9
D+	1.33	64-66.9
D	1.0	60-63.9
D-	0.67	57-59.9
E	0.0	56.9 or below
WF	0.0	NA
I	0.0	NA
NG	0.0	NA
S-U	0.0	NA

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

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

Our class sessions will be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to

provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty
As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

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

Services for Students with Disabilities
The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office

will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

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

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

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

- Career Connections Center, First Floor JWRU, 392-1601, https://career.ufl.edu/.

- Student Success Initiative, http://studentsuccess.ufl.edu.

  Student Complaints
- Residential Course: https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/

- Online Course: https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint

Course|New for request 18878

Info

Request: SPM 5XXX Diversity, Equity, and Inclusion in Sport Organizations
Description of request: SPM 5XXX Diversity, Equity, and Inclusion in Sport Organizations
Submitter: Cyntrice Thomas cthomas10@ufl.edu
Created: 10/4/2023 8:52:50 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.). *
* *

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 intended to be offered as an elective int he Graduate Sport Management program for graduate students. It is an introductory course for students to understand the role of diversity, equity, and inclusion in sport management.

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:
> 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. *

> Response:
> Diversity, Equity and Inclusion in Sport Organizations

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:
> Diversity in Sport Orgs.

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. *

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 learn about foundational information about key terms, relevant theories, and researching diversity and inclusion. They will summarize the intersection of different diversity forms and sport; and learn strategies for sport managers to create and sustain diverse and inclusive sport organizations.

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 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: *
<ol>
• 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:
> This course is offered as an elective in the Graduate Sport Management Program. It will complement the courses that are required in the degree program and give students additional knowledge and understanding for woking in diverse organizations and creating inclusive

environments in sport.

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 completing this course, students should be able to:
1. Summarize the reasons for an emphasis on diversity, equity, and inclusion in sport organizations.
2. Overview the three major theory classes used to study diversity, equity, and inclusion in sport organizations: managerial, sociological, and social psychological.
3. Paraphrase how people engage in scholarship focusing on diversity, equity, and inclusion in sport organizations.
4. Summarize the basic tenets of bias and how they inform discussions of diversity, equity, and inclusion in sport organizations;
5. Synthesize the categorical effects of diversity, including how people differ based on race, sex, gender, ability, appearance, age, sexual orientation, gender identity, religious beliefs, and social class;
6. Compare and contrast the different approaches for reducing bias in sport organizations.
7. Overview the strategies sport managers can take to facilitate a diverse, equitable, and inclusive sport organization.
8. Apply strategies sport managers can use sport to create community change.

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:
All readings will be available on the Canvas course page and available through the library course reserves.

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 ORIENTATION & OVERVIEW
Videos:
• Course Overview and Syllabus Review
Readings:
• No readings this week.

MODULE 1 (January 15 – January 28)
Foundations of Diversity, Equity, and Inclusion in Sport Organizations
Background Videos:
• Overview of diversity, equity, and inclusion in sport organizations.
• Researching diversity, equity, and inclusion in sport organizations.
• Theories used to understand diversity, equity, and inclusion in sport organizations.
Weekly Readings for the Readings Review Assignment:
• Cunningham, G. B. (2023). Diversity, equity, and inclusion in sport organizations: A multilevel perspective. Routledge. (Chapter 1, pp. 3-24)
• Delia, E. B., Melton, E. N., Sveinson, K., Cunningham, G. B., & Lock, D. (2022). Understanding the lack of diversity in sport consumer behavior research. Journal of Sport Management, 36(3), 265-276.
• Burton, L. J., & Leberman, S. (2015). Diversity in sport leadership. In I O'Boyle, D. Murray, &

Paul Cummins (Eds.), Leadership in sport (pp. 139-152). Routledge.

MODULE 2 (January 29 - February 11)
Bias in Sport Organizations
Background Video:
• Bias in sport organizations
Weekly Readings for the Readings Review Assignment:
• Dovidio J. F., Hewstone M., Glick P., Esses V. M. (2010). Prejudice, stereotyping, and discrimination: Theoretical and empirical overview. In The SAGE handbook of prejudice, stereotyping, and discrimination (pp. 3–29). London, England: Sage.
• Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype Threat Effects on Black and White Athletic Performance. Journal of Personality and Social Psychology, 77(6), 1213-1227.
• Wells, J. E., Sartore-Baldwin, M., Walker, N. A., & Gray, C. E. (2020). Stigma consciousness and work outcomes of Senior Woman Administrators: The role of workplace incivility. Journal of Sport Management, 35(1), 69-80.

MODULE 3 (February 12 - February 25)
Race, Gender, and Age Diversity in Sport Organizations
Background Videos:
• Race in sport organizations
• Gender in sport organizations
• Age in sport organizations
Weekly Readings for the Readings Review Assignment:
• Singer, J. N., Agyemang, K. J., Chen, C., Walker, N. A., & Melton, E. N. (2022). What is blackness to sport management? Manifestations of anti-blackness in the field. Journal of Sport Management, 36(3), 215-227.
• Fink, J. S. (2016). Hiding in plain sight: The embedded nature of sexism in sport. Journal of Sport Management, 30(1), 1-7.
• Cunningham, G. B., Wicker, P., & Kutsko, K. (2021). Gendered racial stereotypes and coaching intercollegiate athletic teams: The representation of Black and Asian women coaches on US women's and men's teams. Sex Roles, 84, 574-583.
• Kleissner, V., & Jahn, G. (2020). Implicit and explicit measurement of work-related age attitudes and age stereotypes. Frontiers in Psychology, 11, 579155.

MODULE 4 (February 26 – March 8)
Disability and Appearance in Sport Organizations
Background Videos:
• Disability in sport organizations
• Appearance in sport organizations
Weekly Readings for the Readings Review Assignment:
• Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. Leisure Sciences, 39(1), 20-41.
• Hanlon, C., & Taylor, T. (2022). Workplace experiences of women with disability in sport organizations. Frontiers in Sports and Active Living, 4, 792703.
• Cunningham, G. B., Fink, J. S., & Kenix, L. J. (2008). Choosing an endorser for a women's sporting event: The interaction of attractiveness and expertise. Sex Roles, 58, 371-378.
Pickett, A. C., & Cunningham, G. B. (2017). Physical activity for every body: A model for managing weight stigma and creating body-inclusive spaces. Quest, 69(1), 19-36.

MODULE 5 (March 18 – March 31)
Deep-Level Diversity in Sport Organizations
Background Videos:
• Religion in sport organizations
• Sexual orientation and gender identity in sport organizations
• Social class in sport organizations
Weekly Readings for the Readings Review Assignment:
• Hussain, U., & Cunningham, G. B. (2022). The Muslim community and sport scholarship: a scoping review to advance sport management research. European Sport Management Quarterly.
• Denison, E., Bevan, N., & Jeanes, R. (2021). Reviewing evidence of LGBTQ+ discrimination and exclusion in sport. Sport Management Review, 24(3), 389-409.
• Lott, B. (2012). The Social Psychology of Class and Classism. American Psychologist, 67(8), 650-658.

MODULE 6 (April 1 – April 14)
Creating Diverse, Equitable, and Inclusive Sport Organizations and Communities
Background Video:
• Reducing bias in sport organizations
• Creating inclusive and just sport organizations
• Fostering diverse, equitable, and inclusive communities
Weekly Readings for the Readings Review Assignment:
• Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. Annual Review of Psychology, 72, 533-560.
• Shaw, S. (2019). The chaos of inclusion? Examining anti-homophobia policy development in New Zealand sport. Sport Management Review, 22(2), 247-262.
• McCullough, B. P., & Trail, G. T. (2023). Assessing key performance indicators of corporate social responsibility initiatives in sport. European Sport Management Quarterly, 23(1), 82-103.

Presentation Due on April 28, 11:59 pm

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:
Readings Reviews (6). 10 pts each = 60 pts (23.2%)

Discussion Leader (1). 50 pts each = 50 pts (19.2%)

Discussion Boards (6). 15 pts each = 90 pts (34.6%)

Reflection Papers (3). 10 pts each = 30 pts (11.5%)

Diversity, Equity, and Inclusion in Sport Organizations Presentation (1)
30 pts each = 30 pts (11.5%)

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

Response:
Dr. George Cunningham

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement 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

Accomodations

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/) 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/.

* *

Response:
Yes

Diversity, Equity, and Inclusion in Sport Organizations

SPM#### | Class # XXXXX | 3 Credits | Spring 2024

Connect with SPM

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Course Info

INSTRUCTOR	**George Cunningham** Office: FLG 300B Office Phone: 352-294-1764 Email: g.cunningham@ufl.edu Preferred Method of Contact: email
OFFICE HOURS	Office hours are TR 10:00-11:00 or by appointment
MEETING TIME/LOCATION	Access course through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure.

COURSE DESCRIPTION

This course overviews diversity and inclusion in sport organizations; provides foundational information about key terms, relevant theories, and researching diversity and inclusion; summarizes the intersection of different diversity forms and sport; and provides strategies for sport managers to create and sustain diverse and inclusive sport organizations.

PREREQUISITE KNOWLEDGE AND SKILLS

Graduate classification.

REQUIRED AND RECOMMENDED MATERIALS

All readings will be available on the Canvas course page.

COURSE FORMAT

The course is delivered online. Students will read the assigned articles and complete formative assessments. They will be expected to lead one online discussion a semester and participate in the other online discussions each week. Students will complete a final project at the end of the term.

COURSE LEARNING OBJECTIVES:

After completing this course, students should be able to:

1. Summarize the reasons for an emphasis on diversity, equity, and inclusion in sport organizations.
2. Overview the three major theory classes used to study diversity, equity, and inclusion in sport organizations: managerial, sociological, and social psychological.
3. Paraphrase how people engage in scholarship focusing on diversity, equity, and inclusion in sport organizations.
4. Summarize the basic tenets of bias and how they inform discussions of diversity, equity, and inclusion in sport organizations;
5. Synthesize the categorical effects of diversity, including how people differ based on race, sex, gender, ability, appearance, age, sexual orientation, gender identity, religious beliefs, and social class;
6. Compare and contrast the different approaches for reducing bias in sport organizations.
7. Overview the strategies sport managers can take to facilitate a diverse, equitable, and inclusive sport organization.
8. Apply strategies sport managers can use sport to create community change.

Course & University Policies

ATTENDANCE POLICY
The course is delivered completely online so attendance is not a part of the final grade. As noted in the following sections, your preparation for the course and participation in the course activities, including assignments and discussions, will impact your grade.

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 (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 the instructor or TA in this class.

EXAM MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx."

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 by visiting their Get Started page at https://disability.ufl.edu/students/get-started/. 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 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/.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: https://counseling.ufl.edu/, 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) http://www.police.ufl.edu/

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select opti on 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: http://distance.ufl.edu/student-complaint-process/

CIVILITY, ACCESSIBILITY AND COMMUNITY RESOURCES

Inclusion is a UF core value, as we "celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity." Freedom and Civility are also core values, as we "embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same."

We should all (instructor and students, alike) seek to uphold these core values in the course. Some of the topics we discuss will be challenging, and students will be asked to reflect on why they hold their particular views or positions. Part of the learning process involves growth and encountering new ideas and concepts. Thoughtful, critical thinkers use evidence to support their positions – not endorsing a view because they have always done so. Through the learning process, let us sustain the UF Core Values and embrace our differences while ensuring we have an equitable, inclusive learning environment.

For suggestions or concerns related to IDEA, please reach out to Dr. Christine Wegner, christinewegner@ufl.edu.

University of Florida Core Values

Inclusion: Celebrate differences in identities, thoughts, and abilities, and seek to provide equitable access to opportunity.

- Excellence is only possible by including people who bring diverse backgrounds and perspectives. Our growing diversity enhances discovery and innovation. It is reliant on freedom and civility. It enriches the UF community. It is rooted in stewardship. It is the connective tissue for all of our Core Values.

Freedom and Civility: Embrace the freedom to inquire and express ideas without condemnation, and to show respect for the right of others to do the same.

- We are a community that affirms and embraces openness to an inclusive range of viewpoints. An open-minded culture is the foundation of freedom of expression and affirms our commitment to academic freedom, which is rooted in mutual respect of others. We encourage curiosity in research, scholarship and exploration, and we create the conditions where inquiry can flourish. We should guard others' right to express themselves as unequivocally as we expect that right for ourselves.

GRADING

Student grades will be based on a combination of quizzes, leading a discussion on a topic, participation in online discussions, a comprehensive presentation, and peer feedback on two presentations.

Evaluation Components (Number of each)	Points Per Component	Approximate % of Total Grade
Readings Reviews (6)	10 pts each = 60 pts	60 / 260 = 23.2%
Discussion Leader (1)	50 pts each = 50 pts	50 / 260 = 19.2%
Discussion Boards (6)	15 pts each = 90 pts	90 / 260 = 34.6%
Reflection Papers (3)	10 pts each = 30	30 / 260 = 11.5%
Diversity, Equity, and Inclusion in Sport Organizations Presentation (1)	30 pts each = 30 pts	30 / 260 = 11.5%

Readings Reviews: Readings Reviews are designed to prepare you for the discussion, ensure you are completing the readings, and encourage your critical reflection on the topic. They focus on the "Weekly Readings" assigned for each module. Each readings review should contain (1) a summary of the readings, and (2) your key takeaways from the content, with equal attention devoted to each. The Readings Review should be no more than 1000 words and must be submitted by 11:59 pm on the date assigned in the Course Schedule.

Discussion Boards: Students will participate in six (6) discussion boards during the semester. Each module discussion board will include sub-boards (e.g., for Module 1: 1A, 1B, and so on), and the number of students in the class will determine the number of sub-boards. Students can choose any three (3) sub-boards in which to participate. The discussion will center around the Discussion Leader Presentation posted by the leader that week. In responding to the posts, students should adhere to the UF Core Values of Inclusion and Freedom & Civility, as previously outlined. All discussion boards will follow this protocol:

Task 1
- o Choose any three (3) sub-boards to respond to, each of which will contact questions or prompts to respond to.
- o Post an initial response to the question or prompt in each of the three (3) sub-boards.
- o Initial responses should be posted by 11:59 pm on the data identified in the Course Schedule.

Task 2
- o Post a response to any three (3) of your peers' initial posts in the sub-boards.
- o Please attempt to post your first response no later than Friday at 11:59 pm.
- o All posts are due by 11:59 pm of the due date in the syllabus.
  - ▪ The early response will facilitate the discussion and prevent everyone from logging on Sunday to make both posts.

Students will receive full credit for posts that are (1) thoughtful and articulate, (2) completed on time, and (3) represent a critical evaluation of your classmates' posts.

Discussion Leader: Students will be assigned to lead the discussion for one of the modules in the class. I will serve as the discussion leader for Module 1. Students will be graded on their presentation and their ability to facilitate a critical analysis of the topic. The responsibility includes:

Task 1
- o Submit a five-minute presentation where you present on a social issue relevant to the module topic. The presentation should include (1) background information on the issue, (2) an argument for or against the current benefits and/or drawbacks of the issue, and (3) discussion of how to improve the outcomes. Discussion Leaders should record their presentation using Voice Thread and then submit the embed code (not the shared link) of the presentation in Canvas by 11:59

pm on the due date in the syllabus. I will then post the presentation to your module discussion sub-board.

Task 2

o   Facilitate an online discussion around your presentation – an activity that takes place during the second half of your respective module. Discussion Leaders should visit their sub-boards daily, make multiple postings to facilitate discussion, respond to classmates' postings, and encourage critical analysis.

Note. Discussion board leaders should still provide three (3) original responses and three (3) replies to other discussion boards, even on the week when they are the leader.

Reflection Papers: Some of the material covered in the class is controversial, and students might not feel comfortable sharing a particular perspective on the Discussion Board. Thus, students will complete three (3) reflection papers that afford them the opportunity to share their thoughts, reactions, and perspectives on any topic of the class. The focus may include a classmate's posting, readings, or personal experiences with the topic. The paper should not exceed 500 words, and I will be the only one who reads it. The Reflection Papers be submitted by 11:59 pm on the dates assigned in the Course Schedule.

Diversity, Equity, and Inclusion in Sport Organizations Presentation – The purpose of this assignment is to apply what is learned through the class to the management of sport. The management of sport is considered broadly, and includes issues related to management, marketing, and governance. To complete the assignment, students should first choose one of the broad themes covered in the course (i.e., one of the six modules) and identify how the diversity, equity, and inclusion issues covered in that theme will influence the management of sport. Students should (1) review the topic, including the readings covered in the module; (2) identify the specific area of sport management that is impacted; (3) review additional scholarship in that area of sport management, noting what researchers have found; and (4) based on that information, note how these issues will influence how they, as sport managers, will deliver sport. Thus, the assignment gives students the opportunity to reflect on what they have learned in the class and how it will impact their work in sport. Based on this information, students should record a presentation that is 7-10 minutes in duration using Voice Thread. The assignment should be submitted in Canvas by 11:59 pm on the due date in the Course Schedule.

RUBRICS

Reading Review (10)

Element	Description and Point Value		
	Poor	Acceptable	Very Good
Summary of the Additional Readings	0 points	2 points	4 points
Key Take-Aways from the Additional Readings	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Discussion Boards (15)

	On Time		Thoughtful / Articulate		Critical Evaluation	
Element	No	Yes	No	Yes	No	Yes
Sub-Board Post #1	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #2	0 points	1 point	0 points	1 point	0 points	1 point
Sub-Board Post #3	0 points	1 point	0 points	1 point	0 points	1 point
Response #1	0 points	1 point	0 points	1 point	0 points	1 point
Response #2	0 points	1 point	0 points	1 point	0 points	1 point

Discussion Leader (50)

Element	Poor	Acceptable	Very Good
	Description and Point Value		
Presentation: Background Information	2 points	6 points	10 points
Presentation: Arguments for and Against	2 points	6 points	10 points
Presentation: Improve the Outcomes	2 points	6 points	10 points
Discussion Board: Facilitate Conversation	2 points	6 points	10 points
Discussion Board: Responses	2 points	6 points	10 points

Reflection Papers (10)

Element	Poor	Acceptable	Very Good
	Description and Point Value		
Summary of the Topic	0 points	2 points	4 points
Thoughts, Reactions, and Perspectives	0 points	2 points	4 points
Grammar and Punctuation	0 points	1 point	2 points

Sociology and the Management of Sport (30)

Element	Poor	Acceptable	Very Good
	Description and Point Value		
Topic Review	2 points	4 points	6 points
Area of Sport Management Impacted	0 points	2 points	4 points
Review of Scholarship	2 points	6 points	10 points
Impact on Sport Delivery	2 points	4 points	6 points
Presentation Quality	0 points	2 points	4 points

GRADING SCALE

Grades will be posted in Canvas. Under normal circumstances, each assignment will be graded within one week. More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/. Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100.00%	4.0
A-	90.00-92.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	63.00-66.99%	1.0
D-	60.00-62.99%	0.67
E	0.00-59.99%	0

(January 8-14)
COURSE ORIENTATION & OVERVIEW

Videos:
- Course Overview and Syllabus Review

Readings:
- No readings this week.

Assignments:

January 14, 11:59 pm EST   Course and Syllabus Quiz & Student Intro Assignment

MODULE 1 (January 15 – January 28)
Foundations of Diversity, Equity, and Inclusion in Sport Organizations

Background Videos:
- Overview of diversity, equity, and inclusion in sport organizations.
- Researching diversity, equity, and inclusion in sport organizations.
- Theories used to understand diversity, equity, and inclusion in sport organizations.

Weekly Readings for the Readings Review Assignment:
- Cunningham, G. B. (2023). *Diversity, equity, and inclusion in sport organizations: A multilevel perspective*. Routledge. (Chapter 1, pp. 3-24)
- Delia, E. B., Melton, E. N., Sveinson, K., Cunningham, G. B., & Lock, D. (2022). Understanding the lack of diversity in sport consumer behavior research. *Journal of Sport Management, 36*(3), 265-276.
- Burton, L. J., & Leberman, S. (2015). Diversity in sport leadership. In I O'Boyle, D. Murray, & Paul Cummins (Eds.), *Leadership in sport* (pp. 139-152). Routledge.

Assignments:

January 21, 11:59 pm EST	Module 1 Readings Review
January 21, 11:59 pm EST	Discussion Leader Presentations
January 24, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
January 28, 11:59 pm EST	Responses to classmates in Discussion Sub-boards
January 28, 11:59 pm EST	Reflection Paper #1

MODULE 2 (January 29 - February 11)
Bias in Sport Organizations

Background Video:
- Bias in sport organizations

Weekly Readings for the Readings Review Assignment:
- Dovidio J. F., Hewstone M., Glick P., Esses V. M. (2010). Prejudice, stereotyping, and discrimination: Theoretical and empirical overview. In *The SAGE handbook of prejudice, stereotyping, and discrimination* (pp. 3–29). London, England: Sage.
- Stone, J., Lynch, C. I., Sjomeling, M., & Darley, J. M. (1999). Stereotype Threat Effects on Black and White Athletic Performance. *Journal of Personality and Social Psychology, 77*(6), 1213-1227.
- Wells, J. E., Sartore-Baldwin, M., Walker, N. A., & Gray, C. E. (2020). Stigma consciousness and work outcomes of Senior Woman Administrators: The role of workplace incivility. *Journal of Sport Management, 35*(1), 69-80.

Assignments:

February 4, 11:59 pm EST	Module 2 Readings Reviews
February 4, 11:59 pm EST	Discussion Leader Presentations
February 11, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
February 11, 11:59 pm EST	Responses to classmates in Discussion Sub-board

MODULE 3 (February 12 - February 25)
Race, Gender, and Age Diversity in Sport Organizations

Background Videos:
- Race in sport organizations
- Gender in sport organizations
- Age in sport organizations

Weekly Readings for the Readings Review Assignment:
- Singer, J. N., Agyemang, K. J., Chen, C., Walker, N. A., & Melton, E. N. (2022). What is blackness to sport management? Manifestations of anti-blackness in the field. *Journal of Sport Management, 36(*3), 215-227.
- Fink, J. S. (2016). Hiding in plain sight: The embedded nature of sexism in sport. *Journal of Sport Management, 30*(1), 1-7.
- Cunningham, G. B., Wicker, P., & Kutsko, K. (2021). Gendered racial stereotypes and coaching intercollegiate athletic teams: The representation of Black and Asian women coaches on US women's and men's teams. *Sex Roles, 84*, 574-583.
- Kleissner, V., & Jahn, G. (2020). Implicit and explicit measurement of work-related age attitudes and age stereotypes. *Frontiers in Psychology, 11*, 579155.

Assignments:

February 18, 11:59 pm EST	Module 3 Readings Reviews
February 18, 11:59 pm EST	Discussion Leader Presentations
February 21, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
February 25, 11:59 pm EST	Responses to classmates in Discussion Sub-boards
February 25, 11:59 pm EST	Reaction Paper #2
February 25, 11:59 pm EST	Mid-Course Survey (Not graded)

MODULE 4 (February 26 – March 8)
Disability and Appearance in Sport Organizations

Background Videos:
- Disability in sport organizations
- Appearance in sport organizations

Weekly Readings for the Readings Review Assignment:
- Darcy, S., Lock, D., & Taylor, T. (2017). Enabling inclusive sport participation: Effects of disability and support needs on constraints to sport participation. *Leisure Sciences, 39*(1), 20-41.
- Hanlon, C., & Taylor, T. (2022). Workplace experiences of women with disability in sport organizations. Frontiers in Sports and Active Living, 4, 792703.
- Cunningham, G. B., Fink, J. S., & Kenix, L. J. (2008). Choosing an endorser for a women's sporting event: The interaction of attractiveness and expertise. *Sex Roles, 58*, 371-378.
  Pickett, A. C., & Cunningham, G. B. (2017). Physical activity for every body: A model for managing weight stigma and creating body-inclusive spaces. *Quest, 69*(1), 19-36.

Assignments:

March 3, 11:59 pm EST	Module 4 Readings Reviews
March 3, 11:59 pm EST	Discussion Leader Presentations
March 6, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
March 8, 11:59 pm EST	Responses to classmates in Discussion Sub-boards

MODULE 5 (March 18 – March 31)
Deep-Level Diversity in Sport Organizations

Background Videos:
- Religion in sport organizations
- Sexual orientation and gender identity in sport organizations
- Social class in sport organizations

Weekly Readings for the Readings Review Assignment:
- Hussain, U., & Cunningham, G. B. (2022). The Muslim community and sport scholarship: a scoping review to advance sport management research. *European Sport Management Quarterly*.
- Denison, E., Bevan, N., & Jeanes, R. (2021). Reviewing evidence of LGBTQ+ discrimination and exclusion in sport. *Sport Management Review, 24*(3), 389-409.
- Lott, B. (2012). The Social Psychology of Class and Classism. *American Psychologist, 67*(8), 650-658.

Assignments:

March 24, 11:59 pm EST	Module 5 Readings Reviews
March 24, 11:59 pm EST	Discussion Leader Presentations
March 27, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
March 31, 11:59 pm EST	Responses to classmates in Discussion Sub-boards
March 31, 11:59 pm EST	Reaction Paper #3

MODULE 6 (April 1 – April 14)
Creating Diverse, Equitable, and Inclusive Sport Organizations and Communities

Background Video:
- Reducing bias in sport organizations
- Creating inclusive and just sport organizations
- Fostering diverse, equitable, and inclusive communities

Weekly Readings for the Readings Review Assignment:
- Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology, 72*, 533-560.
- Shaw, S. (2019). The chaos of inclusion? Examining anti-homophobia policy development in New Zealand sport. *Sport Management Review, 22*(2), 247-262.
- McCullough, B. P., & Trail, G. T. (2023). Assessing key performance indicators of corporate social responsibility initiatives in sport. *European Sport Management Quarterly, 23*(1), 82-103.

Assignments:

April 7, 11:59 pm EST	Module 6 Readings Reviews
April 7, 11:59 pm EST	Discussion Leader Presentations
April 10, 11:59 pm EST	Opening Statements to selected Discussion Sub-boards
April 14, 11:59 pm EST	Responses to classmates in Discussion Sub-boards

SOCIOLOGY AND THE MANAGEMENT OF SPORT

Presentation Due on April 28, 11:59 pm

(End of Course Schedule)