

Graduate Curriculum Committee
Minutes

December 14, 2023
Meeting Materials

Voting Conducted
via Mail-Vote

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>

Proposal has been approved by the GCC.

COP – Pharmacotherapy and Translational Research

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

Proposal has been approved by the GCC.

VM – Physiological Sciences

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

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.

COE – School of Teaching and Learning

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

Proposal has been approved by the GCC.

CALS – Entomology and Nematology

2. ENY 6206 *Ecology of Vector-Borne Disease*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18721>

Proposal has been approved by the GCC.

MED – Anatomy and Cell Biology

3. GMS 5630 *Medical Histology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19075>

Proposal has been approved by the GCC.

CLAS – Classics

4. LNW 6495 *Late Latin Literature*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19101>

Proposal has been approved 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.

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>

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

DCP – Architecture

2. ARC 6XXXX *Public Interest Design: Contemporary Issues and Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19032>

Proposal has been approved by the GCC.

CLAS – Economics

3. ECO 7207 *Macroeconomic Theory II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19038>

Proposal has been approved by the GCC.

CLAS – Geological Sciences

4. GLY 6XXX *Survival Skills for Academic Careers*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18795>

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

CALS – Food Science and Human Nutrition

5. HUN 6XXX *Global Nutrition*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18755>

Proposal has been approved by the GCC.

DCP – Interior Design

6. IND 5XXX *Interior Finishes and Materials*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19010>

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

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>

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

PHHP – Public Health

8. PHC 6XXX *Health, Artificial Intelligence, and Human Values*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19172>

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

PHHP – Environmental and Global Health

9. PHC 6XXX *Social Determinants of Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19144>

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

CALS – Plant Pathology

10. PLP 6XXX *Applied Bioinformatics in Plant Pathology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19063>

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

HHP – Sport Management

11. SPM 5XXX *Diversity, Equity, and Inclusion in Sport Organizations*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18878>

Proposal will be on the January agenda for further review by the GCC.

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

Agenda

January 11, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

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

There are no course modifications to present at this time.

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

There are no 5XXX courses to present at this time.

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.

CLAS – Anthropology

1. ANG 6XXX *Ethnographic Writing*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18119>

Explores the craft of writing for rendering events, circumstances, and predicaments of ethnographic fieldwork. Introduces strategies and techniques for portraying empirical worlds and provides skills needed to make ethnographic representations more discerning, vibrant and adequate to lived encounters of field research.

HHP – Applied Physiology and Kinesiology

2. APK 6XXX *Extreme Environment Physiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18892>

This graduate-level course is designed to examine the responses of the body during and after exposure to extreme environmental conditions. Topics will include high-altitude, deep-water diving, extreme temperature environments, microgravity/outer space, and high-stress environments. The course will also have sections detailing possible diseases and conditions relating to exposure to those extreme environments.

CLAS – Mathematics

3. MAP 6XXX *Variational Analysis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19023>

Develops smooth analysis through problems that arise in the calculus of variations and explores nonsmooth analysis through problems that arise in optimal control. Develops first and second-order optimality conditions, discrete approximations to continuous problems, and mathematical tools to analyze discretization errors.

HHP – Sport Management

4. PET 5XXX *High Performance Coaching: Creating Winning Environments*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18874>

Students will identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

5. PET 5XXX *High Performance Coaching: Exploring Team Dynamics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18875>

Students will focus on identifying and managing barriers that prevent the maximization of team performance in high-performance environments. Students will assess how human-related issues negatively impact team performance. Students will create structure, systems, and content to provide teams with platforms to manage those issues.

6. PET 5XXX *High Performance Coaching: Priority Alignment*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18877>

Students will evaluate the research on coaching, coaching stressors, and the reliance of achievement in sport to gain perspective and self-awareness to manage collateral damage. Students will design plans to navigate demands through the integration of work and life to stay healthy and maintain a focus on “What’s Really Important.”.

7. 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.

8. SPM 5XXX *High Performance Coaching: Building Character Through Sport*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18535>

Students will examine research on coaching and coaching pedagogy to create character development strategies for operations within sport organizations. The integration of character based coaching activities will serve as a roadmap for organizations and result in the collection of relatable assets that will evolve into a character development program.

VI. Information Items:

1. [EEX 7303](#) – 19039– Change to course description
2. [GIS 6116](#) – 19025 – Change prerequisites
3. [PCO 7945](#) – 18539 – Change maximum repeatable credit
4. [PHC 6704](#) – 19024 – Change prerequisites

Course|New for request 18119

Info

Request: ANG 6XXX Ethnographic Writing

Description of request: I wish to obtain a permanent course number for the graduate seminar in Ethnographic Writing, which I have taught previously under ANG6930.

Submitter: Richard Kernaghan kernaghan@ufl.edu

Created: 11/29/2023 4:03:22 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:
ANG

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:
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 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:
Ethnographic Writing

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:
Ethnographic Writing

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:
Seminar

Weekly Contact Hours

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

Response:
3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Explores the craft of writing for rendering events, circumstances, and predicaments of ethnographic fieldwork. Introduces strategies and techniques for portraying empirical worlds and provides skills needed to make ethnographic representations more discerning, vibrant and adequate to lived encounters of field research.

Prerequisites

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

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites on UCC forms:

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

Example:

Example:

- 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:

The primary research method for cultural anthropologists is ethnographic fieldwork. Other research methods courses in our departmental offerings focus on the how to data collection but do not attend directly or extensively to the rich possibilities that anthropologists have available for writing up and representing fieldwork data. This class addresses that lack. It also creates a workshop atmosphere where graduate students can write about their recent or upcoming research trips, where they can practice representational techniques, and collectively address common problems ethnographers face when writing. From other units/program there is also appreciable demand for this course: from Latin American Studies, Ethnomusicology and History, to mention a few based on previous times I have taught the seminar.

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 contemporary trends in ethnographic expression;
2. analyze key concepts and concerns of fieldwork-based writing;
3. craft short ethnographic descriptions, exploring the potentials and limits of the written form;
4. maintain a writing journal/scrapbook within a larger archive of fieldwork materials;
5. write an extended ethnographic essay that is vivid, compelling and insightful.

Malinowski, Argonauts of the Western Pacific (select passages)
Hunt, "The Acoustic Register"
Peterson, "Murmurs:..." (Atmospheric Noise: Chapter 4)

week 7 speech situations
Sarraute, Tropisms
Sarraute, "Conversations and sub-conversations"

film: Jeanne Dielman 23 Quai Du Commerce 1080 Bruxelles (dir. Akerman)

week 8 when things look back
Bennett, "The Force of Things"
Ponge, "Matter & Memory"
Erdrich, "The Stone"

week 9 pictures still and moving
Munira Khayyat, Yasmine Khayyat, Rola Khayyat, "Pieces of Us"
Barthes, "The Third Meaning"
"The idea of Still: interview with Rebecca Baron"

film: Rebecca Baron's, "The Idea of North"

week 10 writing workshop
Robbe-Grillet, "From Realism to Reality"
sample of Oulipo constraint techniques

week 11 of dreams
Cortazar, "Night Face Up"
Garréta, "To sleep, perchance to dream"
Blanchot, "Dreaming, Writing"
Leiris, Night without Day, Day without Night (excerpts)

week 12 "husky, dark, metallic..."
Benjamin, "The Handkerchief"
Peterson, "Vibrating Matter" (Atmospheric Noise: Chapter 5)
Ballestero, "Doña Ana and the Possibilities of De-objectified Sound"

week 13 cliché
D.H. Lawrence, "Cezanne"
Deleuze, "The Painting before Painting"
Grespi, "The Technical Object and Somatic Thought"

week 14 final project presentations

week 15 closing reflections

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:

Evaluations – Final course grades will be calculated according to a combination of four criteria:

Participation (20%): A grade will be assessed at the end of the semester based on the degree to which you have played an active, informed role in class discussions, and in so doing contributed to the course's overall success. Therefore, it is important to arrive at each session prepared to

share impressions, questions and interpretations. You are also highly encouraged to meet with me individually in office hours to talk about your writing and on-going work towards the final project.

Participation grading scheme

5% / 5 points - 1. regular, punctual attendance

5% / 5 points - 2. attentive listening, informed contributions during in-class conversations

5% / 5 points - 3. participation in two peer review activities

5% / 5 points - 4. effective communication with instructor (i.e. email, office hours, etc.)

Ethnographic vignettes (30%): These five writing exercises (maximum 500 words each) are intended to give you a chance to narrate a crucial event or work up a striking detail from your own fieldwork experiences. The vignette could explore the play of light, shadow and dust at a certain hour of the day in a place you have frequented. It might register the sonorous reverberations of water upon a nearby shore—or else the colors and textures of boats you found beached there as you watched the daily rhythms of men and women whose livelihoods depend on the sea. Perhaps, you will write about the sensory/corporeal demands of a busy city intersection at night or about the crash that almost happened there. You might describe the signature way in which a close friend tells stories or even reveal the fieldwork discovery that came to you in a dream. Here the ‘what’ matters but only in proportion to the vividness with which it is brought forth in writing.

Annotated bibliography (20%): This document should be selective, not exhaustive, featuring at least ten but no more than twenty entries. The relevance of each title to the participant’s ethnographic writing should be made explicit in the brief description that accompanies it.

Term project paper (30%): The final paper should be an original and creative piece of ethnographic writing. Of approximately 5500-7000 words in length, ideally it will contribute directly towards the development of a conference paper, journal article or dissertation chapter.

Instructor(s)

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

Response:

Richard Kernaghan, Associate Professor, Department of Anthropology

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

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

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

Ethnographic Writing

T e r m 2 0 X X



ANG 6930 Section 33CG • TUR 2350

Mondays | Periods 3 - 5 (9:35 AM - 12:35 PM)

Richard Kernaghan
Grinter 335 | kernaghan@ufl.edu

office hours: Mondays 1- 3:00 pm
(or by appointment)

Summary: This class is an ethnographic writing workshop. Throughout the semester we will explore the craft of writing in relation to events, circumstances, and predicaments that arise during ethnographic fieldwork. Our main activity as participants will be to write. However, we will also use this forum to foster an extended conversation on strategies and techniques for portraying empirical worlds. Making our own ethnographic writing more adequate to encounters with the worlds we study is the overarching aspiration of the class. To that end we will experiment with ways of rendering our texts more vivid and compelling, not in order to become “good writers” but to hone our attentiveness and sensitivities to discoveries that are pending in past fieldwork experiences and in those still to come.

* * *

Course Learning Goals: By the end of this class, students should be able to:

1. identify contemporary trends in ethnographic expression;
2. analyze key concepts and concerns of fieldwork-based writing;
3. craft short ethnographic descriptions, exploring the potentials and limits of the written form;
4. maintain a writing journal/scrapbook within a larger archive of fieldwork materials;
5. write an extended ethnographic essay that is vivid, compelling and insightful.

Overview of Seminar Requirements: (1) regular attendance and engagement in discussions and activities during the weekly class session; (2) a series of brief vignettes (five in all) each based on a different fieldwork scene, experience, or encounter; (3) a journal/scrapbook kept throughout the semester that builds upon ethnographic field notes or diaries; (4) an annotated bibliography of works on ethnography and ethnographic writing; and (5) a term paper.

Texts: Most assigned readings for this course can be downloaded from Canvas Course Page (under Files).*

The following titles are *recommended* (but mostly not required); they will be placed on reserve at Library West:

Ballesteros et al., *Experimenting with Ethnography*, Duke University Press, 2021.
Barthes, *Camera Lucida*, Hill & Wang, 2010.
Bennett, *Vibrant Matter*, Duke University Press, 2009.
Leiris, *Phantom Africa*, Seagull Books, 2017.
Morley [Caldeira Brand] & Bishop, *The diary of Helena Morley*, Farrar, Straus & Giroux, 1995.
Pandian & McLean, *Crumpled Paper Boat*, Duke University Press, 2017.
Sanjek, *Fieldnotes*, Cornell University Press, 1990.
Sarraute, *Tropisms*, New Directions, 2015.
Starn, *Writing Culture & the Life of Anthropology*, Duke University Press, 2015.
Stewart, *Ordinary Affects*, Duke University Press, 2007
Taussig, *I Swear I Saw This*, University of Chicago Press, 2011.
Walser, *Microscripts*, New Directions, 2012.

* * *

* The lone exception, Sarraute's *Tropisms*, will hopefully be accessible as an ebook via course reserves.

Attendance: As a courtesy to all, please arrive punctually and remain until the end of class. If you must miss a session, please inform me ahead of time (or as soon as possible) and provide appropriate documentation (*except for religious holidays*). In such cases you are responsible for contacting a classmate to obtain notes on materials and topics covered while away.

In accord with university attendance policies ([click here to read](#)), absences for reasons of illness, religious holiday, and official university business are excused.

If the absence is planned, please notify me ahead of time and as early as possible.

If the absence is unplanned, then as soon as it is feasible for you to do so.

Please note: Since participation as well as assimilation of class materials depend upon attendance, multiple absences (4 & above) will undermine academic performance and may even risk failing. Students, however, with perfect or near perfect attendance will receive bonus credit.

* * *

Evaluations – Final course grades will be calculated according to a combination of four criteria:

Participation (20%): A grade will be assessed at the end of the semester based on the degree to which you have played an active, informed role in class discussions, and in so doing contributed to the course's overall success. Therefore, it is important to arrive at each session prepared to share impressions, questions and interpretations. You are also highly encouraged to meet with me individually in office hours to talk about your writing and on-going work towards the final project.

participation grading scheme

5% / 5 points - **i.** regular, punctual attendance

5% / 5 points - **ii.** attentive listening, informed contributions during in-class conversations

5% / 5 points - **iii.** participation in two peer review activities

5% / 5 points - **iv.** effective communication with instructor (i.e. email, office hours, etc.)

Ethnographic vignettes (30%): These five writing exercises (maximum 500 words each) are intended to give you a chance to narrate a crucial event or work up a striking detail from your own fieldwork experiences. The vignette could explore the play of light, shadow and dust at a certain hour of the day in a place you have frequented. It might register the sonorous reverberations of water upon a nearby shore—or else the colors and textures of boats you found beached there as you watched the daily rhythms of men and women whose livelihoods depend on the sea. Perhaps, you will write about the sensory/corporeal demands of a busy city intersection at night or about the crash that almost happened there. You might describe the signature way in which a close

friend tells stories or even reveal the fieldwork discovery that came to you in a dream. Here the 'what' matters but only in proportion to the vividness with which it is brought forth in writing.

Annotated bibliography (20%): This document should be selective, not exhaustive, featuring at least ten but no more than twenty entries. The relevance of each title to the participant's ethnographic writing should be made explicit in the brief description that accompanies it.

Term project paper (30%): The final paper should be an original and creative piece of ethnographic writing. Of approximately 5500-7000 words in length, ideally it will contribute directly towards the development of a conference paper, journal article or dissertation chapter.

All assignments should be submitted via Canvas.

Assignment Deadlines:

- 1) ethnographic vignettes: wk 2; wk 4; wk 6; wk 8; wk 10
- 2) abstract for Final Paper: wk 9
- 3) annotated bibliography: wk 15
- 4) Final Paper: wk 15

Late policy: Assignments are due at the beginning of class of the calendar deadline. Papers handed in late but still within one week of the original due date will be docked the equivalent of a full letter grade. After that they will no longer be accepted, unless justified by mitigating circumstances (e.g. a documented accident, illness, etc.). *Please note:* For the final paper extensions are generally not granted, except in special, extenuating cases, as mentioned above, and in accordance with university policies.

* * *

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

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. [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.

Grading: The following scale will be used for grades on all assignments: 94-100=A; 90-93=A-; 87-89=B+; 83-86=B; 79-82=B-; 76-78=C+; 72-75=C; 69-71=C-; 66-68=D+; 62-65=D; 59-61=D-; 58 and below=E (failing). [Click this link to consult current UF policies for grades and grading.](#)

Course feedback: 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.](#)

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

* * *

Additional UF Resources:

Health & 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

- *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*: The [UF Libraries](#) provide access to numerous resources and services that will help you succeed in this course. Access thousands of [online databases, books, and articles](#) or visit one of the [branch locations](#) for additional [resources, services, and study spaces](#). Further, as this class requires students to complete a bibliography, research paper, or project, both the [Anthropology Library Guide](#) and the [Anthropology Assignment Guide](#) may be of assistance. You can also contact the [Anthropology Librarian](#) directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also [Ask A Librarian](#) for help by email, chat, text, or phone.
- *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.](#)
- *Anthropology Library Guide*: <http://guides.uflib.ufl.edu/c.php?g=147739&p=969917>

* * *

Please note: I may make minor adjustments to class readings or assignment requirements during the semester. Any and all modifications will be announced ahead of time.

Course Schedule

week 1

painters

scene from *Hana-bi* (dir. Kitano)

Sarraute, *Tropisms* (excerpt)

Morrison, "Site of Memory"

week 2

writing encounters

Hurston, "Turpentine Camp – Cross City"

Hurston, *Mules and Men* (excerpt)

Hurston, *their eyes were watching god* (chapter 4)

Stewart, "The Point of Precision"

week 3

actualities

Ferry, "the diary of 'Helena Morley'"

Bishop, Forward & Introduction to "*Minha vida de menina*"

"*Minha vida de menina*" (excerpt)

Blanchot, "Diary and Story"

Ponge, "Crate"; "The Trees Delete Themselves Inside a Fog-Sphere"

week 4

field | sketch | note | book

Kincaid, "What I have been doing lately"

Walser, *Microscripts* (selections)

Perec, "Think/Classify"

excerpts from Burroughs' *Ports of Entry* exhibition

week 5

writing workshop

Burroughs, "The Cut-Up"

Burrough's not so short film: *The Cut Ups* (1966)

Rose, "Shimmer: When all you love is being trashed"

week 6

listening: which voices?

Malinowski, *Argonauts of the Western Pacific* (select passages)

Hunt, "An Acoustic Register"

Peterson, "Murmurs:..." (*Atmospheric Noise*: Chapter 4)

week 7

speech situations

Sarraute, *Tropisms*

Sarraute, "Conversations and sub-conversations"

film: Jeanne Dielman 23 Quai Du Commerce 1080 Bruxelles (dir. Akerman)

week 8

when things look back

Bennett, "The Force of Things"

Ponge, "Matter & Memory"

Erdrich, "The Stone"

week 9

pictures still and moving

Munira Khayyat, Yasmine Khayyat, Rola Khayyat, "Pieces of Us"

Barthes, "The Third Meaning"

"The idea of Still: interview with Rebecca Baron"

film: Rebecca Baron's, "The Idea of North"

week 10 **writing workshop**

Robbe-Grillet, "From Realism to Reality"

TBA: sample of Oulipo constraint techniques

week 11 **of dreams**

Cortazar, "Night Face Up"

Garréta, "To sleep, perchance to dream"

Blanchot, "Dreaming, Writing"

Leiris, *Night without Day, Day without Night* (excerpts)

week 12 **"husky, dark, metallic..."**

Benjamin, "The Handkerchief"

Peterson, "Vibrating Matter" (*Atmospheric Noise*: Chapter 5)

Ballester, "Doña Ana and the Possibilities of De-objectified Sound"

week 13 **cliché**

D.H. Lawrence, "Cezanne"

Deleuze, "The Painting before Painting"

Grespi, "The Technical Object and Somatic Thought"

week 14 **final project presentations**
with group critique exercise

week 15 **closing reflections**
remaining presentations

Course|New for request 18892

Info

Request: APK 6XXX Extreme Environment Physiology

Description of request: This is a new proposed course for our graduate students that can serve as either an elective or an Exercise Physiology foundation area course for our Human Performance master's students. We request that the course can be taught either online or residentially.

Submitter: Stephen Coombes scoombes@ufl.edu

Created: 10/17/2023 2:42:58 PM

Form version: 4

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.).

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:

Extreme Environment Physiology

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:

Extreme Environment Physiology

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 *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:
This graduate-level course is designed to examine the responses of the body during and after exposure to extreme environmental conditions. Topics will include high-altitude, deep-water diving, extreme temperature environments, microgravity/outer space, and high-stress environments. The course will also have sections detailing possible diseases and conditions relating to exposure to those extreme environments.

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:

None.

Completing Prerequisites:

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

Example:

- 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 is a 6000 graduate level course. It can be taken by masters or doctoral students. We expect it will primarily be taken by students in our Human Performance masters. They can take the course to count towards the Exercise Physiology fundamental area, or, if they take another Exercise Physiology fundamental class, this one would count towards their electives.

Course Objectives

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

Response:

- Explain the physiological responses of the body during rest and exercise in hypobaric (high-altitude) and hyperbaric (underwater) environments.
- Explain the physiological responses of the body during rest and exercise in hypothermic (cold) and hyperthermic (hot) environments.
- Explain the physiological responses of the body during rest and exercise in micro-gravity (space).
- Explain the responses of the body during rest and exercise in extremes of psychological stress (Military; Firefighter; Isolation; etc.).

- Distinguish diseases and physiological conditions resulting from exposure to extreme temperature, pressure, gravity, and psychological stress.
- Discuss technological advances surrounding capturing human data in extreme environments and mitigating the effects of extreme environments.
- Critically evaluate scientific literature in exercise physiology in extremes.

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:

Human Physiology in Extreme Environments

Author: Hanns-Christian Gunga

Publisher: Human Kinetics

Year: 2021

9780128159422

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:

Aug 23rd Weeks 1-2

Topic - Syllabus/Introduction & Basic Exercise Physiology Review

Assignments - Introduction Discussion, Physiology Overview Quiz

Assignment due - Sept 10th

Sept 11th - Weeks 3-5

Topics - Hypothermic and Hyperthermic Physiology

Assignments - Hyperthermic Quiz, Hyperthermic Discussion, Hypothermic Quiz, Hypothermic

Discussion, Article Review 1 Assignment due Oct 1

Oct 2nd - week 6

Topic - Psychological Stress Physiology

Assignments - Psychology Extremes Quiz, Psychology Extreme Discussion

Assignment due - Oct 8th

Oct 9th - week 7

Exam 1

Assignment due - Oct 15th

Oct 16th - weeks 8-10

Topics - Hyperbaric and Hypobaric Physiology

Assignments - Hyperbaric Quiz, Hyperbaric Discussion, Hypobaric Quiz, Hypobaric Discussion,

Article Review 2

Assignment Due - Nov 5th

Nov 6th - weeks 11-12

Topics - Microgravity Physiology

Assignments - Microgravity Quiz, Microgravity Discussion

Assignment Due - Nov 19th

Nov 20th - week 13

Thanksgiving Break

Nov 27th - week 14

Topics - Current and Future Technology

Assignments - Technology Quiz, Technology Discussion, Article Review 3

Assignment Due Dec 3rd

Dec 4th - week 15

Exam 2

Assignment due - Dec 10th

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 - 25%

Exam 1/Alternative Assignment - 25%

Exam 2 - 25%

Article Reviews - 15%

Discussions - 10%

Instructor(s)

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

Response:

Christopher Brown

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

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

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

Extreme Environment Physiology

Connect with HHP



PET5936 | 3 Credits | Fall 2023

Course Info

INSTRUCTOR	Christopher Brown, PhD, LAT, ATC, CSCS, TSAC-F, PES, OPE-C Clinical Associate Professor Clinical Education Coordinator, Doctor of Athletic Training Program Office Location: 122FLG Email: cdbrown7@ufl.edu
OFFICE HOURS	Office Hours: Will be held for 2 hours each week and the schedule will be posted on CANVAS. You can also schedule a direct appointment with me HERE .
MEETING TIME/LOCATION	Access course through Canvas on UF e-Learning (https://elearning.ufl.edu/) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

This graduate-level course is designed to examine the responses of the body during and after exposure to extreme environmental conditions. Topics will include high-altitude, deep-water diving, extreme temperature environments, microgravity/outer space, and high-stress environments. The course will also have sections detailing possible diseases and conditions relating to exposure to those extreme environments.

PREREQUISITE KNOWLEDGE AND SKILLS

No prerequisite knowledge or skills are required for this course. While not required, it is recommended students take APK6116 (or similar) to have a proper background in exercise physiology. Students may fall behind if they do not have a strong base of knowledge, from either undergraduate exercise physiology or APK6116, to draw upon as the semester progresses. Previous experience in the following areas may also be beneficial for this course: Anatomy; Athletic Training/Sports Medicine; Medical Terminology; Environmental Medicine.

REQUIRED AND RECOMMENDED MATERIALS

Textbook	ISBN	
Advanced Environmental Exercise Physiology Author: Cheung and Ainslie Publisher: Human Kinetics Year: 2021 Edition: 2 nd	9781492593980	Required

Human Physiology in Extreme Environments (Psychology Module) Author: Gunga Publisher: Academic Press Year: 2021 Edition: 2 nd	9780128159422	Recommended for Module 3 (if desired)
Space Physiology (Microgravity Module) Author: Buckley Publisher: Oxford Press Year: 2006 Edition: 1 st	9780195137255	Recommended for Module 5 (if desired)
All other reading materials will be available on the class web page (E-Learning)		

COURSE FORMAT

This course will utilize a lecture and assignment approach. You will be able to watch lectures on CANVAS and participate in discussions/assignments within the CANVAS shell. I will provide PowerPoint slides for you to access for information about specific points. You will need to review this information as well as the information in the textbook and from alternative readings for this course. You will be expected to be active learners outside of the classroom.

COURSE LEARNING OBJECTIVES:

- Explain the physiological responses of the body during rest and exercise in hypobaric (high-altitude) and hyperbaric (underwater) environments.
- Explain the physiological responses of the body during rest and exercise in hypothermic (cold) and hyperthermic (hot) environments.
- Explain the physiological responses of the body during rest and exercise in micro-gravity (space).
- Explain the responses of the body during rest and exercise in extremes of psychological stress (Military; Firefighter; Isolation; etc.).
- Distinguish diseases and physiological conditions resulting from exposure to extreme temperature, pressure, gravity, and psychological stress.
- Discuss technological advances surrounding capturing human data in extreme environments and mitigating the effects of extreme environments.
- Critically evaluate scientific literature in exercise physiology in extremes.

Course & University Policies

PERSONAL CONDUCT POLICY

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." Students will exhibit behavior consistent with this commitment to the UF academic community. Academic misconduct appears in a variety of forms (including plagiarism) and may be punishable in a variety of ways, from failing the assignment and/or the entire course to academic probation, suspension or expulsion. On all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**" 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. Faculty will not tolerate violations of the Honor Code at the University of Florida and will report incidents to the Dean of Students Office for consideration of disciplinary action. The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have questions about what constitutes academic misconduct before handing in an assignment, see your instructor.

EXAM MAKE-UP POLICY

There will be NO make-up examinations unless exceptional conditions occur (as defined in the University of Florida Undergraduate Catalog). Please see this link for more information.

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> Prior permission from the professor is required. There will be a time limit for each examination. Examinations will evaluate the understanding of material from lecture, text, and other supplemental material provided.

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/>. Thank you for serving as a partner in this important effort. Students should provide feedback on the quality of instruction in this course by completing online evaluations. 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/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 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: <http://distance.ufl.edu/student-complaint-process/>

CIVILITY ACCESSABILITY AND COMMUNITY RESOURCES

For suggestions or concerns, please reach out to any of the following:

- Dr. Ashley Smuder, APK Culture and Engagement Committee Chair, asmuder@ufl.edu
- Dr. Stephen Coombes, APK Graduate Coordinator, scoombes@ufl.edu
- Dr. Joslyn Ahlgren, APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Students will earn their course grade based on completion of coursework as outlined in the Grading Criteria listed below. Percentage calculations are rounded up at “.6 or above” and rounded down at “.5 or below”. For more information regarding Grade Point Averages, Grade Values, etc. please visit the University registrar website <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

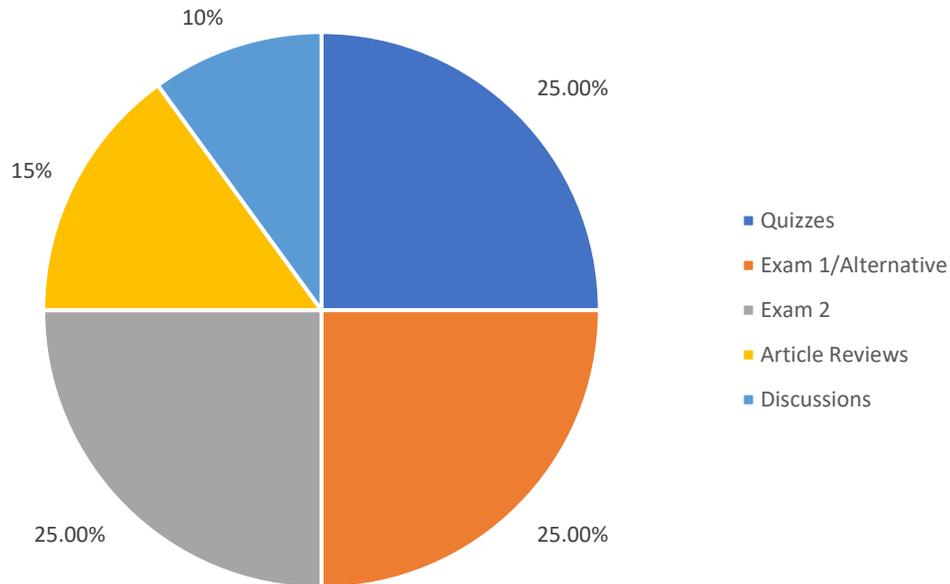
GRADING CRITERIA

Letter Grade	Grade Points	Percentage
A	4.00	100-91.5
A-	3.67	91.4-88.5
B+	3.33	88.4-86.5
B	3.00	86.4-79.5
C+	2.33	79.4-76.5
C	2.00	76.4-71.5
D+	1.33	71.4-69.5
D	1.00	69.4-59.5
E	0.00	Below 59.5

ASSIGNMENTS

- Quizzes 25%
- Exam 1/Alternative Assignment 25%
- Exam 2 25%
- Article Reviews 15%
- Discussions 10%

Grade Breakdown



Quizzes:

- You have 1 attempt to answer all questions correctly
- The quiz is untimed so please take all the time you need on each attempt.
- The quiz is open book and open note.
- Answers will display for 24 hours once the quiz has closed.

Exam 1:

- Questions will be randomly pulled from the exam banks.
 - I won't know what questions you'll get until after you take the exam.
- You are allowed 2 attempts on the exam
 - This is designed to offset being the first exam you take in the course.
 - You will not be able to view the questions and your answers between attempts.
 - The highest score from the 2 attempts is used in calculating your final grade.
- You will not be able to see correct answers until after the exam window has passed.
 - Exam questions and correct answers will be posted the day after the Exam for 24 hours.
- The exam is not timed, but you can't work on it past the Due Date/Time. Be finished before then.
 - Keep in mind the exam is on Eastern Standard Time for those in different time zones.
- Honorlock will be on during the exam. There is a basic calculator. Notes, scratch paper, and textbook are **NOT** permitted (different than quizzes).

Teach it Back (Exam 1 Alternative Assignment)

- *This is designed for those students who would like an alternative to taking exam 1.*
 - *By teaching the material hopefully, you are able to retain some of the information and I believe that fulfills the same role as exam 1.*
- *You will record yourself teaching the content from each module back to me in 10 videos that are submitted to CANVAS*
- *Each section (10 Powerpoints provided by me) must be recorded in one video.*
- **Grading**
 - *Content-If you skip a section and don't record a video it is an automatic 10% reduction in grade.*
 - *In total there should be 10 videos submitted for this assignment*
 - *You must discuss all material in each presentation. (I would suggest taking a look at my lectures and mimicking them.)*
 - *Style-Make sure you are teaching, not reading.*

Exam 2:

- Questions will be randomly pulled from the exam banks.
 - I won't know what questions you'll get until after you take the exam.
 - 20-25% of questions will come from the exam 1 banks
- You are allowed 1 attempt on the exam.
- You will not be able to see correct answers until after the exam window has passed.
- Exam questions and correct answers will be posted the day after the Exam for 24 hours The exam is not timed, but you can't work on it past the Due Date/Time. Be finished before then.
 - Keep in mind the exam is on Eastern Standard Time for those in different time zones.
- Honorlock will be on during the exam. There is a basic calculator. Notes, scratch paper, and textbook are **NOT** permitted (different than quizzes).

Article Reviews:

- Students are expected to post 3 research article synopses to the Assignment page in CANVAS by the due dates in CANVAS. Each article synopsis requires students to search a relevant database of research journals (i.e. Google Scholar, SportDiscus, PubMed) to find a peer-reviewed research article related to one of the course topics. Students should read the selected articles in their entirety and then post a brief synopsis of the article(s) to CANVAS. Turn-it-in score should not exceed 20%. A citation or a copy of the article should be included. Each Synopsis is graded Pass/Fail.
- The synopsis should be written and should include the following headers:
 - Reason for Selection
 - Research Problem
 - Methods
 - Results/Conclusions
 - Takeaways.
- Students should briefly summarize why they selected the article, what research problem was addressed in the article, how the experiment was conducted, the most important results and explanations for the results provided by the authors of the study, and what information from the article can be used by classmates in a practical sense of exercise physiology.
- Student must gain 4 out of 5 points to pass.

Rubric:

Headers		
1 point	0 points	
All 5 headers were listed	Fewer than 5 headers were listed	

Summaries		
2 point	1 point	0 points
A thoughtful summary was included under each header.	A thoughtful summary was included under 4 out of 5 headers.	A thoughtful summary was included under 3 or fewer headers.

Turn-it-in		
1 point	0 points	
Turn-it-in score was Green or Blue	Turn-it-in score was not green or blue	

Article Citation/Copy		
1 point	0 points	
A copy of the article or citation was included in the assignment	A copy of the article or citation was not included in the assignment	

Discussions:

- This is the online discussion posting board for the course.
- Content will be based on course materials

Rubric:

Length	
1 point	0 points
Post is at least 40 words long	No post

Depth		
1 point	0.5 points	0 points
A thoughtful response to the discussion question is evident in the post. Posts demonstrates depth of knowledge beyond cursory.	Post is made but knowledge is mostly cursory/low level.	No post

Accuracy		
1 point	0.5 points	0 points
The post contains information that is supported by the class learning materials or does not contradict class materials.	The post contains 1-2 pieces of information that is not supported by the class learning materials or contradicts class materials.	No post or more than 2 issues with accuracy of post.

Writing Skill		
1 point	0.5 points	0 points
The post is written with proper grammar and spelling.	Post has 1-2 types of grammar or spelling issues	No post or more than 2 types of grammar or spelling issues

Collegiality	
1 point	0 points
Student replied to at least one of their classmate's posts by the due date	Student did not reply to at least one of their classmate's posts by the due date

Extra Credit: (Optional)

- Each learning module contains an extra credit practice-questions assignment. The assignment involves students creating up to 2 practice questions from the module's learning material. Each new question created is worth 1 bonus point to be added to the next closest exam to the module (either exam 1 or 2).
- I will review questions and may include some of them in the exam question pools for the course.

Weekly Course Schedule

Module Start	Week(s)	Topics	Assignments	Module End Assignment Due Date*
Aug 23 rd	1-2	Syllabus/Introduction	Introduction Discussion	Sept 10 th
Aug 23 rd	1-2	Basic Exercise Physiology Review	Physiology Overview Quiz	Sept 10 th
Sept 11 th	3-5	Hypothermic and Hyperthermic Physiology	Hyperthermic Quiz Hyperthermic Discussion Hypothermic Quiz Hypothermic Discussion Article Review 1 Due	Oct 1 st
Oct 2 nd	6	Psychological Stress Physiology	Psychology Extremes Quiz Psychology Extreme Discussion	Oct 8 th
Oct 9 th	7	Exam 1		Oct 15 th
Oct 16 th	8-10	Hyperbaric and Hypobaric Physiology	Hyperbaric Quiz Hyperbaric Discussion Hypobaric Quiz Hypobaric Discussion Article Review 2 Due	Nov 5 th
Nov 6 th	11-12	Microgravity Physiology	Microgravity Quiz Microgravity Discussion	Nov 19 th
Nov 20 th	13	Thanksgiving Break		Nov 26 th
Nov 27 th	14	Current and Future Technology	Technology Quiz Technology Discussion Article Review 3 Due	Dec 3 rd
Dec 4 th	15	Exam 2		Dec 10 th

***All Assignments are due by 11:59pm EST of the date listed.**

Textbook Chapters by Module:

1. Basic Exercise Physiology: None
2. Hypothermic/Hyperthermic: Advanced Environmental Physiology (Cheung) Chapters 1-3 and 5-6
3. Psychological Stress: Human Physiology in Extreme Environments (Gunga) Chapter 8
4. Hyperbaric/Hypobaric: Advanced Environmental Physiology (Cheung) Chapters 7-11
5. Microgravity: Space Physiology (Buckey) Chapter 1, 4, and 7
6. Current and Future Technology: Advanced Environmental Physiology (Cheung) Chapters 14-15

Course|New for request 19023

Info

Request: MAP 6XXX Variational Analysis

Description of request: A new course will be added to the graduate mathematics curriculum.

The course has already run several times under a special topics number.

The course will be paired with the existing MAP6208 course as a two-semester graduate sequence which can be taken to fulfill breadth requirements of the mathematics PhD program.

Submitter: William Hager hager@ufl.edu

Created: 12/13/2023 9:36:34 PM

Form version: 20

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:

MAP

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:
Variational Analysis

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:
Variational Analysis

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:
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 *on average* throughout the duration of the course.

Response:
3 hours

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:
Develops smooth analysis through problems that arise in the calculus of variations and explores nonsmooth analysis through problems that arise in optimal control. Develops first and second-order optimality conditions, discrete approximations to continuous problems, and mathematical tools to analyze discretization errors.

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:

(MAA5104 & MAA5105)
MAD6406

Completing Prerequisites:

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

Example:

- 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 has already run several times under a special topics number.

The course will be paired with the existing MAP6208 course as a two-semester graduate sequence which can be taken to fulfill breadth requirements of the mathematics PhD 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:

Solve problems from the calculus of variation using the Euler equation

Solve optimal control problems using the Pontryagin minimum principle

Formulate discrete approximations to variational problems and analyze their convergence

Prove if an extreme point is a local minimizer or a local maximizer

participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Attendance is required. Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor. Signature sheet will be circulated at start of each class. Attendance counts 75 points. The number of points awarded = 75*(number of classes attended or excused divided by the total number of classes). There will be one required written project worth 25 points and an optional project worth 25 points. A (≥ 90 points), B (≥ 80 points), C (≥ 70 points), D (≥ 60 points). The projects are numerical exercises based on material from the course.

Instructor(s)

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

Response:

William Hager

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

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

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

Variational Analysis

MAPYYYY Section: xxxxxx
Class Periods: MWF 8, 3:00–3:50
Location: LIT XYZ
Academic Term: Fall, 2024

Instructor

William W. Hager

Office: Little Hall 462
Email: hager@ufl.edu
Phone: 352-294-2308
Office Hours: By appointment

Teaching Assistants

None

Course Description

Develops smooth analysis through problems that arise in the calculus of variations and explores nonsmooth analysis through problems that arise in optimal control. Develops first and second-order optimality conditions, discrete approximations to continuous problems, and mathematical tools to analyze discretization errors.

Course Pre-requisites

MAA5104, MAA5105, MAD6406

Course Objectives

Solve problems from the calculus of variation using the Euler equation. Solve optimal control problems using the Pontryagin minimum principle. Formulate discrete approximations to variational problems and analyze their convergence. Prove if an extreme point is a local minimizer or a local maximizer.

Weekly Schedule

1. Introduction to calculus of variations, optimal control, and variational inequalities. Euler's equation, the brachistochrone problem.
2. New variations of the brachistochrone problem and of Euler's equation. Existence theory for minimizers.
3. Riesz representation theorem. Global minimizers.
4. Discretization of a nonlinear problem, contraction mapping theorem, and analysis of the discretization error.
5. Variational problems with constraints. Lagrange multiplier theory. Some linear operator theory.
6. Continuation of Lagrange multiplier theory.
7. Some convex analysis and its application to variational analysis.

8. Second-order necessary optimality conditions, and second-order sufficient optimality conditions.
9. Introduce optimal control, work out a spring/mass minimum time problem.
10. Analyze Lipschitz properties for systems of differential equations.
11. Pontryagin minimum principle.
12. Minimum time problems.
13. Discrete approximation to control problems. Shooting methods. Derivative with respect to a switch point. Singular problems.
14. Controllability analysis.
15. Variational inequalities in partial differential equations.

Grading Scheme

Attendance is required. Requirements for class attendance and other work in this course are consistent with university policies. Click here to read the university attendance policies:

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

Signature sheet will be circulated at start of each class. Attendance counts 75 points. The number of points awarded = 75*(number of classes attended or excused divided by the total number of classes). There will be one required written project worth 25 points and an optional project worth 25 points. The projects are numerical exercises based on material from the course.

Score	Letter	Points
90–100	A	4.0
80–89	B	3.0
70–79	C	2.0
60–69	D	1.0
00–59	E	0.0

Finer breakdown of points are awarded in accordance with the university grades and grading policies found here:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-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. Click here to get started with the Disability Resource Center: <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.

Recommended Materials

1. *Calculus of Variations* by I. M. Gelfand and S. V. Fomin, ISBN-13: 978-0-486-41448-5.
2. *Computational Methods in Optimal Control, Theory and Practice* by William W. Hager, SIAM, 2024.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>.

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

Materials and Supplies Fees

Not applicable

Lecture Material

Publication of lecture material 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.

Course|New for request 18874

Info

Request: PET 5XXX High Performance Coaching: Creating Winning Environments

Description of request: PET 5XXX High Performance Coaching: Creating Winning Environments

Submitter: Cytrice Thomas cthomas10@ufl.edu

Created: 10/4/2023 8:18:30 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:

PET

Course Level

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

Response:

5

Undergraduate students in 5000 level courses

Is this course intended for an audience including undergraduate students?

Response:

No

Rationale for 5000 level course request

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

Response:

This is an introductory course for students in the graduate sport management program. It will provide an overview for creating a successful team and coaching environment for students who are interested in high performance coaching.

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:
High Performance Coaching: Creating Winning Environments

Transcript Title

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

Response:
HPC: Creating Winning Environ.

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 *on average* throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

Students will identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

7HH or 8HH

Completing Prerequisites:

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

Example:

- 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 will be offered as an elective for students in the Sport Management Graduate Program. It will complement the core courses of the program and allow students to tailor their degree to their interest in high performance coaching.

10-9 to 10-13 Winning Plays/Praise the Model/Build an Identity
WDW: Environments pgs. 41-62

#9 10-16 to 10-20 Orchestrate Peer Recognition/Behavioral Streaks/Express Appreciation
WDW: Environments pgs. 41-62

Module 4: Converting Below the Line Behavior

#10 10-23 to 10-27 Converting Below the Line/Competitive Maturity/The Different Tool Belts
WDW: Environments pgs. 63-80

#11 10-30 to 11-3 Next-Play Mentality/Facilitate Self-Coaching/Align Self-Interest
WDW: Environments pgs. 63-80

#12 11-6 to 11-9 Develop Middle Management/Reteach/Win 'Em Over, Weed 'Em Out
WDW: Environments pgs. 63-80

Module 5: Modeling

#13 11-13 to 11-17 Can't See the Label/Action Alignment/The Leader's Example
WDW: Environments pgs. 81-103

#14 11-20 to 11-21 Mixed Signals/Losing Perspective/Drop the Salt
WDW: Environments pgs. 81-103

#15 11-27 to 12-1 Goal vs. Purpose/The Game Plan/The Road Map
WDW: Environments pgs. 81-103

#16 12-4 to 12-6 Course Conclusion

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:

Module Assignments (5) 40 pts each = 200 pts (25%)

Unit Live Digital Lectures & Questions or

Unit Recorded Lectures & Questions (15) 10 pts each = 150 pts (19%)

Unit Discussion Boards (15) 15 pts each = 225 pts (28%)

Module Voice Thread Response Logs (5) 25 pts each = 125 pts. (15%)

Coaching Lab Reflection Papers (3) 20 pts each = 60 pts. (7%)

Final Reflection Position Paper (1) 50 pts each = 50 pts. (6%)

Instructor(s)

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

Response:
Becky Burliegh, M.S.

Attendance & Make-up

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

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

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

Response:
Yes

Accommodations

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

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

- Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

High Performance Coaching: Creating Winning Environments

PET5XXX | Section OS15

Class # 22127

3 Credits | Fall 2023

Connect with SPM



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<https://www.linkedin.com/school/ufspm/>

COURSE INFORMATION

INSTRUCTOR

Becky Burleigh, MS

Office: FLG 301

Email: beckyb@ufl.edu

Mobile number: 352.256.1107

Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

OFFICE HOURS

Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in.

COURSE ACCESS

Access course through Canvas on UF eLearning (<https://elearning.ufl.edu/>)

Course URL: <https://ufl.instructure.com/courses/466410>

COURSE DESCRIPTION

Students will identify and design an environment for their team in high-performance settings to systemize behavior management through a sport lens. Students will create systems that define standards and expectations, identify and reinforce above-the-line behaviors, and identify and convert below-the-line behaviors as they impact the team environment.

PREREQUISITES

- 7HH or 8HH

REQUIRED MATERIALS/TEXTBOOKS

- Ledbetter, B. (2020). *What Drives Winning Environments*. WDW Publishing. ISBN: 9780996226431
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student’s computer configuration should include:
 - Broadband connection to the Internet and related equipment (Cable/DSL modem)
 - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE LEARNING OBJECTIVES

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

1. Develop a manual of “how-to” behaviors and standards necessary for a team to function at maximum levels of efficiency within their environment.
2. Design creative ways to teach, reinforce, and create “buy-in” to standards through influence as opposed to positional power.
3. Assess and reinforce above-the-line behaviors to design a team identity.
4. Evaluate and convert below-the-line behaviors on both a team and individual levels.
5. Create systems to provide self-awareness around words, actions, and thought alignment.

COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (5)	40 pts each = 200 pts	200/810 = 25%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (15)	10 pts each = 150 pts	150/810 = 19%
Unit Discussion Boards (15)	15 pts each = 225 pts	225/810 = 28%
Module Voice Thread Response Logs (5)	25 pts each = 125 pts	125/810 = 15%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/810 = 7%
Final Reflection Position Paper (1)	50 pts each = 50 pts	50/810 = 6%
	Total = 810 pts	Total = 100%

Module Assignments (5 x 40 pts = 200 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to a team/staff environment. Finding examples from real-world scenarios, practicing your own interaction with case studies and interviews with current coaches/leaders will help make the presentations and readings come to life. The Module Assignments will be due at the conclusion of each of the five modules. Refer to the grading rubric below.

Criterion				Score
	Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	
Communication of Thoughts	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	____/10
Application of Concepts	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	____/10
Evidence to Support Claims	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	____/10
Assignment Requirements	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	____/10
				Total /40

Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (15 x 10 pts = 150 pts): Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical guidance on instances and issues that students may encounter as a coach or leader of a team/staff. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

Unit Recorded Lectures and Questions Grading Rubric

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

Unit Discussion Boards (15 x 15 points = 225 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

Unit Discussion Boards Grading Rubric

Criterion	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both posts are fewer than 150 words.	___/5 pts
Total				___/15 pts

Module VoiceThread Logs (5 x 25 pts = 125 pts): Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (12 -11 points)	Good (10-9 points)	Poor (8-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/12
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/12
Directions (Included Word Count)				___/1
			Total Score	___/25

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			Total Score	___/20

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies students will choose to guide how they construct a team/staff environment.

Final Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	____/25
Analysis	- Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments. -Paper shows strong sincerity and depth in the personal reflection and examines feelings and reasons for the action.	- Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows good depth in its personal reflection and begins examining feelings and reasons for the action.	- Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments. -Paper poorly generates personal reflection.	____/25
			Total Score		____/50

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student’s performance measured by assignments, discussion boards, voicethreads, and papers. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. *More detailed information regarding current UF grading policies can be found here:* <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade	Grade Points
--------------	---------------------

A = 93-100%	4.0
A- = 90-92.9%	3.67
B+ = 87-89.9%	3.33
B = 83-86.9%	3.0
B- = 80-82.9%	2.67
C+ = 77-79.9%	2.33
C = 73-76.9%	2.0
C- = 70-72.9%	1.67
D+ = 67-69.9%	1.33
D = 63-66.9%	1
D- = 60-62.9%	.67
E = 59.9 or lower	0

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

Adherence to the UF Student Honor Code

- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- Acceptable reasons for an absence or failure to engage in class include:

- Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
- For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
- For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
- The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

IN-CLASS RECORDINGS

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

leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)
- November 10: Veteran’s Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

Weekly Course Schedule

Units	Dates	Readings	Assignments
		Module 1: Overview	
#1	8-23 to 8-25	Course Introduction WDW Environments pgs. 7-20	Due: Tues, Aug 29 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Introduce Yourself and Share Why You Have Chosen to Take This Course
#2	8-28 to 9-1	Character Development vs Behavior Management WDW Environments pgs. 7-20	Due: Mon, Aug 28 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin <ul style="list-style-type: none"> Unit #2 VoiceThread Due: Wed, Aug 30 - Fri, Sept 1 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Aug 31 - Fri, Sept 1 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: “Sports Build Character?!”: Opinion on this question/2 positive/negative qualities/behaviors of a coach/leader that impacted you.
#3	9-5 to 9-8	Introduction to What Drives Winning Environments WDW Environments pgs. 7-20	Due: Tues, Sept 5 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin <ul style="list-style-type: none"> Unit #3 VoiceThread Due: Wed, Sept 6 - Fri, Sept 8 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Sept 7 - Fri, Sept 8 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: “Pro and Antisocial Behaviors in Sport: The Role of Coaching Style, Autonomous vs. Controlled Motivation, and Moral Disengagement” – Discuss a coach’s role in both and provide examples you have experienced. Due: Fri, Sept 8 at 11:59 pm <ul style="list-style-type: none"> Module Assignment: What has caught you off-guard?: Interview/Reflection with 2 coaches/leaders about the question and how they might manage differently in hindsight. How do you personally relate to the situations they discussed? Due: Fri, Sept 8 at 11:59 pm <ul style="list-style-type: none"> Module Units #2 & #3 VoiceThread Log Assignment
		Module 2: Define	
#4	9-11 to 9-15	What We Learned in Kindergarten /Building Foundations WDW: Environments pgs. 21-40	Due: Mon, Sept 11 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #4 VoiceThread Due: Wed, Sept 13 - Fri, Sept 15 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Sept 14 - Fri, Sept 15 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Collaborate with a classmate to create your first team meeting, including images and metaphors.

			"Getting Them on the Same Page: Strategies for Enhancing Coordination and Communication in Sports Teams"
#5	9-18 to 9-22	Standards vs. Rules/ Developing Your Team Identity/ Building Your How U Curriculum WDW: Environments pgs. 21-40	Due: Mon, Sept 18 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #5 VoiceThread Due: Wed, Sept 20 - Fri, Sept 22 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Sept 21 - Fri, Sept 22 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: "Organizational Socialization in Team Sport Environments"/Bill Belichick video: Integrate the parallels in the article and video.
#6	9-25 to 9-29	Becoming a Master Teacher/ Measuring Understanding WDW: Environments pgs. 21-40	Due: Mon, Sept 25 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #6 VoiceThread Due: Wed, Sept 27 - Fri, Sept 29 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Sept 28 - Fri, Sept 29 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Video – Austin’s Butterfly: Strategies of Master Teachers Due: Fri, Sept 29 at 11:59 pm <ul style="list-style-type: none"> Module Assignment: Create your own How U of team standards. Due: Fri, Sept 29 at 11:59 pm <ul style="list-style-type: none"> Module Units #4, #5, & #6 VoiceThread Log Assignment
		Module 3: Manage – Catching Above the Line Behavior	
#7	10-2 to 10-5	Management Overview/ Philosophy on Praise/Catch the Right Things /Hoarders /Perfectionism WDW: Environments pgs. 41-62	UF Homecoming Holiday (Friday, October 7) Due: Mon, Oct 2 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #7 VoiceThread Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm Unit Discussion Board: "Sport Coaching and Leadership - Five Principles of Reinforcement": Self-evaluation on use of reinforcement
#8	10-9 to 10-13	Winning Plays/Praise the Model/Build an Identity	Due: Mon, Oct 9 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #8 VoiceThread

		WDW: Environments pgs. 41-62	<p>Due: Wed, Oct 11 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 12 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Pair with a classmate to discuss pros and cons of team leadership models
#9	10-16 to 10-20	Orchestrate Peer Recognition/ Behavioral Streaks/Express Appreciation WDW: Environments pgs. 41-62	<p>Due: Mon, Oct 16 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #9 VoiceThread <p>Due: Wed, Oct 18 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 19 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Video - An Experiment in Gratitude: Execute an appreciation assignment and reflect on its effects on both you and the recipient. <p>Due: Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Module Assignment: "An Exploration of the distractions inherent to social media use among athletes" and watch either "The Social Dilemma" or "Fake Famous" and respond to survey about social media usage <p>Due: Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #7, #8, & #9 VoiceThread Log Assignment
		Module 4: Converting Below the Line Behavior	
#10	10-23 to 10-27	Converting Below the Line /Competitive Maturity/The Different Tool Belts WDW: Environments pgs. 63-80	<p>Due: Mon, Oct 23 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #10 VoiceThread <p>Due: Wed, Oct 25 - Fri, Oct 27 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 26 - Fri, Oct 27 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Competitive Maturity: Defining, What Prevents It, Examples in Media "An exploration of the distractions inherent to social media use among athletes"
#11	10-30 to 11-3	Next-Play Mentality/ Facilitate Self-Coaching/Align Self-Interest WDW: Environments pgs. 63-80	<p>Due: Mon, Oct 30 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #11 VoiceThread <p>Due: Wed, Nov 1 - Fri, Nov 3 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Nov 2 - Fri, Nov 3 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Role Play Case Studies with a Classmate on Team Management

#12	11-6 to 11-9	Develop Middle Management/ Reteach/Win 'Em Over, Weed 'Em Out WDW: Environments pgs. 63-80	Veteran's Day Holiday (Friday, November 10) Due: Mon, Nov 6 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #12 VoiceThread Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Finding real-world examples of the 3 management strategies and how they transfer to your own environment. Due: Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Module Assignment: "Talented But Disruptive: An Exploration of Problematic Players in Sports Teams" /Interview a coach/leader regarding letting someone go Due: Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Module Units #10, #11, & #12 VoiceThread Log Assignment
		Module 5: Modeling	
#13	11-13 to 11-17	Can't See the Label/Action Alignment/The Leader's Example WDW: Environments pgs. 81-103	Due: Mon, Nov 13 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #13 VoiceThread Due: Wed, Nov 15 - Fri, Nov 17 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Nov 15 - Fri, Nov 17 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Coach/Leader Audit and Presentation of Findings
#14	11-20 to 11-21	Mixed Signals/Losing Perspective/Drop the Salt WDW: Environments pgs. 81-103	Thanksgiving Due: Mon, Nov 20 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #14 VoiceThread Due: Tues, Nov 21 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Tues, Nov 21 <ul style="list-style-type: none"> Discussion Board: Chris Petersen: "Desperate to Quit A Narrative Analysis of Burnout and Recovery in High Performance Sports Coaching" and "The Football Coach Who Walked Away"/Reflection on protecting the joy in high performance Due: Tues, Nov 21 at 11:59 pm <ul style="list-style-type: none"> Module VoiceThread Log Assignment
#15	11-27 to 12-1	Goal vs. Purpose/The Game Plan/The Road Map WDW: Environments pgs. 81-103	Due: Mon, Nov 27 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #15 VoiceThread Due: Wed, Nov 29 - Fri, Dec 1 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Interview/Reflection with a coach/leader on tangible game plan to anchor into your values

			<p>Due: Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module Assignment: Create your own mission statement with roles • Module Units #13, #14, & #15 VoiceThread Log Assignment
#16	12-4 to 12-6	Course Conclusion	<p>Due: Wed, Dec 6 at 11:59 pm</p> <ul style="list-style-type: none"> • Recorded Lectures & Questions • 3 Coaching Lab Reflection Papers • Final Reflection Position Paper

Course|New for request 18875

Info

Request: PET 5XXX High Performance Coaching: Exploring Team Dynamics

Description of request: PET5XXX High Performance Coaching: Exploring Team Dynamics

Submitter: Cyntrice Thomas cthomas10@ufl.edu

Created: 10/4/2023 8:29:03 PM

Form version: 2

Responses

Recommended Prefix

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

Response:

PET

Course Level

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

Response:

5

Undergraduate students in 5000 level courses

Is this course intended for an audience including undergraduate students?

Response:

No

Rationale for 5000 level course request

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

Response:

This course is an introduction to understanding how to identify, assess and evaluation dynamics of a team environment. It is intended for students who are interested in high performance coaching.

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:
High Performance Coaching: Exploring Team Dynamics

Transcript Title

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

Response:
HPC: Exploring Team Dynamics

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 *on average* throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

Students will focus on identifying and managing barriers that prevent the maximization of team performance in high-performance environments. Students will assess how human-related issues negatively impact team performance. Students will create structure, systems, and content to provide teams with platforms to manage those issues.

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

7HH or 8HH

Completing Prerequisites:

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

Example:

• 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 will be offered as an elective to complement the core courses of the program and allow students to tailor their degree to their interest in high performance coaching.

Module 2

#6 9-25 to 9-29 First Visit: PGMs
What Drives Winning Teams pp. 43-89
"Team Dynamics: A Social Network Perspective"

#7 10-2 to 10-5 Second Visit: F.A.M.I.L.Y.
What Drives Winning Teams pp. 43-89
"Team Dynamics: A Social Network Perspective"

#8 10-9 to 10-13 Third Visit: Water the Bamboo
What Drives Winning Teams pp. 43-89
"Team Dynamics: A Social Network Perspective"

Module 3

#9 10-16 to 10-20 Oregon: PhD in Team
What Drives Winning Teams pp. 101-133
"The role of empathy in intergroup relations"

#10 10-23 to 10-27 First Weekend: Assurance
What Drives Winning Teams pp. 101-133
"The role of empathy in intergroup relations"

#11 10-30 to 11-3 Second Weekend: What Breaks You
What Drives Winning Teams pp. 101-133
"The role of empathy in intergroup relations"

#12 11-6 to 11-9 Third Weekend: Rise Above
What Drives Winning Teams pp. 101-133
"The role of empathy in intergroup relations"

Module 4

#13 11-13 to 11-17 Oregon Epilogue: Everglow
NY Times: "Baylor denies Gonzaga a perfect season"
Player's Tribune: "Dear Oregon Basketball"

#14 11-20 to 11-21 Gonzaga Epilogue: Players' Perspective
NY Times: "Baylor denies Gonzaga a perfect season"
Player's Tribune: "Dear Oregon Basketball"
Thanksgiving

#15 11-27 to 12-1 Gonzaga Epilogue: Players' Perspective
NY Times: "Baylor denies Gonzaga a perfect season"
Player's Tribune: "Dear Oregon Basketball"

#16 12-4 to 12-6 Course Conclusion

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:

Module Assignments (4)

40 pts each = 160 pts (19%)

Unit Live Digital Lectures & Questions or
Unit Recorded Lectures & Questions (14) 10 pts each = 140 pts. (17%)
Unit Discussion Boards (14)

15 pts each = 210 pts. (26%)
Module Voice Thread Response Logs (4) 25 pts each = 100 pts (12%)
Coaching Lab Reflection Papers (3)

20 pts each = 60 pts (7%)
Character Skill Grading Grid

60 pts each = 60 pts (7%)
PGM Asset Playbook

100 pts each = 100 pts (12%)

Instructor(s)

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

Response:
Becky Burleigh, M.S.

Attendance & Make-up

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

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

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

High Performance Coaching: Exploring Team Dynamics

PET5XXX | Section SM77

Class # 16782/24768

3 Credits | Spring 2023

Connect with SPM



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COURSE INFORMATION

INSTRUCTOR

Becky Burleigh, MS

Office: FLG 301

Email: beckyb@ufl.edu

Mobile number: 352.256.1107

Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

OFFICE HOURS

Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in.

COURSE ACCESS

Access course through Canvas on UF E-learning (<https://elearning.ufl.edu/>)

Course URL: <https://ufl.instructure.com/courses/472750>

COURSE DESCRIPTION

Students will focus on identifying and managing barriers that prevent the maximization of team performance in high-performance environments. Students will assess how human-related issues negatively impact team performance. Students will create structure, systems, and content to provide teams with platforms to manage those issues.

PREREQUISITES

- 7HH or 8HH

REQUIRED MATERIALS/TEXTBOOKS

- Ledbetter, B. (2019). *What Drives Winning Teams*. WDW Publishing. ISBN: 9780996226424
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware

and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE LEARNING OBJECTIVES

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

1. Create a system to identify the issues negatively impacting team performance.
2. Assemble a PGM (personal growth meetings) playbook to collect relatable and creative assets for use in character development team meetings.
3. Develop facilitation skills for team presentations.
4. Design creative sessions for engagement in a team setting.
5. Develop a plan to brand, reinforce, and check for understanding, along with a self-feedback plan for PGMs.

COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (4)	40 pts each = 160 pts	160/830 = 19%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (14)	10 pts each = 140 pts	140/830 = 17%
Unit Discussion Boards (14)	15 pts each = 210 pts	210/830 = 26%
Module Voice Thread Response Logs (4)	25 pts each = 100 pts	100/830 = 12%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/830 = 7%
Character Skill Grading Grid	60 pts each = 60 pts	60/830 = 7%
PGM Asset Playbook	100 pts each = 100 pts	100/830 = 12%
	Total = 830 pts	Total = 100%

Module Assignments (4 x 40 pts = 160 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to within their own environment or with peers from the class. Practice facilitations are a large part of these assignments. Module Assignments will be due at the conclusion of each of the four modules. Refer to the grading rubric below.

Module Assignments Grading Rubric

Criterion				Score
	Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	
Communication of Thoughts	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	_____/10
Application of Concepts	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	_____/10
Evidence to Support Claims	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	_____/10
Assignment Requirements	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	_____/10
				Total ____/40

Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (14 x 10 pts = 140 pts): Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor’s 30+ years of experience as a coach/leader and Brett Ledbetter’s subject matter expertise with practical guidance on instances that students may encounter in team settings. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

Unit Live Digital Lectures & Questions Grading Rubric

Criteria				
	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

Unit Recorded Lectures and Questions Grading Rubric

Criteria				
	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

Unit Discussion Boards (14 x 15 points = 210 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

Unit Discussion Boards Grading Rubric

Criterion				
	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and	One post is completed by Friday 11:59 pm EST prior to the due date and	Two posts are not completed by Friday 11:59 pm EST prior to	___/5 pts

	are both at least 150 words each.	one post is at least 150 words but not both.	the due date and both posts are fewer than 150 words.	
				Total ____/15 pts

Module VoiceThread Logs (4 x 25 pts = 100 pts): Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (12 -11 points)	Good (10-9 points)	Poor (8-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/12
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/12
Directions (Included Word Count)				___/1
			Total Score	___/25

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			Total Score	___/20

Character Skill Grading Grid (1 x 60 pts = 60 pts): Students will choose three performance and three relational skills to track for 12 weeks. Students will provide a self-evaluation grade each week, along with advice for the upcoming week.

PGM Asset Playbook (1 x 100 pts = 100 pts): Students will create a prioritized curriculum with a variety of character skills based on their *Creating your Curriculum* exercise. Students will collect three assets (quotes, pictures, videos, movies, etc.) to add to each character skill for use with future team discussions.

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

Adherence to the UF Student Honor Code

- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- Acceptable reasons for an absence or failure to engage in class include:
 - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
 - For all planned absences, a student in a situation that allows an excused absence from a class, or any

required class activity must inform the instructor as early as possible prior to the class.

- For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
- The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of

"Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

IN-CLASS RECORDINGS

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

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)
- November 10: Veteran’s Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

Weekly Course Schedule

Units	Dates	Readings & Videos	Assignments
		Module 1	
#1	8-23 to 8-25	What Drives Winning Teams Introduction WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions “A Focus on What Really Matters”	Due: Wed, Aug 23 at 11:59 pm <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions Due: Wed, Aug 23 - Fri, Aug 25 at 11:59 pm <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions Due: Thurs, Aug 24 - Fri, Aug 25 at 11:59 pm <ul style="list-style-type: none"> • Unit Discussion Board: What role do you currently serve in as a leader and how long have you been in it? What was your motivation to pursue that role?
#2	8-28 to 9-1	What Gets In the Way WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions “A Focus on What Really Matters”	Due: Mon, Aug 28 at 11:59 pm <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> • Unit #2 Voicethread Due: Wed, Aug 30 - Fri, Sept 1 at 11:59 pm <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions Due: Thurs, Aug 31 - Fri, Sept 1 at 11:59 pm <ul style="list-style-type: none"> • Unit Discussion Board: When you lead with questions, what messages does that signal? What are the biggest challenges for coaches/leaders to ask questions?

#3	9-5 to 9-8	<p>What's the Solution WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions "A Focus on What Really Matters"</p>	<p>Due: Tues, Sept 5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> Unit #3 VoiceThread <p>Due: Wed, Sept 6 - Fri, Sept 8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 7 - Fri, Sept 8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch Sue Enquist, UCLA softball, video on failure recovery. Give a specific example of what you would want to teach your team and how you would do it.
#4	9-11 to 9-15	<p>When Is It the Hardest WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions "A Focus on What Really Matters"</p>	<p>Due: Mon, Sept 11 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #4 VoiceThread <p>Due: Wed, Sept 13 - Fri, Sept 15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 14 - Fri, Sept 15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Top 5 characteristics of best leader you most admire. Fill out worksheet on When is it the Hardest to embody those characteristics? Reflect on what that tells you about yourself.
#5	9-18 to 9-22	<p>PGM Playbook WDW <i>What Drives Winning Teams pp.1-29</i> Expectations for engagement for lectures and discussions "A Focus on What Really Matters"</p>	<p>Due: Mon, Sept 18 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> Unit #5 VoiceThread <p>Due: Wed, Sept 20 - Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 21 - Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read "A Focus on What Really Matters" and watch the two videos interviewing Travis Knight. What do you expect to be your biggest challenges with PGM delivery and what do you see as the biggest values of PGMs with your team? <p>Due: Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Module 1 Assignment: Creating your own curriculum facilitation. Reflection on your facilitation along with outcomes of your curriculum. <p>Due: Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #2, #3, #4, & #5 VoiceThread Log Assignment
Module 2			
#6	9-25 to 9-29	<p>First Visit: PGMs <i>What Drives Winning Teams pp. 43-89</i></p>	<p>Due: Mon, Sept 25 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #6 VoiceThread <p>Due: Wed, Sept 27 - Fri, Sept 29 at 11:59 pm</p>

		<p><i>“Team Dynamics: A Social Network Perspective”</i></p>	<ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 28 - Fri, Sept 29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Which PGM presented so far resonated most with you and why? List at least 3 observations from the presentation that you chose.
#7	10-2 to 10-5	<p>Second Visit: F.A.M.I.L.Y. <i>What Drives Winning Teams pp. 43-89</i> <i>“Team Dynamics: A Social Network Perspective”</i></p>	<p>UF Homecoming Holiday (Friday, October 7)</p> <p>Due: Mon, Oct 2 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #7 VoiceThread <p>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</p> <p>Unit Discussion Board: Put yourself in the role of the facilitator. If you were going to show UF softball’s FAMILY video, what would you plan to ask your team and where would you hope to guide the conversation?</p>
#8	10-9 to 10-13	<p>Third Visit: Water the Bamboo <i>What Drives Winning Teams pp. 43-89</i> <i>“Team Dynamics: A Social Network Perspective”</i></p>	<p>Due: Mon, Oct 9 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #8 VoiceThread <p>Due: Wed, Oct 11 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 12 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Branding your PGMs: Come up with what you would call your PGMs along with a pitch that you would use to sell the idea to a coach or leader. <p>Due: Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #6, #7, & #8 VoiceThread Log Assignment <p>Due: Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Module 2 Assignment: Facilitate your first PGM. Repeat one that you have already seen presented. Submit a Zoom link of the presentation, your PGM planner, and a reflection of the experience.
Module 3			
#9	10-16 to 10-20	<p>Oregon: PhD in Team <i>What Drives Winning Teams pp. 101-133</i> <i>“The role of empathy in intergroup relations”</i></p>	<p>Due: Mon, Oct 16 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #9 VoiceThread <p>Due: Wed, Oct 18 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 19 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch Brett Ledbetter interview about facilitating PGMs. Respond to the prompts: What makes a good question build? What would you consider in choosing an asset to share? What questions do you have about facilitation in general?

#10	10-23 to 10-27	First Weekend: Assurance <i>What Drives Winning Teams</i> pp. 101-133 “The role of empathy in intergroup relations”	Due: Mon, Oct 23 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #10 VoiceThread Due: Wed, Oct 25 - Fri, Oct 27 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Oct 26 - Fri, Oct 27 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Watch the documentary <i>Free Solo</i>. Make a list of 5 questions you would use with your team along with topics upon which you would hope to guide the conversation.
#11	10-30 to 11-3	Second Weekend: What Breaks You <i>What Drives Winning Teams</i> pp. 101-133 “The role of empathy in intergroup relations”	Due: Mon, Oct 30 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #11 VoiceThread Due: Wed, Nov 1 - Fri, Nov 3 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Nov 2 - Fri, Nov 3 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Watch the Leo DiCaprio interview on the making of <i>The Revenant</i>. If a coach asked you to use this for a PGM with their team, what 3 questions would you ask to build the discussion?
#12	11-6 to 11-9	Third Weekend: Rise Above <i>What Drives Winning Teams</i> pp. 101-133 “The role of empathy in intergroup relations”	Veteran’s Day Holiday (Friday, November 10) Due: Mon, Nov 6 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #12 VoiceThread Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Post a live link to an asset that you could use with your team to create discussion around the concept of Play Green. Discuss why you chose this asset. Due: Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Module 3 Assignment: Present your second PGM to a group or class member. Submit your Zoom video, your PGM planner and a reflection on the experience. Due: Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Module Units #9, #10, #11, & #12 VoiceThread Log Assignment
Module 4			
#13	11-13 to 11-17	Oregon Epilogue: Everglow NY Times: “Baylor denies Gonzaga a perfect season” Player’s Tribune: “Dear	Due: Mon, Nov 13 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #13 VoiceThread Due: Wed, Nov 15 - Fri, Nov 17 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Nov 15 - Fri, Nov 17 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Watch the <i>Everglow</i> feature on Oregon women’s basketball. List your biggest takeaways and how you

		<i>Oregon Basketball</i>	would use this feature with your team.
#14	11-20 to 11-21	Gonzaga Epilogue: Players' Perspective NY Times: <i>"Baylor denies Gonzaga a perfect season"</i> Player's Tribune: <i>"Dear Oregon Basketball"</i> Thanksgiving	Thanksgiving
#15	11-27 to 12-1	Gonzaga Epilogue: Players' Perspective NY Times: <i>"Baylor denies Gonzaga a perfect season"</i> Player's Tribune: <i>"Dear Oregon Basketball"</i>	<p>Due: Mon, Nov 27 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #14 VoiceThread <p>Due: Wed, Nov 29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> Discussion Board: Read NY Times <i>"Baylor denies Gonzaga a perfect season"</i>. Now that you have watched and delivered multiple team session, how would you describe the importance of facilitation skills (as opposed to presentation skills) to coaching? What improvements to this class would you suggest to help develop the skills of creating and delivering PGMs? <p>Due: Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #13, #14, & #15 VoiceThread Log Assignment <p>Due: Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> Module 4 Assignment: Deliver your final PGM. For this assignment, you will create an original PGM where you choose the asset, questions, etc. Submit your zoom recording along with your PGM planner and a reflection of the experience.
#16	12-4 to 12-6	Course Conclusion	<p>Due: Wed, Dec 6 at 11:59 pm</p> <ul style="list-style-type: none"> 3 Coaching Lab Reflection Papers PGM Asset Playbook Character Skill Grading Grid

Course|New for request 18877

Info

Request: PET 5XXX High Performance Coaching: Priority Alignment

Description of request: PET 5XXX High Performance Coaching: Priority Alignment

Submitter: Cyntrice Thomas cthomas10@ufl.edu

Created: 10/4/2023 8:46:47 PM

Form version: 2

Responses

Recommended Prefix

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

Response:

PET

Course Level

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

Response:

5

Undergraduate students in 5000 level courses

Is this course intended for an audience including undergraduate students?

Response:

No

Rationale for 5000 level course request

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

Response:

This course is offered as an elective the Sport Management Graduate Program. It is intended to be an introductory course for those students who are interested in high performance coaching and understanding how to manage priorities and teams.

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:
High Performance Coaching: Priority Alignment

Transcript Title

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

Response:
HPC: Priority Alignment

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 *on average* throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

Students will evaluate the research on coaching, coaching stressors, and the reliance of achievement in sport to gain perspective and self-awareness to manage collateral damage. Students will design plans to navigate demands through the integration of work and life to stay healthy and maintain a focus on "What's Really Important."

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite. Please verify that any prerequisite courses listed are active courses.

Response:

7HH or 8HH

Completing Prerequisites:

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

Example:

- 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 will be offered as an elective for students in the Sport Management Graduate Program. It will complement the core courses of the program and allow students to tailor their degree to their interest in high performance coaching.

“Guilt and Perfectionism”
“Do You Feel Guilty All the Time?”
NCAA Coach Well-Being Survey
“In the Best Sports Organizations, Mental Health Support is for Coaches, Too”

Module 2

#5 9-18 to 9-22 Anson Dorrance: Can You Do Both?
What’s Really Important pp. 39-64
“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”
“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”

#6 9-25 to 9-29 Jay Wright: Finding My Way
What’s Really Important pp. 39-64
“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”
“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”

#7 10-2 to 10-5 Urban Meyer: The Celebrated Addict
What’s Really Important pp. 39-64
“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”
“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”

#8 10-9 to 10-13 Billy Donovan: Profit and Loss
What’s Really Important pp. 39-64
“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”
“College Coaches’ Experiences with Stress—Problem Solvers Have Problems, Too”

Module 3

#9 10-16 to 10-20 Lessons From Titledown
What’s Really Important pp. 65-96
“Tim Corbin has routine Zoom calls with Brad Stevens, others.”
“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”
“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”
“Everyone is Going Through Something”

#10 10-23 to 10-27 Lessons From Getting Fired
What’s Really Important pp. 65-96
“Tim Corbin has routine Zoom calls with Brad Stevens, others.”
“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”
“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”
“Everyone is Going Through Something”

#11 10-30 to 11-3 Sue Enquist: Conditional Values
What’s Really Important pp. 65-96
“Tim Corbin has routine Zoom calls with Brad Stevens, others.”
“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”
“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”
“Everyone is Going Through Something”

Module 4

#12 11-6 to 11-9 Chris Peterson: Drop the Salt
What’s Really Important pp. 97-121
“How Will You Measure Your Life”
“Why Success Doesn’t Lead to Satisfaction”

#13 11-13 to 11-17 Bob Stoops: Exiting the Show
What’s Really Important pp. 97-121
“How Will You Measure Your Life”
“Why Success Doesn’t Lead to Satisfaction”

#14 11-20 to 11-21 Mark Few: Actions Show Values
What’s Really Important pp. 97-121
“How Will You Measure Your Life”

“Why Success Doesn’t Lead to Satisfaction”

#15 11-27 to 12-1 Greg Sankey: The Role Never Stops
What’s Really Important pp. 97-121
“How Will You Measure Your Life”
“Why Success Doesn’t Lead to Satisfaction”

#16 12-4 to 12-6 Course Conclusion

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:

Module Assignments (4)

40 pts each = 160 pts. (19%)

Unit Live Digital Lectures & Questions or

Unit Recorded Lectures & Questions (14) 10 pts each = 140 pts. (17%)

Unit Discussion Boards (14)

15 pts each = 210 pts. (25%)

Module Voice Thread Response Logs (4) 30 pts each = 120 pts (14%)

Coaching Lab Reflection Papers (3)

20 pts each = 60 pts. (7%)

Whiplash Reflection Position Paper (1)

50 pts each = 50 pts. (6%)

If You So Choose Exercise

50 pts each = 50 pts. (6%)

Final Reflection Paper (1)

50 pts each = 50 pts. (6%)

Instructor(s)

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

Response:

Becky Burleigh, M.S.

Attendance & Make-up

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

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

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are*

consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Response:
Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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

High Performance Coaching: Priority

Alignment

PET5XXX | Section OS16

Class # 21260

3 Credits | Fall 2023

Connect with SPM

-  www.facebook.com/UFSPM/
-  <https://www.instagram.com/ufspm/>
-  <https://twitter.com/ufspm>
-  <https://www.linkedin.com/school/ufspm/>

COURSE INFORMATION

INSTRUCTOR **Becky Burleigh, MS**
Office: FLG 301
Email: beckyb@ufl.edu
Mobile number: 352.256.1107
Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

OFFICE HOURS Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in.

COURSE ACCESS Access course through Canvas on UF E-learning (<https://elearning.ufl.edu/>).
Course URL: <https://ufl.instructure.com/courses/472749>.

COURSE DESCRIPTION

Students will evaluate the research on coaching, coaching stressors, and the reliance of achievement in sport to gain perspective and self-awareness to manage collateral damage. Students will design plans to navigate demands through the integration of work and life to stay healthy and maintain a focus on “What’s Really Important.”

PREREQUISITES

- 7HH or 8HH

REQUIRED MATERIALS/TEXTBOOKS

- Ledbetter, B. (2018). *What’s Really Important*. WDW Publishing. ISBN: 9780996226479
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following

general requirements. A student's computer configuration should include:

- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE LEARNING OBJECTIVES

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

1. Develop clarity into how society measures success and analyze the traps of attaching your importance to achievement.
2. Create systems of healthy habits for career longevity.
3. Evaluate key roles and core values to integrate your professional and personal lives.
4. Analyze the signs and symptoms of identity foreclosure and create your own character audit.
5. Assemble strategies for career change, termination, and sustained success.

COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (4)	40 pts each = 160 pts	160/840 = 19%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (14)	10 pts each = 140 pts	140/840 = 17%
Unit Discussion Boards (14)	15 pts each = 210 pts	210/840 = 25%
Module Voice Thread Response Logs (4)	30 pts each = 120 pts	120/840 = 14%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/840 = 7%
Whiplash Reflection Position Paper (1)	50 pts each = 50 pts	50/840 = 6%
If You So Choose Exercise	50 pts each = 50 pts	50 /840 = 6%
Final Reflection Paper (1)	50 pts each = 50 pts	50/840 = 6%
	Total = 840 pts	Total = 100%

Module Assignments (4 x 40 pts = 160 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them with direct interactions with other coaches/peers. Module Assignments will be due at the conclusion of each of the four modules. Refer to the grading rubric below.

Module Assignments Grading Rubric

Criterion				Score
	Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	
Communication of Thoughts	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	_____/10
Application of Concepts	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	_____/10
Evidence to Support Claims	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	_____/10
Assignment Requirements	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	_____/10
				Total ____/40

Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (14 x 10 pts = 140 pts): Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor’s 30+ years of experience as a coach/leader and Brett Ledbetter’s subject matter expertise with practical guidance on issues that students may encounter. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

Unit Live Digital Lectures & Questions Grading Rubric

Criteria				
	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

Unit Recorded Lectures and Questions Grading Rubric

Criteria				
	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

Unit Discussion Boards (14 x 15 points = 210 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and one response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

Unit Discussion Boards Grading Rubric

Criterion				
	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both	___/5 pts

			posts are fewer than 150 words.	
				Total ____/15 pts

Module VoiceThread Logs (4 x 30 pts = 120 pts): Students will log responses to the Module VoiceThread questions in worksheets in Canvas. The worksheets are compiled and submitted as Module Assignments at the conclusion of each module. There is no minimum word count for responses to the Module VoiceThread Logs.

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/15
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/15
			Total Score	___/30

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three Coaching Lab Reflection papers. The labs consist of live and recorded labs with coaches from all sports at all levels in a Zoom format with breakout rooms. Topics are based around current events in coaching. Students must write one paper based on one live coaching lab and the two remaining papers may include reflections on the live or recorded labs.

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			Total Score	___/20

Whiplash Reflection Position Paper (50 points): Students will watch the movie *Whiplash* and write a reflection paper that discusses the parallels to high-performance environments, including your own settings if relevant.

Whiplash Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	-Provides strong support for the topic. -Demonstrates a high-level understanding of the topic.	- Provides support for the topic. -Demonstrates a good understanding of the topic.	- Provides somewhat support for the topic. -Demonstrates an average understanding of the topic.	- Provides inadequate support for the topic -Poorly demonstrates an understanding of course material.	___/25
Analysis	- Paper is thorough and synthesizes the parallels between the movie and high-performance environments. -Paper shows strong sincerity and depth in the reflection.	- Paper is good and synthesizes the parallels between the movie and high-performance environments. -Paper shows sincerity and depth in the reflection.	- Paper adequately synthesizes the parallels between the movie and high-performance environments. -Paper shows adequate sincerity and depth in the reflection.	- Paper poorly synthesizes the parallels between the movie and high-performance environments. -Paper shows poor sincerity and depth in the reflection.	___/25
			Total Score		___/50

If You So Choose Exercise (50 points): Students will interview a high performer and present two videos from the course. Students will record the discussion about the responses of the interviewee as well as synthesize their own experiences/opinions from the media shown.

If You So Choose Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	-Paper is strongly supported by the lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	___/25

	of course material.		of course material.		
Analysis	- Paper is strongly thorough and synthesizes the interviewees responses and experiences and/or opinions about the videos.	- Paper is good and synthesizes the interviewees responses and experiences and/or opinions about the videos.	- Paper is adequate and synthesizes the interviewees responses and experiences and/or opinions about the videos.	- Paper poorly synthesizes the interviewees responses and experiences and/or opinions about the videos.	___/25
			Total Score		___/50

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies and systems the student will create in their own environment to repurpose the sport experience.

Final Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	___/25
Analysis	- Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments. -Paper shows strong sincerity and depth in the personal reflection and examines	- Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows good depth in its personal reflection and begins examining feelings and	- Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments. -Paper shows some depth in its personal reflection and begins examining feelings and	-Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments. -Paper poorly generates personal reflection.	___/25

	feelings and reasons for the action.	reasons for the action.	reasons for the action.		
			Total Score		___/50

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

Adherence to the UF Student Honor Code

- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- Acceptable reasons for an absence or failure to engage in class include:
 - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
 - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
 - For all unplanned absences because of accidents or emergencies, students should contact their

instructor as soon as conditions permit.

- The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under

"Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

INCLUSION, DIVERSITY, EQUITY, AND ACCESSIBILITY (IDEA) RESOURCES

- It is my intent that students from all diverse backgrounds and perspectives be equitably served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class are viewed as inclusive as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or student groups.
- For suggestions or concerns related to IDEA, please reach out to any of the following:
 - Dr. Christine Wegner, SPM IDEA Liaison, christinewegner@ufl.edu
 - Dr. Cyntrice Thomas, SPM Graduate Coordinator, cthomas10@ufl.edu
 - Dr. Cynthia Willming, SPM Undergraduate Coordinator, willming@hhp.ufl.edu

IN-CLASS RECORDINGS

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

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988

- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)
- November 10: Veteran’s Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

Weekly Course Schedule

Units	Dates	Readings & Videos	Assignments
		Module 1	
#1	8-23 to 8-25	<p><i>What’s Really Important: Introduction</i> <i>What’s Really Important</i> pp. 3-38 Expectations for engagement for lectures and discussions “Guilt and Perfectionism” “Do You Feel Guilty All the Time?” NCAA Coach Well-Being Survey “In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<p>Due: Wed, Aug 23 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Due: Wed, Aug 23 - Fri, Aug 25 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Thurs, Aug 24 - Fri, Aug 25 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Explain your coaching/leadership background and why you got into that role. If you have yet to lead, describe what you would like to do in that space and why.
#2	8-28 to 9-1	<p><i>The Sacrifice/If Youth Knew</i> <i>What’s Really Important</i> pp. 3-38 Expectations for engagement for lectures and discussions “Guilt and Perfectionism” “Do You Feel Guilty All the Time?” NCAA Coach Well-Being Survey “In the Best Sports Organizations, Mental Health Support is for Coaches, Too”</p>	<p>Due: Mon, Aug 28 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> • Unit #2 Voicethread <p>Due: Wed, Aug 30 - Fri, Sept 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Thurs, Aug 31 - Fri, Sept 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Take yourself through the quadrant exercise and provide a reflection on doing the exercise. <p>Fri, Sept 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module Assignment

#3	9-5 to 9-8	<p>Rob Mullen: Unanswered Questions <i>What's Really Important</i> pp. 3-38 Expectations for engagement for lectures and discussions "Guilt and Perfectionism" "Do You Feel Guilty All the Time?" NCAA Coach Well-Being Survey "In the Best Sports Organizations, Mental Health Support is for Coaches, Too"</p>	<p>Due: Tues, Sept 5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> Unit #3 VoiceThread <p>Due: Wed, Sept 6 - Fri, Sept 8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 7 - Fri, Sept 8 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Write a letter to guilt as if it were a person, describing the impact it has had on your life.
#4	9-11 to 9-15	<p>The Conflict/Two Scorecards <i>What's Really Important</i> pp. 3-38 Expectations for engagement for lectures and discussions "Guilt and Perfectionism" "Do You Feel Guilty All the Time?" NCAA Coach Well-Being Survey "In the Best Sports Organizations, Mental Health Support is for Coaches, Too"</p>	<p>Due: Mon, Sept 11 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #4 VoiceThread <p>Due: Wed, Sept 13 - Fri, Sept 15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 14 - Fri, Sept 15 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read the NCAA Coach Well-Being Survey and "In the Best Sports Organizations, Mental Health Support is for Coaches, Too" and describe how both relate to you and your current environment. <p>Due: Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Module 1 Assignment: Interview two coaches/leaders and take them through the Quadrant Pt. 1 and Pt. 2. Write a reflection paper on your experience in administering the exercise and how you interacted with your interviewee's responses. <p>Due: Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #2, #3, & #4 VoiceThread Log Assignment
		Module 2	
#5	9-18 to 9-22	<p>Anson Dorrance: Can You Do Both? <i>What's Really Important</i> pp. 39-64 "Relationships among coach burnout, coach behaviors, and athletes' psychological responses" "College Coaches' Experiences with Stress—</p>	<p>Due: Mon, Sept 18 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> Unit #5 VoiceThread <p>Due: Wed, Sept 20 - Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 21 - Fri, Sept 22 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch legendary UNC soccer coach interacting with a coach about approval. React to the discussion by sharing

		Problem Solvers Have Problems, Too”	your biggest takeaways and how the discussion relates to you personally.
#6	9-25 to 9-29	<p>Jay Wright: Finding My Way <i>What’s Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress— Problem Solvers Have Problems, Too”</p>	<p>Due: Mon, Sept 25 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #6 VoiceThread <p>Due: Wed, Sept 27 - Fri, Sept 29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Sept 28 - Fri, Sept 29 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Pair with a classmate to watch the legendary Kansas basketball coach Bill Self describe the early stages of his career. Discuss your perspectives and how his experience applies to your own.
#7	10-2 to 10-5	<p>Urban Meyer: The Celebrated Addict <i>What’s Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress— Problem Solvers Have Problems, Too”</p>	<p>UF Homecoming Holiday (Friday, October 7)</p> <p>Due: Mon, Oct 2 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> Unit #7 VoiceThread <p>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Wed, Oct 4 - Thurs, Oct 5 at 11:59 pm</p> <p>Unit Discussion Board: Read “Relationships among coach burnout, coach behaviors, and athletes’ psychological responses” and watch the Bill Self video. Reflect on the biggest interactions you see both from the article and the video.</p>
#8	10-9 to 10-13	<p>Billy Donovan: Profit and Loss <i>What’s Really Important</i> pp. 39-64</p> <p>“Relationships among coach burnout, coach behaviors, and athletes’ psychological responses”</p> <p>“College Coaches’ Experiences with Stress— Problem Solvers Have Problems, Too”</p>	<p>Due: Mon, Oct 9 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #8 VoiceThread <p>Due: Wed, Oct 11 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 12 - Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the two videos featuring Anson Dorrance (UNC Soccer) and Sherri Coale (Oklahoma Basketball) and share your biggest takeaways and applications to your own environment. <p>Due: Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Module Units #5, #6, #7, & #8 VoiceThread Log Assignment <p>Due: Fri, Oct 13 at 11:59 pm</p> <ul style="list-style-type: none"> Module 2 Assignment: Interview a coach or leader and ask them to provide the Top 5 things

			they would tell their younger self. Reflect on their responses and include your own Top 5.
		Module 3	
#9	10-16 to 10-20	<p>Lessons From Titledown <i>What's Really Important</i> pp. 65-96</p> <p>“Tim Corbin has routine Zoom calls with Brad Stevens, others.”</p> <p>“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”</p> <p>“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”</p> <p>“Everyone is Going Through Something”</p>	<p>Due: Mon, Oct 16 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #9 VoiceThread <p>Due: Wed, Oct 18 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 19 - Fri, Oct 20 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read two articles about coach support systems. Answer the two prompts that discuss signals sent to coaches and coach defense mechanisms. How does a support system benefit high performance?
#10	10-23 to 10-27	<p>Lessons From Getting Fired <i>What's Really Important</i> pp. 65-96</p> <p>“Tim Corbin has routine Zoom calls with Brad Stevens, others.”</p> <p>“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”</p> <p>“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”</p> <p>“Everyone is Going Through Something”</p>	<p>Due: Mon, Oct 23 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #10 VoiceThread <p>Due: Wed, Oct 25 - Fri, Oct 27 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Oct 26 - Fri, Oct 27 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Watch the video with legendary Kentucky basketball coach John Calipari and his wife, Ellen. Take notes and list your takeaways and application to your own environment.
#11	10-30 to 11-3	<p>Sue Enquist: Conditional Values <i>What's Really Important</i> pp. 65-96</p> <p>“Tim Corbin has routine Zoom calls with Brad Stevens, others.”</p> <p>“Collaborative Coaches: UF Head Coaches Involved in Unique Practice”</p> <p>“Out at Coach at Indiana, Tom Crean Embarked on the Ultimate Gap Year”</p> <p>“Everyone is Going Through Something”</p>	<p>Due: Mon, Oct 30 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> Unit #11 VoiceThread <p>Due: Wed, Nov 1 - Fri, Nov 3 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Recorded Lectures & Questions <p>Due: Thurs, Nov 2 - Fri, Nov 3 at 11:59 pm</p> <ul style="list-style-type: none"> Unit Discussion Board: Read the Player's Tribune article by NBA star Kevin Love and watch the two interviews about Kevin and his father. Post your biggest takeaways from both and how would you integrate what you watched/read to your course work in this class? <p>Due: Thurs, Nov 9 at 11:59 pm</p> <ul style="list-style-type: none"> Module 3 Assignment: Make a list of perspective keepers in your life. FaceTime or video chat at

			<p>least two of them. Describe the value they have in your life and what your conversations revealed.</p> <p>Due: Thurs, Nov 9 at 11:59 pm</p> <ul style="list-style-type: none"> • Module Units #9, #10, & #11 VoiceThread Log Assignment
Module 4			
#12	11-6 to 11-9	<p>Chris Peterson: Drop the Salt <i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn't Lead to Satisfaction”</p>	<p>Veteran's Day Holiday (Friday, November 10)</p> <p>Due: Mon, Nov 6 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> • Unit #12 VoiceThread <p>Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Wed, Nov 8 - Thurs, Nov 9 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Watch the video of a variety of Oklahoma coaches discussing the unglamorous side of their jobs. Post your biggest takeaways and how you can relate it to your current environment.
#13	11-13 to 11-17	<p>Bob Stoops: Exiting the Show <i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn't Lead to Satisfaction”</p>	<p>Due: Mon, Nov 13 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> • Unit #13 VoiceThread <p>Due: Wed, Nov 15 - Fri, Nov 17 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Thurs, Nov 15 - Fri, Nov 17 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Watch the video interviewing Oklahoma basketball coach Sherri Coale and a very poignant story around shame. Describe your reaction and share your biggest shame story as a coach.
#14	11-20 to 11-21	<p>Mark Few: Actions Show Values <i>What's Really Important</i> pp. 97-121</p> <p>“How Will You Measure Your Life”</p> <p>“Why Success Doesn't Lead to Satisfaction”</p>	<p>Thanksgiving</p> <p>Due: Mon, Nov 20 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin</p> <ul style="list-style-type: none"> • Unit #14 VoiceThread <p>Due: Tues, Nov 21 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Tues, Nov 21 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Discussion Board: Watch the video featuring Dr. Jim Loehr and energy management. How do you relate to this video and how could you get more efficient in your own energy management?

#15	11-27 to 12-1	<p>Greg Sankey: <i>The Role Never Stops</i> <i>What's Really Important</i> pp. 97-121 “How Will You Measure Your Life” “Why Success Doesn’t Lead to Satisfaction”</p>	<p>Due: Mon, Nov 27 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Live Digital Lecture & Questions <p>Begin:</p> <ul style="list-style-type: none"> • Unit #15 VoiceThread <p>Due: Wed, Nov 29 at 11:59 pm</p> <ul style="list-style-type: none"> • Unit Recorded Lectures & Questions <p>Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Discussion Board: Read “How Will You Measure Your Life” and watch the video featuring SEC Commissioner Greg Sankey. How do you relate to Greg’s story and what are your biggest takeaways from both the article and Greg’s interview? <p>Due: Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module Units#12, #13, #14, & #15 VoiceThread Log Assignment <p>Due: Fri, Dec 1 at 11:59 pm</p> <ul style="list-style-type: none"> • Module 4 Assignment: Watch “The Truman Show” and discuss how the movie relates to the world of high performance and your own environment.
#16	12-4 to 12-6	Course Conclusion	<p>Due: Wed, Dec 6 at 11:59 pm</p> <ul style="list-style-type: none"> • 3 Coaching Lab Reflection Papers • Whiplash Reflection Position Paper • If You So Choose Interview • Final Reflection/Position Paper

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 in the 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 *on average* throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic

Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:

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

Example:

- 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 working 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 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

Connect with SPM



SPM#### | Class # XXXXX | 3 Credits | Spring 2024

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 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: <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

- Choose any three (3) sub-boards to respond to, each of which will contain questions or prompts to respond to.
- Post an initial response to the question or prompt in each of the three (3) sub-boards.
- Initial responses should be posted by 11:59 pm on the date identified in the Course Schedule.

Task 2

- Post a response to any three (3) of your peers’ initial posts in the sub-boards.
- Please attempt to post your first response no later than Friday at 11:59 pm.
- 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

- 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

- 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)

Element	On Time		Thoughtful / Articulate		Critical Evaluation	
	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	Description and Point Value		
	Poor	Acceptable	Very Good
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	Description and Point Value		
	Poor	Acceptable	Very Good
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	Description and Point Value		
	Poor	Acceptable	Very Good
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

WEEKLY COURSE SCHEDULE

(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

(Continued on following page)

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

(Continued on following page)

(End of Course Schedule)

Course|New for request 18535

Info

Request: SPM 5XXX High Performance Coaching: Building Character Through Sport

Description of request: New Course Proposal

Submitter: Cytrice Thomas cthomas10@ufl.edu

Created: 9/28/2023 11:55:24 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:

PET

Course Level

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

Note: 5000 level courses must be submitted through the undergraduate new course process

Response:

5

Rationale for 5000 level course request

Please provide the rationale for submitting this course as a 5000 level course in the space provided below. (i.e. target audience, program, school). 5000 level courses may need additional, joint review by the University Curriculum Committee and Graduate School.

Response:

This course is offered as an elective the Sport Management Graduate Program. It is intended to be an introductory course for those students who are interested in high performance coaching. It is geared towards graduate program.

Course Number

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

Response:

XXX

Lab Code

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

Response:

None

Category of Instruction

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

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:
High Performance Coaching: Building Character Through Sport

Transcript Title

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

Response:
HPC: Building Character

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. Please do not start the description with "This course.."

Response:
Students will examine research on coaching and coaching pedagogy to create character development strategies for operations within sport organizations. The integration of character based coaching activities will serve as a roadmap for organizations and result in the collection of relatable assets that will evolve into a character development program

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

HH7 or HH8

Completing Prerequisites on UCC forms:

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

Example:

Example:

• 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 will be offered as an elective for students in the Sport Management Graduate Program. It will complement the core courses of the program and allow students to tailor their degree to their interest in high performance coaching. This course is also a part of the High Performance Coaching Specialization offered by the Department of Sport Management for graduate students in the 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:

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

1. Analyze the influence of athletic identity in participation, motivation, and performance.
2. Prepare a plan to repurpose the sport experience to enhance and develop performance and relational character integrated into your coaching philosophy.
3. Design a creative curriculum through the collection of exercises and assets to systematize character development into your operational planning.
4. Identify and implement character development skills to create “buy-in” from your team.

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:

Ledbetter, B. (2015). What Drives Winning: Building Character Builds Results. Here's How. Green Dot Publishing.
ISBN: 0996226400

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

Course Introduction

Introduction to What Drives Winning (Pp. 1-8)

Person>Player (Pp. 11-35)

MODULE 2

Getting the Order Right (Pp. 37-63)

Getting Ahead of the Conversation (Pp. 65-80)

MODULE 3

Positive (Pp. 81-108)

Confidence (Pp. 109-125)

Courageous (Pp. 127-145)

Resilient (Pp. 145-163)

MODULE 4

Competitive (Pp. 165-186)

Unselfish (Pp. 189-206)

Encouraging (Pp. 207-226)

MODULE 5

Trustworthy (Pp. 227-241)

Appreciative (Pp. 243-260)

Caring (Pp. 261-282)

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:

Module Assignments (5 x 40 pts = 200 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to a team environment. Finding examples from real-world scenarios and practicing your own interaction with peers and/or athletes will serve as a foundation for these assignments. The Module Assignments will be due at the conclusion of each of the five modules. Refer to the grading rubric on Canvas.

Unit Live Digital Interviews & Questions (Option #1) or Unit Recorded Interviews & Questions (Option #2) - (15 x 15 pts = 225 pts): Students will complete either the weekly Unit Live Digital Interviews & Questions or weekly Unit Recorded Interviews & Questions but not both. It is preferred that students attend the Unit Live Digital Interviews but if a student is unable to attend the Unit Live Digital Interviews, they will complete the Unit Recorded Interviews instead. Most weekly Unit Live Digital Interviews will revolve around experiences from members of the class and interviews with guest speakers. Interviews will also include the instructor's 30+ years of experience as a coach/leader and Brett Ledbetter's subject matter expertise with practical real-world guidance on instances and issues that students may encounter. The recorded Unit Live Digital Interviews will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

Unit Discussion Boards (15 x 15 points = 225 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and a second response to another student's post on specified days and times, totaling two posts per discussion board. The two posts must each be between 150 to 300 words and include a word count for each post. Refer to the grading rubric below.

Module VoiceThread Logs (5 x 30 pts = 150 pts): Students will log responses to the Module VoiceThread questions/videos through worksheets in Canvas. The worksheets are compiled and submitted as Module VoiceThread Assignments at the conclusion of each module. There is no minimum word count for responses to the module VoiceThread Logs.

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three What Drives Winning Coaching Lab Reflection papers. The labs consist of live and recorded discussions with coaching professionals. Students must write one paper based on one live lab and the two remaining papers may include the assessment of live or recorded labs.

Character Development Playbook (1 x 125 pts = 125 pts): The Character Development Playbook (CDP) is an accumulation and organization of assets collected over the length of the course. It will consist of 20 character skills with 3 assets each that will culminate into the beginning of your library of character development assets.

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies and systems the student will create in their own environment to repurpose the sport experience.

Instructor(s)

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

Response:

Becky Burleigh

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

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

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

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

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

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at*

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

Response:

Yes

High Performance Coaching: Building Character Through Sport

SPM 5XXX | Sec. OS14

Class # 17256

3 Credits | Fall 2023

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COURSE INFORMATION

INSTRUCTOR **Becky Burleigh, MS**
Office: FLG 301
Email: beckyb@ufl.edu
Mobile number: 352.256.1107
Preferred method of contact: Text (*Expect a response within 24 hours M-F, 48 hours Sat/Sun*)

OFFICE HOURS Mondays and Wednesdays 12:00 pm – 1:30 pm, by appointment, or drop in.

COURSE ACCESS Access course through Canvas on UF eLearning (<https://elearning.ufl.edu/>)
Course URL: <https://ufl.instructure.com/courses/466189>

COURSE DESCRIPTION

Students will examine research on coaching and coaching pedagogy in high-performance settings to create character development strategies for operations within sport organizations. The integration of character based coaching activities will serve as a roadmap for organizations and result in the collection of relatable assets that will evolve into a character development program.

PREREQUISITES

- There are no prerequisites for this course.

REQUIRED MATERIALS/TEXTBOOKS

- Ledbetter, B. (2015). *What Drives Winning: Building Character Builds Results. Here's How*. Green Dot Publishing.
- Other required readings and videos are posted on the course website.
- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** The format for this course consists of asynchronous lectures, readings, assignments, and discussions to provide students with a variety of learning methods. This course is accessible through the eLearning platform. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student’s computer configuration should include:
 - Broadband connection to the Internet and related equipment (Cable/DSL modem)
 - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE LEARNING OBJECTIVES

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

1. Evaluate the influence of athletic identity in participation, motivation, and performance.
2. Develop a plan to repurpose the sport experience to enhance and develop performance and relational character integrated into your coaching philosophy.
3. Design a creative curriculum through the collection of exercises and assets to systematize character development into your operational planning.
4. Propose character development skills to create “buy-in” from your team.

COURSE GRADING

The table below provides an outline of course assessments.

Course Assessments	Points Per Assessment	% of Total Grade
Module Assignments (5)	40 pts each = 200 pts	200/955 = 21%
Unit Live Digital Lectures & Questions or Unit Recorded Lectures & Questions (15)	10 pts each = 150 pts	150/955 = 16%
Unit Discussion Boards (15)	15 pts each = 225 pts	225/955 = 24%
Module Voice Thread Response Logs (5)	30 pts each = 150 pts	150/955 = 16%
Coaching Lab Reflection Papers (3)	20 pts each = 60 pts	60/955 = 6%
Character Development Playbook (1)	120 pts each = 120 pts	120/955 = 12%
Final Reflection Position Paper (1)	50 pts each = 50 pts	50/955 = 5%
	Total = 955 pts	Total = 100%

Module Assignments (5 x 40 pts = 200 pts): The assignments and readings are intended to introduce broader theory and concepts that are developed through examples depicted in units, as well as to provide research to frame the unit work. Each module includes an assignment requiring students to synthesize the content from the modules and readings. The assignments will help students take the concepts presented in the modules and apply them to a team environment. Finding examples from real-world scenarios and practicing your own interaction with peers and/or athletes will serve as a foundation for these assignments. The Module Assignments will be due at the conclusion of each of the five modules. Refer to the grading rubric below.

Module Assignments Grading Rubric

Criterion				Score
	Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	
Communication of Thoughts	-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	_____/10
Application of Concepts	-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	_____/10
Evidence to Support Claims	-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	_____/10
Assignment Requirements	-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	_____/10
				Total /40

Unit Live Digital Lectures & Questions (Option #1) or Unit Recorded Lectures & Questions (Option #2) - (15 x 10 pts = 150 pts): Students will complete either the weekly *Unit Live Digital Lectures and Questions* or weekly *Unit Recorded Lectures & Questions* but not both. It is preferred that students attend the *Unit Live Digital Lectures* but if a student is unable to attend the Unit Live Digital Lectures, they will complete the Unit Recorded Lectures and Questions instead. Most weekly Unit Live Digital Lectures will involve a guest speaker in an interview format, which will allow for interaction from the audience. Lectures will also include the instructor’s 30+ years of experience as a coach/leader and Brett Ledbetter’s subject matter expertise with practical guidance on instances and issues that students may encounter as a coach or leader of a team/staff. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day. Refer to the grading rubrics below.

- **Option 1#Unit Live Digital Lectures** - Students completing the Unit Live Digital Lectures will attend the Unit Live Digital Lectures at designated times each week and complete follow-up questions after the lectures. Students will earn points based on their responses to questions.

Unit Live Digital Lectures & Questions Grading Rubric

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

- **Option #2 Unit Recorded Lectures & Questions-** Students unable to attend the Unit Live Digital Lectures will complete the Unit Recorded Lectures and Questions. Students will watch the recorded Unit Live Digital Lectures and answer questions. Students will earn points based on their responses to questions from the recorded lectures. The recorded Unit Live Digital Lectures will be posted to the appropriate Module page in Canvas by the following day.

Unit Recorded Lectures and Questions Grading Rubric

Criteria	Exemplary (10-9 points)	Proficient (8-7 points)	Poor (6-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student did not provide meaningful responses to the questions.	___/10

Unit Discussion Boards (15 x 15 points = 225 pts): Unit discussion boards are used to weave key concepts presented in lectures, videos, and readings into purposeful discussion among student groups. Each board will present questions and/or tasks to post and progress as a dialogue between small student groups. Students will post one response to a prompt and a second response to another student’s post on specified days and times, totaling two posts per discussion board. The two posts must each be between **150 to 300 words** and include a word count for each post. Refer to the grading rubric below.

Unit Discussion Boards Grading Rubric

Criterion	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	___/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	___/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and are	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both	___/5 pts

	both at least 150 words each.	least 150 words but not both.	posts are fewer than 150 words.	
				Total ____/15 pts

Module VoiceThread Logs (5 x 30 pts = 150 pts): Students will log responses to the Module VoiceThread questions/videos through worksheets in Canvas. The worksheets are compiled and submitted as Module VoiceThread Assignments at the conclusion of each module. There is no minimum word count for responses to the module VoiceThread Logs.

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/15
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/15
			Total Score	___/30

Coaching Lab Reflection Papers (3 x 20 pts = 60pts): Students are required to write three What Drives Winning Coaching Lab Reflection papers. The labs consist of live and recorded discussions with coaching professionals. Students must write one paper based on one live lab and the two remaining papers may include the assessment of live or recorded labs.

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			Total Score	___/20

Character Development Playbook (1 x 120 pts = 120 pts): The Character Development Playbook (CDP) is an accumulation and organization of assets collected over the length of the course. It will consist of 20 character skills with 3 assets each that will culminate into the beginning of your library of character development assets.

Character Development Playbook Grading Rubric

Criterion	Excellent (24-22 points)	Good (21-20 points)	Average & Below (19-0 points)	Score
Explanation	Methodically evaluates character skills and assets relevant to the organization.	Identifies character skills and assets that are somewhat relevant to the organization.	Begins to identify character skills and assets that are somewhat relevant to the organization.	___/24
Content	Thoroughly describes each character skill and asset.	Somewhat describes each character skill and asset.	Poorly describes each character skill and asset.	___/24
Character Evidence	Includes between 20- and 18-character skills.	Includes between 17- and 16-character skills.	Includes 15 or fewer character skills.	___/24
Asset Evidence	Includes between 60 and 54 assets.	Includes between 53 and 48 assets.	Includes 47 or fewer assets.	___/24
URLs	Includes between 60 and 54 live URLs.	Includes between 53 and 48 live URLs.	Includes 47 or fewer live URLs.	___/24
			Total Score	/120

Final Reflection Position Paper (50 points): At the conclusion of the course, students will write a final reflection position paper that synthesizes the course learning objectives into a position paper on what philosophies and systems the student will create in their own environment to repurpose the sport experience.

Final Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Average (19-18 points)	Poor (17-0 points)	Score
Application of Knowledge	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided adequate support for the questions being asked. -Demonstrates an adequate understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	___/25
Analysis	- Paper is strongly thorough and synthesizes the course learning objectives and integrates course concepts into team/staff environments.	- Paper is good and synthesizes the course learning objectives and integrates course concepts team/staff environments.	- Paper is adequate and synthesizes the course learning objectives and integrates course concepts team/staff environments.	-Paper is poor and does not attempt to connect course material to life experiences and fails to integrate course concepts into team/staff environments.	___/25

	-Paper shows strong sincerity and depth in the personal reflection and examines feelings and reasons for the action.	-Paper shows good depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper poorly generates personal reflection.	
			Total Score		<u> </u> /50

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student’s performance measured by assignments, discussion boards, voicethreads, and paper. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below. *More detailed information regarding current UF grading policies can be found here:* <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Grade	Grade Points
A = 93-100%	4.0
A- = 90-92.9%	3.67
B+ = 87-89.9%	3.33
B = 83-86.9%	3.0
B- = 80-82.9%	2.67
C+ = 77-79.9%	2.33
C = 73-76.9%	2.0
C- = 70-72.9%	1.67
D+ = 67-69.9%	1.33
D = 63-66.9%	1
D- = 60-62.9%	.67
E = 59.9 or lower	0

Course & University Policies

ATTENDANCE POLICY

There is no attendance policy for this course. Requirements for make-up assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .

PERSONAL CONDUCT POLICY

Please demonstrate respectful behavior and civil discourse in this class. This includes respect and consideration for the ideas and beliefs expressed by all students, the instructor, and guest speakers.

Adherence to the UF Student Honor Code

- UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of

Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

ASSIGNMENTS

- Assignments must be typed and double-spaced, using 12-point font, Times New Roman, and 1-inch margins. Please submit assignments to the eLearning platform, following **APA guidelines** (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Proofread all assignments. Include citations if you are citing someone else’s work. Technology problems are not acceptable excuses for late assignments or missed exams. Refer to the Course Schedule and/or eLearning platform for assignment due dates.

MAKE-UP POLICY

- Make-up quizzes, assignments, discussions, and other work in this course are consistent with university policies found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”
- Acceptable reasons for an absence or failure to engage in class include:
 - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
 - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
 - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
 - The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.
- If technology becomes an issue in submitting assignments or other work to eLearning, please call the UF Help Desk. After problems have been reported to the UF Help Desk, please provide the instructor with the ticket number if you are requesting make-ups due to technical issues. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is especially important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at

352-392-8565, go online at <https://accessibility.ufl.edu/>, or visit the Dean of Students Office. Once registered, please visit me or send me an email during the first two weeks of class to provide me with a copy of your accommodation letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANAVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation,

assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/> .
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608: ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **eLearning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

The course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 4: Labor Day (Monday)
- October 6: Homecoming (Friday)

- November 10: Veteran's Day (Friday)
- November 20-24: Thanksgiving Break (Wednesday – Saturday)
- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#fall23text>

Weekly Course Schedule

Units	Dates	Readings	Assignments
		MODULE 1	
#1	8-23 to 8-25	Course Introduction	Due: Tues, Aug 29 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Introduce Yourself and Share Why You Have Chosen to Take This Course Unit Live Digital Lecture or Lecture Quiz
#2	8-28 to 9-1	Introduction to What Drives Winning Pgs. 1-8	Due: Fri, Sept 1 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Parenting a High Achiever: Video Interview with Michael Porter, Sr. Unit Live Digital Lecture or Lecture Quiz
#3	9-5 to 9-8	Person>Player Pgs. 11-35	Labor Day Holiday (Monday, September 4) Due: Fri, Sept 8 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Savannah Jordan Video: Why Don't Coaches Spend More Time on Developing Character vs. X's and O's? Module Assignment: Interview a Parent/Coach: Parent Worksheet/Who Are You Becoming Worksheet/Reflection Module VoiceThread Log: Module 1 Worksheet Unit Live Digital Lecture or Lecture Quiz
		MODULE 2	
#4	9-11 to 9-15	Getting the Order Right Pgs. 37-63	Due: Fri, Sept 15 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Letter to Your Sport/What's Holding You Back Unit Live Digital Lecture or Lecture Quiz
#5	9-18 to 9-22	Getting Ahead of the Conversation Pgs. 65-80	Due: Fri, Sept 22 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Grading Character Video: Character Self-Evaluation/360 Evaluation and Use in Your Environment Module Assignment: Take an Athlete or Coach Through the Following: Inner Circle/BOD/Awards Banquet Speech/When is it the hardest/Reflection Module VoiceThread Log: Module 2 Worksheet Unit Live Digital Lecture or Lecture Quiz
		MODULE 3	
#6	9-25 to 9-29	Positive Pgs. 81-108	Due: Fri, Sept 29 at 11:59 pm <ul style="list-style-type: none"> Ted Lasso and the Power of Positivity Video and WSJ: "Why Real Coaches Want to Be Ted Lasso" Unit Live Digital Lecture or Lecture Quiz
#7	10-2 to 10-5	Confidence Pgs. 109-125	UF Homecoming Holiday (Friday, October 6) Due: Thurs, Oct 5 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: "The Role of Confidence in World Class Performance" and Interview a Classmate on Confidence Unit Live Digital Lecture or Lecture Quiz
#8	10-9 to 10-13	Courageous Pgs. 127-145	Due: Fri, Oct 13 <ul style="list-style-type: none"> Unit Discussion Board: Moment You Demonstrated the Most Courage: Biggest Takeaway You Could Use in Your Own Environment? Unit Live Digital Lecture or Lecture Quiz

#9	10-16 to 10-20	Resilient Pgs. 145-163	Due: Fri, Oct 20 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: Sue Enquist Video: Fear and Failure: Creating Your Own Failure Recovery System Module Assignment: Choose 2 Character Skills to Facilitate a Conversation with an Athlete/Coach and Submit a Zoom Recording Module VoiceThread Log: Module 3 Worksheet Unit Live Digital Lecture or Lecture Quiz
MODULE 4			
#10	10-23 to 10-27	Competitive Pgs. 165-186	Due: Fri, Oct 27 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: TED Talk – Super Chickens Video: How Does the Video Influence Your View on Intra-Team Competition? Unit Live Digital Lecture or Lecture Quiz
#11	10-30 to 11-3	Unselfish Pgs. 189-206	Due: Fri, Nov 3 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: “Selfish Play in Teams”: What Individual or Group Incentives Exist in Your Environment and How Do They Influence Behavior? Unit Live Digital Lecture or Lecture Quiz
#12	11-6 to 11-9	Encouraging Pgs. 207-226	Veteran’s Day Holiday (Friday, November 10) Due: Thurs, Nov 9 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: “Five Principle of Reinforcement”: List 10 Behaviors with Concrete Examples that You Want to Encourage in Your Environment Module Assignment: Module Assignment: Choose 2 Character Skills to Facilitate a Conversation with an Athlete/Coach and Submit a Zoom Recording Module VoiceThread Log: Module 4 Worksheet Unit Live Digital Lecture or Lecture Quiz
MODULE 5			
#13	11-13 to 11-17	Trustworthy Pgs. 227-241	Due: Fri, Nov 17 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: TED Talk – Anatomy of Trust Video/Trust Assessment Unit Live Digital Lecture or Lecture Quiz
#14	11-20 to 11-24	THANKSGIVING	Thanksgiving Break
#15	11-27 to 12-1	Appreciative Pgs. 243-260	Due: Mon, Nov 27 at 11:59 pm <ul style="list-style-type: none"> Unit Live Digital Lecture & Questions Begin: <ul style="list-style-type: none"> Unit #14 VoiceThread Due: Wed, Nov 29 at 11:59 pm <ul style="list-style-type: none"> Unit Recorded Lectures & Questions Due: Thurs, Nov 30 - Fri, Dec 1 at 11:59 pm <ul style="list-style-type: none"> Unit Discussion Board: “Gratitude in Sports”: Choose and Execute a Gratitude Intervention. Give Examples of Creative Gratitude Interventions You Can Stage with Your Team. Fri, Dec 1 at 11:59 pm <ul style="list-style-type: none"> Module Assignment: Module Assignment: Choose 2 Character Skills to Facilitate a Conversation with an Athlete/Coach and Submit a Zoom Recording Module VoiceThread Log: Module 5 Worksheet
#16	12-4 to 12-6	Caring	Due: Wed, Dec 6

		Pgs. 261-282	<ul style="list-style-type: none">• Unit Discussion Board: “Caring in Sports”: How Have You Modeled Pro or Anti Caring Behavior as a Leader?• Character Development Playbook• 3 Coaching Lab Reflection Papers• Final Reflection Position Paper

Module Assignments Grading Rubric

Criterion					Score
		Exceeded Expectations (10-9 pts)	Met Expectations (8-7 pts)	Below Expectations (6-0 pts)	
Communication of Thoughts		-Demonstrates an accurate and complete understanding of the questions. -Answer displays clarity of thought, depth of reflection, and insight.	-Demonstrates somewhat of an accurate understanding of the questions. -Answer displays some thought, reflection, and insight.	-Poorly demonstrates an understanding of the question. -Answers display poor thought, reflection, and insight.	____/10
Application of Concepts		-Applied concepts to a team environment through interactions with other coaches or athletes.	-Somewhat applied concepts to a team environment through interactions with other coaches or athletes.	-Poorly applied concepts to a team environment through interactions with other coaches or athletes.	____/10
Evidence to Support Claims		-In-depth, insightful reflections that demonstrate critical thinking and include at least 3 real-world experiences or examples.	-Somewhat insightful reflections that demonstrate some level of thinking and include at least 2 real-world experiences or examples.	-Lack of insightful reflections and include 1 real-world experience or example.	____/10
Assignment Requirements		-Interviewed two professionals. -Followed directions. -Responses are at least 500 words. -Submitted the assignment by 11:59 pm on Friday.	-Interviewed one professional. -Somewhat followed directions. -Responses are fewer than 500 words but more than 300 words. -Submitted the assignment by 11:59 pm on Friday.	-Did not interview professionals. -Did not follow directions. -Responses are fewer than 300 words. -Did not submit the assignment by 11:59 pm on Friday.	____/10
					Total ____/40

Unit Live Digital Interviews & Questions Grading Rubric

Criteria					
	Exemplary (15-14 points)	Proficient (13-12 points)	Poor (11-9 points)	Unsatisfactory (8-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student provided poor responses to the questions.	-The student did not provide meaningful responses.	___/15

Unit Recorded Interviews and Questions Grading Rubric

Criteria					
	Exemplary (15-14 points)	Proficient (13-12 points)	Poor (11-9 points)	Unsatisfactory (8-0 points)	Total Score
Level of Engagement	-The student provided in-depth responses to the questions.	-The student provided adequate responses to the questions.	-The student provided poor responses to the questions.	-The student did not provide meaningful responses.	___/15

Module VoiceThread Logs Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Responses are strongly supported by lecture notes/readings. -Demonstrates a high-level of understanding of course material.	-Responses are adequately supported by lecture notes/readings. - Demonstrates an adequate understanding of course material.	-Responses are not supported by lecture notes/ readings. -Does not demonstrate an understanding of course material.	___/15
Analysis	- Responses are thorough and make a clear connection between course concepts and organizational experiences.	- Responses are adequate and make a reasonable connection between course concepts and organizational experiences.	-Response does not attempt to connect course material to organizational experiences.	___/15
			Total Score	___/30

Unit Discussion Boards Grading Rubric

Criterion	Exemplary (5 points)	Proficient (4 points)	Unsatisfactory (3-0 points)	Score
Critical Analysis	Discussion posts display logical thinking, ideas, and insights. Student displays an understanding of course content.	Discussion posts display limited logical thinking, ideas, and insights. The student generally displays an understanding of course content.	Discussion posts fail to display logical thinking, ideas, and insights. Student does not display an understanding of course content.	_____/5 pts
Student Interactions	Posts comprehensively addresses the discussion with a stimulating post to another student.	Posts address the discussion with a somewhat stimulating post to another student.	Posts do not address the discussion and are not stimulating.	_____/5 pts
Timeliness and Word Count	Two posts are completed by Friday 11:59 pm EST prior to the due date and are both at least 150 words each.	One post is completed by Friday 11:59 pm EST prior to the due date and one post is at least 150 words but not both.	Two posts are not completed by Friday 11:59 pm EST prior to the due date and both posts are fewer than 150 words.	_____/5 pts
				Total ____/15 pts

Coaching Lab Reflection Papers Grading Rubric

Criterion	Excellent (10 - 9 points)	Good (8-7 points)	Poor (6-0 points)	Score
Application of Knowledge	-Paper is strongly supported by content from the coaching lab. -Demonstrates a high-level understanding of coaching lab content.	-Paper is adequately supported by content from the coaching lab. -Demonstrates a good understanding of coaching lab content.	-Paper is poorly supported by content from the coaching lab. -Does not demonstrate an understanding of coaching lab content.	___/10
Analysis	- In-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Somewhat in-depth, insightful reflections that demonstrate critical thinking and organizational application.	-Reflections poorly demonstrate critical thinking and organizational application.	___/10
			Total Score	___/20

Character Development Playbook Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Poor (19-0 points)	Score
Explanation	Methodically evaluates character skills and assets relevant to the organization.	Identifies character skills and assets that are somewhat relevant to the organization.	Begins to identify character skills and assets that are somewhat relevant to the organization.	___/25
Content	Thoroughly describes each character skill and asset.	Somewhat describes each character skill and asset.	Poorly describes each character skill and asset.	___/25
Character Evidence	Includes between 20- and 18-character skills.	Includes between 17- and 16-character skills.	Includes 15 or fewer character skills.	___/25
Asset Evidence	Includes between 60 and 54 assets.	Includes between 53 and 48 assets.	Includes 47 or fewer assets.	___/25
URLs	Includes between 60 and 54 live URLs.	Includes between 53 and 48 live URLs.	Includes 47 or fewer live URLs.	___/25
			Total Score	___/125

Final Reflection Position Paper Grading Rubric

Criterion	Excellent (25-23 points)	Good (22-20 points)	Poor (19-0 points)	Score
Application of Knowledge	-Paper is strongly supported by lecture notes/readings. -Examples provided add strong support for the questions being asked. -Demonstrates a high-level understanding of course material.	-Paper is adequately supported by lecture notes/readings. -Examples provided support for the questions being asked. -Demonstrates a good understanding of course material.	-Paper is poorly supported by lecture notes/readings. -Examples provided inadequate support for the questions being asked. -Poorly demonstrate an understanding of course material.	____/25
Analysis	- Paper is thorough and synthesizes the course learning objectives and integrates course concepts into their own environment. -Paper shows sincerity and depth in the personal reflection and examines feelings and reasons for the action.	- Paper is adequate and somewhat synthesizes the course learning objectives and integrates course concepts into their own environment. -Paper shows some depth in its personal reflection and begins examining feelings and reasons for the action.	-Paper does not attempt to connect course material to life experiences and fails to integrate course concepts into their own environment. -Paper fails to generate personal reflection.	____/25
			Total Score	____/50