Graduate Curriculum Committee

Minutes

April 11, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

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

There are no modifications to present at this time.

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

There are no 5XXX course requests 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.

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

1. EEX 6XXX   *Mathematics Assessment and Instruction for Struggling Learners*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19438

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

CFA – Music

2. MUN 6345   *Chamber Singers*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18180

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

3. MUN 6385   *Choral Union*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18541

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

COP – Medicinal Chemistry

4. PHA 6XXX   *Artificial Intelligence in Clinical Toxicology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19669

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

COP – Pharmacotherapy and Translational Research

5. PHA 6XXX   *Literature Survey in Clinical Pharmacogenomics and Precision Medicine*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19664

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

COP – Medicinal Chemistry

6. PHA 6XXX   *Organic Structure Elucidation*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19593

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

7. PHA 6XXX   *Quality Assurance and Control in the Pharmaceutical Industry*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19668

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

8. PHA 6XXXL   *Literature Survey*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19663

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

HHP – Sport Management

9. SPM 5XXX   *Environmental Sustainability and Sport*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18879

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

10. SPM 5XXX   *High-Performance Coaching: Creating Winning Environments*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19582

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

CLAS – Sociology

11. SYP 6XXX   *The Sociology of Deviance and Social Control*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18836

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

VI. Information Items:

1. ANG 6930 – 19107 – Change maximum repeatable credit
2. CLP 6945 – 19737 – Change maximum repeatable credit
3. CLP 7934 – 19738 – Change maximum repeatable credit
4. MUN 6315 – 18169 – Change to course title and description
5. MUN 6325 – 18174 – Change to course title and description
6. MUN 6335 – 18177 – Change to course title and description
7. PHC 7980 – 19727 – Change maximum repeatable credit
8. RSD 7979 – 19736 – Change maximum repeatable credit
9. SPA 6524 – 19834 – Change maximum repeatable credit
10. SPA 6531 – 19835 – Change maximum repeatable credit
11. SWS 6722 – 18500 – Change to course title, description, objectives, and prerequisites

Graduate Curriculum Committee

Agenda

May 9, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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.

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.

HHP – Applied Physiology and Kinesiology

1. APK 5XXX *Anatomy & Physiology for Sport & Exercise Science*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19943

   Study of human anatomy and physiology from an organ-systems approach with direct applications to exercise, sport, training, and clinical practice. This course will serve as a foundation for learning and applying more advanced principles and concepts related to biomechanics, exercise physiology and applied kinesiology. This course uses an integrated approach to discuss topics of cell, tissue and organ structure and function.

DCP – Architecture

2. ARC 5XXX *Fundamentals Of Coding and Computation - Introduction to Computer Programming for Architects*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19922

   Study of human anatomy and physiology from an organ-systems approach with direct applications to exercise, sport, training, and clinical practice. This course will serve as a foundation for learning and applying more advanced principles and concepts related to

biomechanics, exercise physiology and applied kinesiology. This course uses an integrated approach to discuss topics of cell, tissue and organ structure and function.

3. ARC 5XXX   *Introduction to Healthcare Design*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19918

   An overview of four core areas in healthcare design: history, research, planning/design, and practice. It examines the social, technological, and anthropological history of placemaking for wellness and healing. It examines applications of evidence-based design in improving healthcare environments. It identifies programmatic elements and relationships in healthcare facilities design. It exposes healthcare facilities systems: organizations, construction, and administration.

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   *Cattle Cultures*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19123

   Explores the archaeology and anthropology of "cattle cultures." Focuses on the ecological, political, and cultural strategies that have made cattle pastoralism dynamic and sustainable throughout prehistory and into the current era. Case studies of cattle cultures will focus on eastern Africa, the Amazon, India, and Florida.

CLAS – Animal Sciences

2. ANS 6XXX   *Dairy Farm Evaluation*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19658

   The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

DCP – Architecture

3. ARC 6XXX   *Clocks and Clouds*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19816

Students will examine the limitations and opportunities of Bias and Fairness in the practice of architecture using AI. This course fulfills university requirements to be categorized as "AI Ethics". Students will construct theoretical and philosophical questions related to AI and data-driven algorithms in design and will examine bibliographic works to support their responses. Finally, students will create course syllabi for a design studio, with AI as infrastructure in the curriculum.

4. ARC 6XXX   *Co-design Lab for Healthcare Environments*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19813

   A project-based application of integrative design thinking methods for healthcare. Students identify a challenge in healthcare environments. Students apply creative processes guided by evidence toward meaningful design concepts and projects that meet constraints and are assessable. Students iterate and evaluate solutions using metrics and expert input.

5. ARC 6XXX   *Healthcare Design Practice*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19810

   Examination of the context where architects and designers must act with expertise. Healthcare design takes place in an interwoven system of laws, business strategies, community needs, evidence, construction constraints, that influence design decisions. We design spaces for healing while maintaining functionality for healthcare professionals. Students will identify an innovation, evaluate efficacy, then propose an iteration tested among their peers and experts.

6. ARC 6XXX   *Machine Learning for Architects*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19827

   Students will apply the most common state-of-the-art AI and Machine Learning (ML) algorithms and game engines in architectural design. Emphasizing AI as a paradigm for critical thinking and idea development, not just optimization. This course will focus on experimentation and application, fulfilingl university requirements to be categorized as "Use & Apply AI".

7. ARC 6XXX   *Planning and Design for Health Environments*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19809

   Examine the components and system of environments for health ranging from wellness to acute care environments. We analyze major planning and design strategies enabling students to critique the functional and formal relationships in healthcare environments. Students will differentiate types of healthcare facilities and the programmatic elements of outpatient and inpatient facilities. Students will identify problems, ideate with evidence to develop design proposals.

CLAS – Classics

8. CLA 6XXX   *Classical Civilization, rotating topic*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19455

   Intensive study of a particular topic in ancient classical civilization.

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

9. EEX 6XXX   *Family and Teacher Perspectives on Disability*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19041

   This course addresses issues related to culturally reciprocal collaboration between families and teachers of students with disabilities. We will explore the ways human disability and parental/family advocacy have been constructed in the US, as well as issues and practices related to building collaboration based in culturally informed paradigms. Students will investigate important literature related to the motivations and goals that drive disability advocacy within schools and adjacent systems.

10. EEX 7XXX   *Applied Research in Special Education*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19040

    This course will provide students with an integrated exploration of theoretical and pragmatic underpinnings of applied research in school and community settings that serve individuals with disabilities. Students will apply a systematic approach to problems of practice in their fields by developing a research prospectus aimed at meaningfully improving the lives of individuals with disabilities.

CLAS – Political Science

11. INR XXXX   *Feminist International Relations*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19914

    Investigates the history and growth of feminist theory in international relations through analyses of gender in global conflict, peace processes, human rights, foreign policy, political economy, and more. Appropriate for graduate students of varied epistemological and methodological backgrounds interested in better understanding feminist research in international relations.

CBA – Management

12. MAN 6XXX   *Strategy & Disruption in Technology Industries*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19805

This course explores the strategic issues related to the management of new technologies and business systems. We will consider how firms successfully enter existing industries, how they can manage technological innovations, and the market failures that the technology can address.

HHP – Sport Management

13. PET 5XXX   *Athlete Sexual Health and Wellness*
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18351

Students will explore the ways sexual agency, sexual misconduct, healthcare services for athletes, and other related topics directly impact athlete wellness and how sexual health is made a priority alongside physical, psychological, and financial health.

VI. Information Items:
1. CHM 6943 – 19930 – Change variable and maximum repeatable credit
2. DCP 6230 – 19788 – Change Course Title, Contact Type, Course Description, and Objectives
3. EGS 6949 – 19445 – Change to course description, prerequisites, and co-requisites
4. ENT 6930 – 19700 – Change maximum repeatable credit
5. FYC 7980 – 19750 – Change maximum repeatable credit
6. FYC 7979 – 19942 – Change maximum repeatable credit
7. MAR 6105 – 19811– Change prerequisites
8. MAR 6157 – 19812 – Change prerequisites
9. MAR 6237 – 19818 – Change prerequisites
10. MAR 6335 – 18919 – Change prerequisites
11. MAR 6508 – 19820 – Change prerequisites
12. MAR 6591 – 19821 – Change prerequisites
13. MAR 6667 – 19822 – Change prerequisites
14. MAR 6722 – 19823 – Change prerequisites
15. MAR 6833 – 19824 – Change prerequisites
16. MAR 6861 – 19825 – Change prerequisites
17. MAT 6932 – 19756 – Change maximum repeatable credit
18. PHC 7979 – 19850 – Change maximum repeatable credit
19. POS 6933 – 19742 – Change maximum repeatable credit
20. REE 6395 – 19732 – Change Course Title
21. SPA 6581 – 19833 – Change maximum repeatable credit
22. SPN 6735 – 19873 – Change maximum repeatable credit
23. SPM 5936 – 19837 – Change maximum repeatable credit
24. SYA 7933 – 19762 – Change maximum repeatable credit

Course|New for request 19943

Info

Request: APK 5XXX Anatomy & Physiology for Sport & Exercise Science
Description of request: The request is to create a new course (APK5XXX - Anatomy & Physiology for Sport & Exercise Science). The course will serve multiple concentrations within the MS degree in Applied Physiology & Kinesiology, including "Human Performance" and a proposed concentration titled "Strength & Conditioning Practitioner"
Submitter: Sarah Eberhart seberhart@hhp.ufl.edu
Created: 9/20/2023 11:31:20 AM
Form version: 1

Responses

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

Response:
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:
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:
The course is intended to serve graduate level students in graduate level degree / certificate programs including existing the MS degree in Applied Physiology & Kinesiology.

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

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

Response:
Introductory

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

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate 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:
Anatomy & Physiology for Sport & Exercise Science

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:
A&P for Sport & Exer. Science

Degree Type

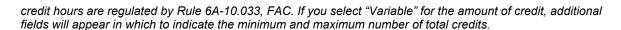*Select the type of degree program for which this course is intended.*

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

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

Response:
No

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

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that

credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

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

> Response:
> Study of human anatomy and physiology from an organ-systems approach with direct applications to exercise, sport, training, and clinical practice. This course will serve as a foundation for learning and applying more advanced principles and concepts related to biomechanics, exercise physiology and applied kinesiology. This course uses an integrated approach to discuss topics of cell, tissue and organ structure and function.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> Graduate Level Standing

Completing Prerequisites:

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

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

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

> Response:
> The course provides graduate-level knowledge of the human body systems (anatomical and physiological) as they are applied to human movement and human performance optimization (i.e., anatomical / physiological response to exercise and training to improve life-long health / athlete performance outcomes).
>
> The course will serve students enrolled in multiple concentrations within the M.S. degree in Applied Physiology & Kinesiology. The primary concentrations served include "Human Performance" and a concentration under review proposed as "Strength and Conditioning Practitioner"

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 taking this course, students should be able to:
• Identify important structures of the organ-systems with emphasis on the musculoskeletal, neuromuscular, cardiovascular, and respiratory systems.
• Describe the relationship between structure and function at all levels of organization (cellular, tissue, organ, system, organism).
• Describe correct anatomy and physiology terminology and language to describe the various structures and physiologic processes of the body.
• Relate anatomical and physiological knowledge to exercise, sport, strength and conditioning, and clinical practice.
• Compare and relate structural changes of the body from injury and disease with adaptive responses in function.

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:
Required Text: Essentials of Anatomy & Physiology   Edition: 8th   Authors: Scanlon and Sanders Publisher: F.A. Davis   Year: 2019   ISBN: 978-0803669376

Recommended Text: Essentials of Strength and Conditioning   Edition: 4th
    Author: National Strength and Conditioning Association Publisher: Human Kinetics
    Year: 2015   ISBN: 978-1492501626

All other reading materials will be available on CANVAS (eLearning)

Weekly Schedule of Topics

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

Response:
Week   Lecture Topic

Required Readings

Dates
1 - 2

Course Overview, Introduction; Anatomical Terminology & Organ-Systems Ch. 1
    8.22 – 8.23; 8.26 – 8.30
3

Cells, Genetics, Tissues

Ch. 3, 4, 11 & 21

    9.2 – 9.6
4

Integumentary System

Ch. 5

   9.9 – 9.13
5

Exam 1; Skeletal System: Bone Tissue Ch. 6

9.16 – 9.20
6

Skeletal System: Axial Skeleton & Appendicular Skeleton

Ch. 6

9.23 – 9.27
7

Skeletal System: Articulations

Ch. 6   9.30 – 10.4
8

Exam 2; Muscular System: Tissue Ch. 7

10.7 – 10.11
9

Muscular System: Skeletal Muscle Structure & Function

Ch. 7

10.14 – 10.18
10

Muscular System: Skeletal Muscle Structure & Function

Ch. 7 10.21 – 10.25
11

Exam 3; Nervous System: Nervous Tissue

Ch. 8

10.28 – 11.1
12

Nervous System: Brain & Spinal Cord (Cranial & Spinal Nerves); Sense Organs & Motor Units Ch. 9

11.4 – 11.8
13

Exam 4; Cardio-respiratory Systems: Pulmonary Tissue

Ch. 12, 11.11 – 11.15
14

Heart & Lung Function, Ventilation & Gas Exchange

Ch. 15

11.18 – 11.22
15

Endocrine System; Abdominal Contents; Thermoregulation & Metabolism

Ch. 10, 16, 17

11.25 - 29
16

Exam 5   12.2 – 12.4

Grading Scheme

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

Response:

Evaluation Components	#	Points	Total Points
Examinations	5	60	300
Discussion Boards	5	5	25
Total			325

Instructor(s)

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

Response:
Paul A. Borsa, PhD, ATC

Attendance & Make-up

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

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

Response:
Yes

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

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

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

Anatomy & Physiology for Sport & Exercise Science

APK5XXX | Class #XXXXX | 3 Credits | Fall 2024

Course Information:

INSTRUCTOR	**Paul A. Borsa, PhD, ATC** Office: 149 FLG Office Phone: 352-294-1726 Email: pborsa@ufl.edu (Preferred Method of Contact)
OFFICE HOURS	Office hours: MWF 3rd Period or by appointment
MEETING TIME/LOCATION	X Period X-X (X:XXam - XX:XXpm, FLG XXX)

Course Description: Study of human anatomy and physiology from an organ-systems approach with direct applications to exercise, sport, training, and clinical practice. This course will serve as a foundation for learning and applying more advanced principles and concepts related to biomechanics, exercise physiology and applied kinesiology. This course uses an integrated approach to discuss topics of cell, tissue and organ structure and function.

Prerequisite Knowledge and Skills: This course is for APK graduate students only.

Required and Recommended Materials:

Required Text: Essentials of Anatomy & Physiology   Edition: 8th   Authors: Scanlon and Sanders
Publisher: F.A. Davis   Year: 2019   ISBN: 978-0803669376

Recommended Text: Essentials of Strength and Conditioning   Edition: 4th   Author: National Strength and Conditioning Association   Publisher: Human Kinetics   Year: 2015   ISBN: 978-1492501626

All other reading materials will be available on CANVAS (eLearning)

Course Format: A lecture-based class format will be used to present course material.

Course Learning Objectives: After taking this course, students should be able to:

- Identify important structures of the organ-systems with emphasis on the musculoskeletal, neuromuscular, cardiovascular, and respiratory systems.
- Describe the relationship between structure and function at all levels of organization (cellular, tissue, organ, system, organism).
- Describe correct anatomy and physiology terminology and language to describe the various structures and physiologic processes of the body.
- Relate anatomical and physiological knowledge to exercise, sport, strength and conditioning, and clinical practice.
- Compare and relate structural changes of the body from injury and disease with adaptive responses in function.

Course and University Policies:

Attendance Policy: Attendance and punctuality are expected and highly recommended. Make every effort to attend all lectures. Attendance will not directly affect your grade. However, some concepts will be made ONLY during class lecture (**and are not in the lecture notes**) and may be part of your quizzes and examinations.

Personal Conduct Policy: Students are expected to exhibit behaviors that reflect highly upon themselves and our University. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

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

Exam/Quiz Make-up Policy: No makeup examinations or quizzes will be given without a serious and/or compelling reason.

Step 1: Get documentation of your illness or emergency. A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an emergency (including but not limited to, a new medical diagnosis or death of a loved one), please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and assistance (https://care.dso.ufl.edu/instructor-notifications/).

Step 2: Submit a make-up request to the instructor via CANVAS email. In the request provide reason for missing exam/quiz and availability for make-up. Make-ups will not be granted for personal travel/vacations. Additionally, many students will encounter multiple exams in one day. Only if another exam is scheduled for the same time as an exam in this course will a make-up request be considered.

Should a student miss an exam due to an unexcused reason (e.g., overslept, mixed up the exam time, etc.), the exam can be taken with a 20% penalty if taken within 24 hours of the original exam time or with a 40% penalty if taken within 48 hours of the original time.

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

Tip: Always contact the instructor immediately or well ahead of the scheduled date if you need to miss a quiz or exam.

Accommodating Students with Disabilities: "Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the

quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations."

Communication: You are responsible for checking announcements and course postings on CANVAS. This is how your course instructor will communicate with you. All course grades (quizzes and examinations) will be posted on CANVAS. Any discrepancies should be pointed out to the instructor on or before the last day of finals week.

Course evaluations: Students in this class are participating in GatorEvals. This evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their 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.

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

Getting Help:

Health and Wellness
- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: https://counseling.ufl.edu/, 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies) http://www.police.ufl.edu/

Academic Resources
- E-learning technical support, 352-392-4357 (select opti on 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/
- Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using 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
- 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:

Evaluation Components	#	Points	Total Points
Examinations	5	60	300
Discussion Boards	5	5	25
Total			325

Written examinations will be proctored by the instructor and completed in class. Each exam will be worth 60 points. Exams will contain multiple choice and true/false questions.

Discussion Boards. There will be 5 Discussion Boards (5 points each = 25 points). Students are required to participate in all discussion board assignments. To receive full credit for each post, please write a minimum of 250 words (3-pt deduction if not sufficient), but feel free to write as much as you need-keep in mind, some topics take more explanation than others. Reference your sources, if possible. Also, respond to at least 2 peers with a minimum of 100 words each (1-pt deduction for each deficient peer response). Final post due by 11:59pm Sunday of the week that the board is posted in the syllabus.

Length of post: Discussion thread posts should be 250 words or more in length.	3 pts If post is 250 or more words in length.	0 pts If post is less than 250 words in length.
Number of replies: Each student should respond to at least 2 peers.	2 pts If you respond to at least 2 peers.	0 or 1 pt 0 pts if you do not respond to any peers, 1 pt if you respond to 1 peer, and 2 pts if you respond to 2 peers.

Grading Scale: *More detailed information regarding current UF grading policies can be found here:* https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	90.00-100%	4.0
B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
E	0-59.99%	0

Weekly Course Schedule:

Week	Lecture Topic	Required Readings	Recommended Readings	Dates
1 - 2	Course Overview, Introduction; Anatomical Terminology & Organ-Systems Discussion Board #1 (due Aug 28)	Ch. 1	Ch. 1	8.22 – 8.23 8.26 – 8.30
3	Cells, Genetics, Tissues	Ch. 3, 4, 11 & 21	N/A	9.2 – 9.6
4	Integumentary System	Ch. 5	N/A	9.9 – 9.13
5	Exam 1; Skeletal System: Bone Tissue Discussion Board #2 (due Sep 15)	Ch. 6	Ch. 1	9.16 – 9.20
6	Skeletal System: Axial Skeleton & Appendicular Skeleton	Ch. 6	Ch. 1	9.23 – 9.27
7	Skeletal System: Articulations	Ch. 6	Ch. 1	9.30 – 10.4
8	Exam 2; Muscular System: Tissue Discussion Board #3 (due Oct 6)	Ch. 7	Ch. 2 & 3	10.7 – 10.11
9	Muscular System: Skeletal Muscle Structure & Function	Ch. 7	Ch. 2 & 3	10.14 – 10.18
10	Muscular System: Skeletal Muscle Structure & Function	Ch. 7	Ch. 2 & 3	10.21 – 10.25
11	Exam 3; Nervous System: Nervous Tissue	Ch. 8	Ch. 1 & 2	10.28 – 11.1
12	Nervous System: Brain & Spinal Cord (Cranial & Spinal Nerves); Sense Organs & Motor Units Discussion Board #4 (due Nov 3)	Ch. 9	Ch. 1 & 2	11.4 – 11.8
13	Exam 4; Cardio-respiratory Systems: Pulmonary Tissue	Ch. 12, 13	Ch. 1	11.11 – 11.15
14	Heart & Lung Function, Ventilation & Gas Exchange	Ch. 15	Ch. 1	11.18 – 11.22
15	Endocrine System; Abdominal Contents; Thermoregulation & Metabolism	Ch. 10, 16, 17	Ch. 4	11.25 - 29
16	Exam 5 Discussion Board #5 (due Dec 4)			12.2 – 12.4

University Holidays: No classes will be held; Labor Day Sep 2nd, Homecoming October 18 - 19, Veterans Day Nov 11th, and Thanksgiving Nov 25th to 30th.

Course|New for request 19922

Info

Request: ARC 5XXX Fundamentals Of Coding and Computation - Introduction to Computer Programming for Architects
Description of request: I have redone the course approval following the recommendation from the Graduate Curriculum (new path from 5000 level courses).
Submitter: Karla Saldana Ochoa ksaldanaochoa@ufl.edu
Created: 4/19/2024 9:22:41 AM
Form version: 1

Responses

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

> Response:
> ARC

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

> Response:
> 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 not intended to be offered to undergraduate students. The reason for the 5000 level is that this course is Introductory graduate. It does not build on previous degree expertise. It includes "introductory" materials and objectives. With previous similar course approvals this caused the GCC to recommend that they be 5000 level not 6000.

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:
Fundamentals Of Coding and Computation - Introduction to Computer Programming for Architects

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:
Programing for Architects

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:
Spring

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

Response:
2024

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

Response:
No

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

Response:
No

Amount of Credit

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

Response:
3

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

Course Description

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

Response:
Students will learn the fundamentals of coding and computation. During the course, students will understand concepts such as variables, conditions, loops, algorithms, and libraries. The students will then implement these concepts in design exercises to create hands-on projects using coding to solve design problems. This course will fulfill university requirements to be categorized as "AI Enrichment".

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
This core course will delve into the fundamentals of coding, introducing students to concepts such as variables, conditions, loops, algorithms, and libraries. These concepts will then be applied in design exercises to give students a hands-on understanding of how coding can solve design problems. This course will fulfill university requirements to be categorized as "AI Enrichment".

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. Applying:
Implement coding techniques to create solutions for design exercises.
Utilize coding languages and tools to develop hands-on projects addressing various design problems.
Apply coding skills to translate design concepts into executable programs.
2. Analyzing:
Evaluate the effectiveness of different coding strategies in solving design challenges.
Analyze coding solutions to identify strengths and weaknesses in addressing specific design problems.
Compare and contrast various coding approaches and their applications in design contexts.
3. Evaluating:
Assess the appropriateness of coding solutions in addressing design requirements.
Judge the effectiveness of coding techniques in achieving desired design outcomes.
4. Creating:
Generate innovative coding solutions to design problems.
Design and develop original projects integrating coding and design principles.
Synthesize coding skills with design concepts to create novel solutions that push the boundaries of traditional architectural practices.

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:
Software
•   Rhino
•   Grasshopper

Textbooks
•   Daniel, Kahneman. "Thinking, fast and slow." (2017).
•   Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
•   Hole, Kjell Jørgen, and Subutai Ahmad. "A thousand brains: toward biologically constrained ai." SN Applied Sciences 3.8 (2021): 1-14.
•   Hovestadt, Ludger. On Digital Architecture in Ten Books: A Tractatus. Vol. 1, Books 1-3. Applied Virutality Book Series. Boston: De Gryuter, 2022.
•   Hovestadt, Ludger.. On Digital Architecture in Ten Books: A Tractatus. Vol. 2, Books 4-6. 1st ed. Boston: De Gryuter, 2022.
•   Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by leveraging human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
•   Bühlmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.

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

Response:
Week 1 - What is coding? Intro to Basic Functions in Python
Week 2 - Variables, Functions, and Libraries describe what variables are and how to compute them.

Week 3 - Conditionals. If-Else Statements: The If-Else and If-Elif-Else structures.
Week 4 -Loops. For-loops enable repeatedly executing the code within an established function.
Week 5 - Data Structures. Low-Level Data Structuring: this level of data often involves numerical representations, tensor matrices, or even binary data.
Week 6 - Data Structures. High-Level Data Structuring: this level of data structuring often includes preprocessing and feature engineering.
Week 7 - Algorithms. Execute Python operations for dictionaries, mapping numerical data and pixel-wise maps to represent images.
Week 8 - Application-oriented libraries. Get comfortable with established libraries and datasets used in architecture applications.
Week 9 - Start Final Project.
Week 10 - Spring Break NO CLASSES
Week 11 - GHPython and Grasshopper link, RhinoCommon API. Version differences.
Week 12 - Working with geometry: Examples and case studies.
Week 13 - Read/Write data, GH components in Python, Treehelpers
Week 14 - Final Presentation.

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

Response:
A   93 - 100
A- 90 – 92.9
B+ 87 - 89.9
B   84 – 86.9
B- 80 – 83.9
C+ 77 - 79.9
C   74 – 76.9
C- 70 - 73.9
D+ 67 - 69.9
D   64 - 66.9
D- 61 - 63.9
E   0. - 60.9

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

Response:
Karla Saldana Ochoa
Lee-Su Huang

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

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

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

Response:
Yes

Accomodations

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

• Students with disabilities 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.

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

Fundamentals of Coding and Computation - Introduction to Computer Programming for Architects

ARC 5XXX:
Class Periods: TBD
Location: TBD
Academic Term: Spring 2025

Instructor:
Karla Saldana Ochoa
ksaldanaochoa@ufl.edu
+1 352 294 1453
Office Hours: TBD

Course Description
Architecture students will **learn** the fundamentals of coding and computation. During the course, students will **understand** concepts such as variables, conditions, loops, algorithms, and libraries. The students will then **implement** these concepts in design exercises to **create** hands-on projects using coding to solve design problems. This course will fulfill university requirements to be categorized as **"AI Enrichment".**

Course Pre-Requisites / Co-Requisites
Applicants must have obtained a bachelor's degree or better and a minimum upper-division GPA of 3.0 from a regionally accredited institution.

Course Objectives

1. Applying:
    - Implement coding techniques to create solutions for design exercises.
    - Utilize coding languages and tools to develop hands-on projects addressing various design problems.
    - Apply coding skills to translate design concepts into executable programs.
2. Analyzing:
    - Evaluate the effectiveness of different coding strategies in solving design challenges.
    - Analyze coding solutions to identify strengths and weaknesses in addressing specific design problems.
    - Compare and contrast various coding approaches and their applications in design contexts.
3. Evaluating:
    - Assess the appropriateness of coding solutions in addressing design requirements.
    - Judge the effectiveness of coding techniques in achieving desired design outcomes.
4. Creating:
    - Generate innovative coding solutions to design problems.
    - Design and develop original projects integrating coding and design principles.
    - Synthesize coding skills with design concepts to create novel solutions that push the boundaries of traditional architectural practices.

Materials and Supply Fees
None

Required Textbooks and Software

- Rhino
- Grasshopper

- Daniel, Kahneman. "Thinking, fast and slow." (2017).
- Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
- Hole, Kjell Jørgen, and Subutai Ahmad. "A thousand brains: toward biologically constrained ai." SN Applied Sciences 3.8 (2021): 1-14.
- Hovestadt, Ludger. On Digital Architecture in Ten Books: A Tractatus. Vol. 1, Books 1-3. Applied Virutality Book Series. Boston: De Gryuter, 2022.
- Hovestadt, Ludger.. On Digital Architecture in Ten Books: A Tractatus. Vol. 2, Books 4-6. 1st ed. Boston: De Gryuter, 2022.
- Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by leveraging human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
- Bühlmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.

Course Schedule

MODULES 1 BASICS OF CODING

Week 1 - What is coding? Intro to Basic Functions in Python

Week 2 - Variables, Functions, and Libraries describe what variables are and how to compute them.

Week 3 - Conditionals. If-Else Statements: The If-Else and If-Elif-Else structures.

Week 4 - Loops. For-loops enable repeatedly executing the code within an established function.

MODULE 2 DATA AND COMPUTATION

Week 5 - Data Structures. Low-Level Data Structuring: this level of data often involves numerical representations, tensor matrices, or even binary data.

Week 6 - Data Structures. High-Level Data Structuring: this level of data structuring often includes preprocessing and feature engineering.

Week 7 - Algorithms. Execute Python operations for dictionaries, mapping numerical data and pixel-wise maps to represent images.

MODULE 3 DESIGN APPLICATION

Week 8 - Application-oriented libraries. Get comfortable with established libraries and datasets used in architecture applications.

Week 9 - Guest Lecture

Week 10 - Spring Break NO CLASSES

Week 11 - GHPython and Grasshopper link, RhinoCommon API. Version differences.

Week 12 - Working with geometry: Examples and case studies.

Week 13 - Read/Write data, GH components in Python, Treehelpers

Week 14 - Final Presentation.

Attendance Policy, Class Expectations, and Make-Up Policy

State whether attendance is required and if so, how will it be monitored? What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc. What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework Sets (10)	100 each	15%
Quizzes (4)	100 each	15%
Midterm Exam	100	30%
Final Exam	100	30%
Review Paper	100	10%
		100%

UF Coronavirus Policies and Campus Operations

Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
PASSING GRADES	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems

	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

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

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

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

Distance Learning Privacy Policy
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

University Honesty Policy

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

    There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
    -    CAD drawings and construction details
    -   design guidelines (written and graphic)
    -   design, planning, and management projects or portions of projects
    -   class reports and papers (again, both written and graphic information)
    -   any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

- allowing someone else to represent your work as his own

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

    Examples include:

    - misrepresenting reasons why work cannot be done as requested

    - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

    - altering work after it has been submitted

    - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

Student Privacy

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

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19918

Info

Request: ARC 5XXX Introduction to Healthcare Design
Description of request: Introduction to Healthcare Design is the first of four new courses that make up part of the
curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI).
Submitter: Stephen Bender sbender@ufl.edu
Created: 4/2/2024 2:24:41 PM
Form version: 1

Responses

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

 Response:
 ARC

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

 Response:
 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 not intended to be offered to undergraduate students. The reason for the 5000 level is that this course is Introductory graduate. It does not build on previous degree expertise. It includes "introductory" materials and objectives. With previous similar course approvals this caused the GCC to recommend that they be 5000 level not 6000.

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:
    Joint (Grad/Pro)

• 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:
    Introduction to Healthcare Design

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

    Response:
    Intro to Healthcare Design

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

    Response:
    Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Off-Campus, Online

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

Response:
No

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

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
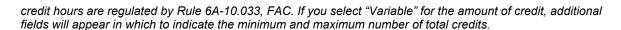No

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

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that

credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

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

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

> Response:
> An overview of four core areas in healthcare design: history, research, planning/design, and practice. It examines the social, technological, and anthropological history of placemaking for wellness and healing. It examines applications of evidence-based design in improving healthcare environments. It identifies programmatic elements and relationships in healthcare facilities design. It exposes healthcare facilities systems: organizations, construction, and administration.

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

> Response:
> N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> N/A

Completing Prerequisites:

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

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

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

> Response:
> This is the first course in the curriculum. This course provides a base of knowledge in support of the following courses:

1. Planning & Design for Healthcare Environments
2. Healthcare Design Practice
3. Co-design Lab for Healthcare Design

Course Objectives

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

Response:
- Examine the history of the influence of architecture on space for health
- Understand the application of research in design
- Understand the paradigm of evidence-based design and the analyze the impact on design for health facilities
- Review and classify types of facilities in which healthcare is delivered
- Interpret and classify programmatic elements of outpatient facilities
- Interpret and classify programmatic elements of inpatient facilities
- Evaluate the practice of design of healthcare facilities and the systems in which they operate
- Evaluate the business environment of healthcare facilities
- Evaluate construction and building system requirements for healthcare facilities

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:
Kobus R. L. (2008). Building type basics for healthcare facilities (2.). John Wiley & Sons.
Currie J. M. American Institute of Architects & AIA Academy of Architecture for Health. (2007). The fourth factor?:a historical perspective on architecture and medicine. American Institute of Architects Academy of Architecture for Health.
Research for designers?:a guide to methods and practice (Second). (2022). . SAGE Publications.
Healthcare facility planning?:thinking strategically (Second). (2016). . Health Administration Press. April 1 2024
Center for Health Design (Concord Calif). (2014). Integrating evidence-based design?:practicing the healthcare design process (Third). Center for Health Design.
Architecture and health?:guiding principles for practice. (2020). . Routledge. April 1 2024

Weekly Schedule of Topics

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

Response:
Week 1   History of Healthcare Design I – Ancient World thru the Renaissance
Week 2   History of Healthcare Design II – Age of Revolution – 21st Century
Week 3   Research in Healthcare Design & Case Study Method
Week 4   Evidence Based Design
Week 5   Speaker – Healthcare Researcher in Practice – Director of Research
Week 6   Overview of Healthcare Facilities
Week 7   Design for Outpatient Facilities
Week 8   Design for Inpatient Facilities
Week 9   Present Focus Paper 1
Week 10   Speaker – Healthcare Programming and Planning Consultant
Week 11   Design for Specialty Care Facilities
Week 12   Codes and Regulations in Healthcare Design
Week 13   The Business of Healthcare Design
Week 14   Construction and Systems in Healthcare Design
Week 15   Factors in Healthcare Design Practice

Week 16   Present Focus Paper 2

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

Response:
Methodology
Learning objectives are reinforced thought quizzes and scaffolded using a case study.
1. Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures.
2. Panel Presentations: Professionals within the healthcare design will be invited as guest lecturers. Students will submit questions beforehand and analytical notes afterward.
3. Case Studies: Each student will be a assigned a case study of a healthcare facility which will be delivered in the form of a presentation.
4. Focus Papers: Students will identify, and address issues raised by course topics in the case study. There will be two focus papers. This is a chance to add depth to your case study using two separate areas of focus. Focus papers will rely on unbiased literature search and include a bibliography of relevant studies. Your focus papers will be presented during class. Focus papers will be reviewed and graded on the quality and content of your writing.
5. Participation/ Attendance: Along with attendance, each student will be required to participate in class discussion.
Evaluation of Grades
Assignment
Quizzes   15% of Final Grade
Case Study   20% of Final Grade
Focus Paper 1   30% of Final Grade
Focus Paper 2   30% of Final Grade
Participation/ Attendance   5% of Final Grade
Total   100%

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

Response:
To be determined

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

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

Response:
Yes

Accomodations

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

• Students with disabilities 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.

    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

Introduction to Healthcare Design
ARC5xxx Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Spring 202x

***Instructor:**__*
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

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

__Course Description__

This course is an overview of four core areas in healthcare design: history, research, planning/design, and practice. It examines the social, technological, and anthropological history of placemaking for wellness and healing. It examines applications of evidence-based design in improving healthcare environments. It identifies programmatic elements and relationships in healthcare facilities design. It exposes healthcare facilities systems: organizations, construction, and administration.

This is the first course in the curriculum. This course provides a base of knowledge in support of the following courses:
1. Planning & Design for Healthcare Environments
2. Healthcare Design Practice
3. Co-design Lab for Healthcare Design

__Topics of Inquiry__
1. The History of Design for Health
2. The Role of Research in Healthcare Design
3. Applications of evidence based design
4. Healthcare Innovation
5. Overview of Healthcare Facilities
6. Introduction to Planning Concepts for Outpatient Facilities
7. Introduction to Planning Concepts for Acute Care Facilities
8. Design for Specialty Care Facilities
9. The Business of Healthcare Design
10. Materials and Construction in Healthcare Design
.
__Course Pre-Requisites / Co-Requisites__
None.

Course Objectives

- Examine the history of the influence of architecture on space for health
- Understand the application of research in design
- Understand the paradigm of evidence-based design and the analyze the impact on design for health facilities
- Review and classify types of facilities in which healthcare is delivered
- Interpret and classify programmatic elements of outpatient facilities
- Interpret and classify programmatic elements of inpatient facilities
- Evaluate the practice of design of healthcare facilities and the systems in which they operate
- Evaluate the business environment of healthcare facilities
- Evaluate construction and building system requirements for healthcare facilities

Course Schedule

Week 1	History of Healthcare Design I – Ancient World thru the Renaissance
Week 2	History of Healthcare Design II – Age of Revolution – 21st Century
Week 3	Research in Healthcare Design & Case Study Method
Week 4	Evidence Based Design
Week 5	Speaker – Healthcare Researcher in Practice – Director of Research
Week 6	Overview of Healthcare Facilities
Week 7	Design for Outpatient Facilities
Week 8	Design for Inpatient Facilities
Week 9	Present Focus Paper 1
Week 10	Speaker – Healthcare Programming and Planning Consultant
Week 11	Design for Specialty Care Facilities
Week 12	Codes and Regulations in Healthcare Design
Week 13	The Business of Healthcare Design
Week 14	Construction and Systems in Healthcare Design
Week 15	Factors in Healthcare Design Practice
Week 16	Present Focus Paper 2

Required Texts

Kobus R. L. (2008). Building type basics for healthcare facilities (2.). John Wiley & Sons.

Currie J. M. American Institute of Architects & AIA Academy of Architecture for Health. (2007). The fourth factor : a historical perspective on architecture and medicine. American Institute of Architects Academy of Architecture for Health.

Research for designers : a guide to methods and practice (Second). (2022). . SAGE Publications.

Healthcare facility planning : thinking strategically (Second). (2016). . Health Administration Press. April 1 2024

Center for Health Design (Concord Calif). (2014). Integrating evidence-based design : practicing the healthcare design process (Third). Center for Health Design.

Recommended Texts
Architecture and health : guiding principles for practice. (2020). . Routledge. April 1 2024

Methodology
Learning objectives are reinforced thought quizzes and scaffolded using a case study.
1. **Quizzes**: Periodic quizzes will be given based on assigned reading and prior class lectures.
2. **Panel Presentations**: Professionals within the healthcare design will be invited as guest lecturers. Students will submit questions beforehand and analytical notes afterward.
3. **Case Studies**: Each student will be a assigned a case study of a healthcare facility which will be delivered in the form of a presentation.
4. **Focus Papers:** Students will identify, and address issues raised by course topics in the case study. There will be two focus papers. This is a chance to add depth to your case study using two separate areas of focus. Focus papers will rely on unbiased literature search and include a bibliography of relevant studies. Your focus papers will be presented during class. Focus papers will be reviewed and graded on the quality and content of your writing.
5. **Participation/ Attendance**: Along with attendance, each student will be required to participate in class discussion.

Evaluation of Grades

Assignment	%of Final Grade
Quizzes	15
Case Study	20
Focus Paper 1	30
Focus Paper 2	30
Participation/ Attendance	5
Total	**100%**

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
	A	93 - 100	4.0	Outstanding work only
PASSING GRADES	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0 *(Minimum Cumulative GPA)*	Good work

	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

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

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

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

Distance Learning Privacy Policy
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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

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

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)

   - design, planning, and management projects or portions of projects

   - class reports and papers (again, both written and graphic information)

   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:

- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

- allowing someone else to represent your work as his own

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

   - altering work after it has been submitted

   - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

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

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19123

Info

Request: ANG 6XXX Cattle Cultures
Description of request: Cattle Cultures course number request for graduate section (ANG 6XXX); undergraduate ANT 4000-level section has been submitted separately. I have made edits following recommendations made by the College Curriculum Committee.
Submitter: Katherine Grillo kgrillo@ufl.edu
Created: 2/28/2024 12:17:54 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.). *
* *

> 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:

Joint (Ugrad/Grad)

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

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

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

> Response:
> Cattle Cultures

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:
> Cattle Cultures

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

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> On-Campus

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

> Response:
> Yes

Co-Listing Explanation

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

• Differentiation of Co-Listed Courses - Example

* *
* For more information please see the* <u>*Co-Listed Graduate Undergraduate Courses Policy.*</u>

> Response:
> Course requirements will differ to ensure that the two sections require level-appropriate work. Undergraduate students will be required to complete a 10-page final paper, while
> graduate students will be required to complete a 20-page final paper. Both undergraduate and graduate students will be required to serve as discussion leaders, but undergraduate students will present journal articles while graduate students will present books. For a book review assignment, graduate students must present work of publishable quality while undergraduate students will be afforded more leeway.

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 <i>on average </i>throughout the duration of the course.

Response:
3

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

Response:
Explores the archaeology and anthropology of "cattle cultures." Focuses on the ecological, political, and cultural strategies that have made cattle pastoralism dynamic and sustainable throughout prehistory and into the current era. Case studies of cattle cultures will focus on eastern Africa, the Amazon, India, and Florida.

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

Response:
N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

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

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

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

Response:

Expands upper-level undergraduate and graduate offerings in archaeology, but is designed with a holistic emphasis to appeal to a broad range of students in cultural anthropology, development studies, animal sciences, and others.

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. Define, describe, and explain in detail the origins and development of cattle pastoralism in its various forms throughout the world.
2. Reflect on and write using anthropological theory to better understand cattle pastoralism in its ecological, economic, political, and social contexts.
3. Address the role of pastoralist societies in the modern world and assess their prospects for the future.

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:
Books (in order of appearance on syllabus):
McCabe, J.T., 2010. Cattle Bring Us to our Enemies: Turkana Ecology, Politics, and Raiding in a Disequilibrium System. University of Michigan Press.

Hoelle, J., 2015. Rainforest Cowboys: The Rise of Ranching and Cattle Culture in Western Amazonia. University of Texas Press.

Narayanan, Y. 2023. Mother Cow, Mother India: A Multispecies Politics of Dairy in India. Stanford University Press.

Articles (in order of appearance on syllabus):

Manzano, P., Burgas, D., Cadahía, L., Eronen, J.T., Fernández-Llamazares, Á., Bencherif, S., Holand, Ø., Seitsonen, O., Byambaa, B., Fortelius, M. and Fernández-Giménez, M.E., 2021. Toward a holistic understanding of pastoralism. One Earth, 4(5), pp.651-665.

Krätli, S., Huelsebusch, C., Brooks, S. and Kaufmann, B., 2013. Pastoralism: A critical asset for food security under global climate change. Animal frontiers, 3(1), pp.42-50.
Dyson-Hudson, Rada, and Neville Dyson-Hudson. "Nomadic pastoralism." Annual Review of Anthropology 9.1 (1980): 15-61.

Honeychurch, William, and Cheryl A. Makarewicz. "The Archaeology of Pastoral Nomadism." Annual Review of Anthropology 45 (2016): 341-359.

Evans-Pritchard, E.E. "Introductory" and "Interest in Cattle" from The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People, (1940) Clarendon Press.

Frantz, L.A., Bradley, D.G., Larson, G. and Orlando, L., 2020. Animal domestication in the era of ancient genomics. Nature Reviews Genetics, 21(8), pp.449-460.

Zhang, K., Lenstra, J.A., Zhang, S., Liu, W. and Liu, J., 2020. Evolution and domestication of the Bovini species. Animal Genetics, 51(5), pp.637-657.

Bulliet, R. Hunters, Herders, and Hamburgers: Ch. 4 Predomesticity, Ch. 5 Where the Tame Things Are, Ch. 6 Domestication and Usefulness, Ch. 7 From Mighty Hunter to Yajamama.

Arbuckle, B.S. and Hammer, E.L., 2019. The rise of pastoralism in the ancient Near East. Journal of Archaeological Research, 27(3), pp.391-449.

Bogaard, A., Charles, M., Twiss, K.C., Fairbairn, A., Yalman, N., Filipovic, D., Demirergi, G.A., Ertug, F., Russell, N. and Henecke, J., 2009. Private pantries and celebrated surplus: storing and sharing food at Neolithic Çatalhöyük,Central Anatolia. Antiquity, 83(321), pp. 649-668.

Twiss, K.C. and Russell, N., 2009. Taking the bull by the horns: ideology, masculinity, and cattle horns at Çatalhöyük(Turkey). Paléorient, pp.19-32.

Russell, N., 2022. Cattle for the Ancestors at Neolithic Çatalhöyük,Turkey 11|. Cattle and People: Interdisciplinary Approaches to an Ancient Relationship, 4, p.225.

Wilkin, S., Ventresca Miller, A., Taylor, W.T., Miller, B.K., Hagan, R.W., Bleasdale, M., Scott, A., Gankhuyg, S., Ramsøe, A., Uliziibayar, S. and Trachsel, C., 2020. Dairy pastoralism sustained eastern Eurasian steppe populations for 5,000 years. Nature ecology & evolution, 4(3), pp.346-355.

Miller, A. R. V., Spengler, R., Haruda, A., Miller, B., Wilkin, S., Robinson, S., Roberts, P., & Boivin, N. (2020). Ecosystem engineering among ancient pastoralists in Northern Central Asia. Frontiers in Earth Science, 8.

Derbyshire, S. Embracing uncertainty: what Kenyan herders can teach us about living in a volatile world. The Conversation, March 2022.

Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In Oxford Research Encyclopedia of African History.

Hildebrand, E.A., Grillo, K.M., Sawchuk, E.A., Pfeiffer, S.K., Conyers, L.B., Goldstein, S.T., Hill, A.C., Janzen, A., Klehm, C.E., Helper, M. and Kiura, P., 2018. A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya. Proceedings of the National Academy of Sciences,
115(36), pp. 8942-8947.

Sawchuk, E.A., Pfeiffer, S., Klehm, C.E., Cameron, M.E., Hill, A.C., Janzen, A., Grillo, K.M. and Hildebrand, E.A., 2019. The bioarchaeology of mid-Holocene pastoralist cemeteries west of Lake Turkana, Kenya. Archaeological and Anthropological Sciences, 11(11), pp. 6221-6241.

Kaplan, S. https://www.washingtonpost.com/science/2018/08/21/this-ancient-burial-ground-tells-storyunity-time-climate-chaos/

Grillo, K.M., Prendergast, M.E., Contreras, D.A., Fitton, T., Gidna, A.O., Goldstein, S.T., Knisley, M.C., Langley, M.C. and Mabulla, A.Z., 2018. Pastoral Neolithic settlement at Luxmanda, Tanzania. Journal of Field Archaeology, 43(2), pp.102-120.

Prendergast, M.E., Grillo, K.M., Gidna, A.O. and Mabulla, A.Z., 2021. Grinding-stone features from the Pastoral Neolithic at Luxmanda, Tanzania. Antiquity, 95(380).

Introduction to Fischer, J.R., 2015. Cattle Colonialism: An environmental history of the conquest of California and Hawai'i. UNC Press Books.

Ficek, R.E., 2019. Cattle, capital, colonization: tracking creatures of the Anthropocene in and out of human projects. Current Anthropology, 60(S20), pp.S260-S271.

Scoones, I. Cows and cars should not be conflated in the climate change debate. The Conversation. https://theconversation.com/cows-and-cars-should-not-be-conflated-in-climate-change-debates-171024

Fountain, H. Belching Cows and Endless Feedlots: Fixing Cattle's Climate Issues https://www.nytimes.com/2020/10/21/climate/beef-cattle-methane.html

Mishan, L. What Does the End of Beef Mean for Our Sense of Self?

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

Response:
Week 1: Introduction to the Course
Readings:
- Manzano, P., Burgas, D., Cadahía, L., Eronen, J.T., Fernández-Llamazares, Á., Bencherif, S., Holand, Ø., Seitsonen, O., Byambaa, B., Fortelius, M. and Fernández-Giménez, M.E., 2021. Toward a holistic understanding of pastoralism. One Earth, 4(5), pp.651-665.
- Krätli, S., Huelsebusch, C., Brooks, S. and Kaufmann, B., 2013. Pastoralism: A critical asset for food security under global climate change. Animal frontiers, 3(1), pp.42-50.

Week 2: Pastoralism from an Anthropological Perspective
Film Clip: Strange Beliefs (1986)
Readings:
- Dyson-Hudson, Rada, and Neville Dyson-Hudson. "Nomadic pastoralism." Annual Review of Anthropology 9.1 (1980): 15-61.
- Honeychurch, William, and Cheryl A. Makarewicz. "The Archaeology of Pastoral Nomadism." Annual Review of Anthropology 45 (2016): 341-359.
- Evans-Pritchard, E.E. "Introductory" and "Interest in Cattle" from The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People, (1940) Clarendon Press.

Week 3: Understanding Domestication
Readings:
- Frantz, L.A., Bradley, D.G., Larson, G. and Orlando, L., 2020. Animal domestication in the era of ancient genomics. Nature Reviews Genetics, 21(8), pp.449-460.
- Zhang, K., Lenstra, J.A., Zhang, S., Liu, W. and Liu, J., 2020. Evolution and domestication of the Bovini species. Animal Genetics, 51(5), pp.637-657.
- Bulliet, Hunters, Herders, and Hamburgers: Ch. 4 Predomesticity, Ch. 5 Where the Tame Things Are, Ch. 6 Domestication and Usefulness, Ch. 7 From Mighty Hunter to Yajamama.

Week 4: Archaeology of Southwest and Central Asia
Readings:
- Arbuckle, B.S. and Hammer, E.L., 2019. The rise of pastoralism in the ancient Near East. Journal of Archaeological Research, 27(3), pp.391-449.
- Bogaard, A., Charles, M., Twiss, K.C., Fairbairn, A., Yalman, N., Filipovic, D., Demirergi, G.A., Ertug, F., Russell, N. and Henecke, J., 2009. Private pantries and celebrated surplus: storing and sharing food at Neolithic Çatalhöyük,Central Anatolia. Antiquity, 83(321), pp. 649-668.
- Twiss, K.C. and Russell, N., 2009. Taking the bull by the horns: ideology, masculinity, and cattle horns at Çatalhöyük(Turkey). Paléorient, pp.19-32.
- Russell, N., 2022. Cattle for the Ancestors at Neolithic Çatalhöyük,Turkey 11|. Cattle and People: Interdisciplinary Approaches to an Ancient Relationship, 4, p.225.
- Wilkin, S., Ventresca Miller, A., Taylor, W.T., Miller, B.K., Hagan, R.W., Bleasdale, M., Scott, A., Gankhuyg, S., Ramsøe, A., Uliziibayar, S. and Trachsel, C., 2020. Dairy pastoralism sustained eastern Eurasian steppe populations for 5,000 years. Nature ecology & evolution, 4(3), pp.346-355.
- Miller, A. R. V., Spengler, R., Haruda, A., Miller, B., Wilkin, S., Robinson, S., Roberts, P., & Boivin, N. (2020). Ecosystem engineering among ancient pastoralists in Northern Central Asia. Frontiers in Earth Science, 8.

Week 5: Case Sftudy: Turkana
Film: The Wedding Camels
Reading:
- Derbyshire, S. Embracing uncertainty: what Kenyan herders can teach us about living in a volatile world. The Conversation, March 2022.

Week 6: Pastoralist Ecology in Eastern Africa

Readings:
- McCabe, T. Cattle Bring Us to our Enemies
- Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In Oxford Research Encyclopedia of African History.

Week 7: Eastern African Archaeology
Readings:
- Hildebrand, E.A., Grillo, K.M., Sawchuk, E.A., Pfeiffer, S.K., Conyers, L.B., Goldstein, S.T., Hill, A.C., Janzen, A., Klehm, C.E., Helper, M. and Kiura, P., 2018. A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya. Proceedings of the National Academy of Sciences,
115(36), pp. 8942-8947.
- Sawchuk, E.A., Pfeiffer, S., Klehm, C.E., Cameron, M.E., Hill, A.C., Janzen, A., Grillo, K.M. and Hildebrand, E.A., 2019. The bioarchaeology of mid-Holocene pastoralist cemeteries west of Lake Turkana, Kenya. Archaeological and Anthropological Sciences, 11(11), pp. 6221-6241.
- Kaplan, S. https://www.washingtonpost.com/science/2018/08/21/this-ancient-burial-ground-tellsstory-unity-time-climate-chaos/
- Grillo, K.M., Prendergast, M.E., Contreras, D.A., Fitton, T., Gidna, A.O., Goldstein, S.T., Knisley, M.C., Langley, M.C. and Mabulla, A.Z., 2018. Pastoral Neolithic settlement at Luxmanda, Tanzania.
Journal of Field Archaeology, 43(2), pp.102-120.
- Prendergast, M.E., Grillo, K.M., Gidna, A.O. and Mabulla, A.Z., 2021. Grinding-stone features from the Pastoral Neolithic at Luxmanda, Tanzania. Antiquity, 95(380).

Week 8: Maasai Women and Men
Film: Maasai Women
Film: The Chairman and the Lions

Week 9: Case Study: The Amazon
Reading:
Hoelle, J., Rainforest Cowboys

Week 10: From a Cow's Perspective
Film: Cow
Research Workshop

Week 11: Case Study: India
Reading:
- Narayanan, Y. Mother Cow, Mother India

Week 12: Case Study: Florida
Field Trip: Beef Teaching Unit

Week 13: Cattle and Colonialism
- Introduction to Fischer, J.R., 2015. Cattle Colonialism: An environmental history of the conquest of California and Hawai'i. UNC Press Books.
- Ficek, R.E., 2019. Cattle, capital, colonization: tracking creatures of the Anthropocene in and out of human projects. Current Anthropology, 60(S20), pp.S260-S271.

Week 14: Conference Presentations

Week 15: Climate Change and the Future
Readings:
- Scoones, I. Cows and cars should not be conflated in the climate change debate. The Conversation. https://theconversation.com/cows-and-cars-should-not-be-conflated-in-climate-change-debates-171024
- Fountain, H. Belching Cows and Endless Feedlots: Fixing Cattle's Climate Issues https://www.nytimes.com/2020/10/21/climate/beef-cattle-methane.html
- Mishan, L. What Does the End of Beef Mean for Our Sense of Self? https://www.nytimes.com/2022/03/03/t-magazine/meat-beef-vegetarianism-veganism.html

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:
Book Review: 15%
Students will write an academic book review. The format will be comparable to a book review submitted to an archaeological/anthropological journal, and must be of publishable quality.

Conference Presentation and Paper: 55%
Students will be required to present a conference paper (Society for American Archaeology style), and turn in a polished manuscript based on the conference presentation. Grades for the conference presentation and paper will be broken down as follows:

10% abstract submitted in advance
10% presentation
35% final paper

The final paper will be 20 pages in length.

Discussion Leadership: 10%
Students will be required to lead discussion for five different reading assignments; graduate students will lead discussion of assigned books.

Class Participation: 20%
This class will be discussion-based, and thus participation by everyone is crucial. I will present background information and additional points of interest at the beginning of each class, but students should come prepared to spend most of the class period discussing the assigned readings. Active participation in the classroom will count for 20% of each student's final grade, scored on a four-point scale as follows: 1 point – Came to class late, did not participate, and/or was unprepared. 2 points – Came to class late, was somewhat prepared, and/or barely participated. 3 points – Came to class on time, was prepared, and participated in some classroom activities. 4 points – Came to class on time, was prepared, and actively engaged in most discussion/activities. We understand that we all have different levels of comfort regarding speaking in class. If you have any issues that prohibit you from participating in class, we encourage you to contact us so we can find ways to make participation work for you in this class. Any class missed will not affect your participation grade if you are within your allotted absences.

Attendance is mandatory, with exceptions allowed as per the UF attendance policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). I will allow one unexcused absence without penalty; each additional unexcused absence will result in your grade being lowered by one-half of a letter grade.

Grading Scale:
A   93% or above C   73-76.99%
A- 90-92.99%

C- 70-72.99%
B+ 87-89.99%

D+ 67-69.99%
B   83-86.99%

D   63-66.99%
B- 80-82.99%

D- 60-62.99%
C+ 77-79.99%   E   below 60%

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

Response:
Katherine Grillo

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

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

Response:
Yes

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

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

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

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

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

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

* *

Response:
Yes

CATTLE CULTURES (ANG6XXX)

Dr. Kate Grillo
Syllabus
University of Florida

Course Meeting Times/Places:
TBD

Email: kgrillo@ufl.edu
Turlington B121

Office Hours: TBD or alternate times by appointment
Office hours via Zoom are available by request.

Course Description

Explores the archaeology and anthropology of "cattle cultures." Focuses on the ecological, political, and cultural strategies that have made cattle pastoralism dynamic and sustainable throughout prehistory and into the current era. Case studies of cattle cultures will focus on eastern Africa, the Amazon, India, and Florida.

Student Learning Outcomes

1. Define, describe, and explain in detail the origins and development of cattle pastoralism in its various forms throughout the world.
2. Reflect on and write using anthropological theory to better understand cattle pastoralism in its ecological, economic, political, and social contexts.
3. Address the role of pastoralist societies in the modern world and assess their prospects for the future.

Required Text/Readings

McCabe, J.T., 2010. *Cattle Bring Us to our Enemies: Turkana Ecology, Politics, and Raiding in a Disequilibrium System*. University of Michigan Press.

Hoelle, J., 2015. *Rainforest Cowboys: The Rise of Ranching and Cattle Culture in Western Amazonia*. University of Texas Press.

Narayanan, Y. 2023. *Mother Cow, Mother India: A Multispecies Politics of Dairy in India.* Stanford University Press.

Additional readings will be posted on Canvas; see course schedule below for more details.

Course Requirements

Book Review: 15%
Students will write an academic book review. The format will be comparable to a book review submitted to an archaeological/anthropological journal, and must be of publishable quality.

Conference Presentation and Paper: 55%
Students will be required to present a conference paper (Society for American Archaeology style), and turn in a polished manuscript based on the conference presentation. Grades for the conference presentation and paper will be broken down as follows:

10% abstract submitted in advance
10% presentation
35% final paper

The final paper will be 20 pages in length.

Discussion Leadership: 10%
Students will be required to lead discussion for five different reading assignments; graduate students will lead discussion of assigned books.

Class Participation: 20%
This class will be discussion-based, and thus participation by everyone is crucial. I will present background information and additional points of interest at the beginning of each class, but students should come prepared to spend most of the class period discussing the assigned readings. Active participation in the classroom will count for 20% of each student's final grade, scored on a four-point scale as follows: 1 point – Came to class late, did not participate, and/or was unprepared. 2 points – Came to class late, was somewhat prepared, and/or barely participated. 3 points – Came to class on time, was prepared, and participated in some classroom activities. 4 points – Came to class on time, was prepared, and actively engaged in most discussion/activities. We understand that we all have different levels of comfort regarding speaking in class. If you have any issues that prohibit you from participating in class, we encourage you to contact us so we can find ways to make participation work for you in this class. Any class missed will not affect your participation grade if you are within your allotted absences.

Attendance Policy
Attendance is mandatory, with exceptions allowed as per the UF attendance policy (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). I will allow one unexcused absence without penalty; each additional unexcused absence will result in your grade being lowered by one-half of a letter grade.

Grades and Grading Policies
This course will use the following grading scale:

A	93% or above	C	73-76.99%
A-	90-92.99%	C-	70-72.99%
B+	87-89.99%	D+	67-69.99%
B	83-86.99%	D	63-66.99%
B-	80-82.99%	D-	60-62.99%
C+	77-79.99%	E	below 60%

See also https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Cell Phone and Laptop Policy
All cell phones should be silenced and out of sight during class, and laptops are only permitted for note-taking. Any other use of these technologies during class time (texting, emailing, social media-ing, etc.) is distracting and unprofessional. Please don't do this; I retain the right to penalize repeat offenders.

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

Course Evaluation
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a

[professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/.](#) Summaries of course evaluation results are available to students [here](#).

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

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

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

Campus Resources

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

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

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

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

Academic Resources
E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. https://lss.at.ufl.edu/help.shtml.

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 Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line Students Complaints: http://www.distance.ufl.edu/student-complaintprocess

Course Schedule: Please note that the schedule and readings are subject to change.

Week 1: Introduction to the Course

Readings:

- Manzano, P., Burgas, D., Cadahía, L., Eronen, J.T., Fernández-Llamazares, Á., Bencherif, S., Holand, Ø., Seitsonen, O., Byambaa, B., Fortelius, M. and Fernández-Giménez, M.E., 2021. Toward a holistic understanding of pastoralism. One Earth, 4(5), pp.651-665.

- Krätli, S., Huelsebusch, C., Brooks, S. and Kaufmann, B., 2013. Pastoralism: A critical asset for food security under global climate change. Animal frontiers, 3(1), pp.42-50.

Week 2: Pastoralism from an Anthropological Perspective

Film Clip: Strange Beliefs (1986)

Readings:

- Dyson-Hudson, Rada, and Neville Dyson-Hudson. "Nomadic pastoralism." Annual Review of Anthropology 9.1 (1980): 15-61.

- Honeychurch, William, and Cheryl A. Makarewicz. "The Archaeology of Pastoral Nomadism." Annual Review of Anthropology 45 (2016): 341-359.

- Evans-Pritchard, E.E. "Introductory" and "Interest in Cattle" from The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People, (1940) Clarendon Press.

Week 3: Understanding Domestication

Readings:

- Frantz, L.A., Bradley, D.G., Larson, G. and Orlando, L., 2020. Animal domestication in the era of ancient genomics. Nature Reviews Genetics, 21(8), pp.449-460.

- Zhang, K., Lenstra, J.A., Zhang, S., Liu, W. and Liu, J., 2020. Evolution and domestication of the Bovini species. Animal Genetics, 51(5), pp.637-657.

- Bulliet, Hunters, Herders, and Hamburgers: Ch. 4 Predomesticity, Ch. 5 Where the Tame Things Are, Ch. 6 Domestication and Usefulness, Ch. 7 From Mighty Hunter to Yajamama.

Week 4: Archaeology of Southwest and Central Asia

Readings:

- Arbuckle, B.S. and Hammer, E.L., 2019. The rise of pastoralism in the ancient Near East. Journal of Archaeological Research, 27(3), pp.391-449.

- Bogaard, A., Charles, M., Twiss, K.C., Fairbairn, A., Yalman, N., Filipovic, D., Demirergi, G.A., Ertug, F., Russell, N. and Henecke, J., 2009. Private pantries and celebrated surplus: storing and sharing food at Neolithic Çatalhöyu¨k,Central Anatolia. Antiquity, 83(321), pp. 649-668.

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- Miller, A. R. V., Spengler, R., Haruda, A., Miller, B., Wilkin, S., Robinson, S., Roberts, P., & Boivin, N. (2020). Ecosystem engineering among ancient pastoralists in Northern Central Asia. Frontiers in Earth Science, 8.

Week 5: Case Study: Turkana

Film: The Wedding Camels

Reading:

- Derbyshire, S. Embracing uncertainty: what Kenyan herders can teach us about living in a volatile world. The Conversation, March 2022.

Week 6: Pastoralist Ecology in Eastern Africa

Readings:

- McCabe, T. *Cattle Bring Us to our Enemies*

- Robertshaw, P., 2021. Archaeology of early pastoralism in East Africa. In Oxford Research Encyclopedia of African History.

Week 7: Eastern African Archaeology

Readings:

- Hildebrand, E.A., Grillo, K.M., Sawchuk, E.A., Pfeiffer, S.K., Conyers, L.B., Goldstein, S.T., Hill, A.C., Janzen, A., Klehm, C.E., Helper, M. and Kiura, P., 2018. A monumental cemetery built by eastern Africa's first herders near Lake Turkana, Kenya. Proceedings of the National Academy of Sciences, 115(36), pp. 8942-8947.

- Sawchuk, E.A., Pfeiffer, S., Klehm, C.E., Cameron, M.E., Hill, A.C., Janzen, A., Grillo, K.M. and Hildebrand, E.A., 2019. The bioarchaeology of mid-Holocene pastoralist cemeteries west of Lake Turkana, Kenya. Archaeological and Anthropological Sciences, 11(11), pp. 6221-6241.

- Kaplan, S. https://www.washingtonpost.com/science/2018/08/21/this-ancient-burial-groundtellsstory-unity-time-climate-chaos/

- Grillo, K.M., Prendergast, M.E., Contreras, D.A., Fitton, T., Gidna, A.O., Goldstein, S.T., Knisley, M.C., Langley, M.C. and Mabulla, A.Z., 2018. Pastoral Neolithic settlement at Luxmanda, Tanzania. Journal of Field Archaeology, 43(2), pp.102-120.

- Prendergast, M.E., Grillo, K.M., Gidna, A.O. and Mabulla, A.Z., 2021. Grinding-stone features from the Pastoral Neolithic at Luxmanda, Tanzania. Antiquity, 95(380).

Week 8: Maasai Women and Men

Film: Maasai Women

Film: The Chairman and the Lions

Week 9: Case Study: The Amazon

Reading:

Hoelle, J., *Rainforest Cowboys*

Week 10: From a Cow's Perspective

Film: Cow

Research Workshop

Week 11: Case Study: India

Reading:

- Narayanan, Y. *Mother Cow, Mother India*

Week 12: Case Study: Florida

Field Trip: Beef Teaching Unit

Week 13: Cattle and Colonialism

- Introduction to Fischer, J.R., 2015. Cattle Colonialism: An environmental history of the conquest of California and Hawai'i. UNC Press Books.

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Week 14: Conference Presentations

Week 15: Climate Change and the Future

Readings:

- Scoones, I. Cows and cars should not be conflated in the climate change debate. The Conversation. https://theconversation.com/cows-and-cars-should-not-be-conflated-in-climatechange-debates-171024

- Fountain, H. Belching Cows and Endless Feedlots: Fixing Cattle's Climate Issues
https://www.nytimes.com/2020/10/21/climate/beef-cattle-methane.html

- Mishan, L. What Does the End of Beef Mean for Our Sense of Self?
https://www.nytimes.com/2022/03/03/t-magazine/meat-beef-vegetarianism-veganism.html

Course|New for request 19658

Info

Request: ANS 6XXX Dairy Farm Evaluation
Description of request: This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

Submitter: Izabella Toledo izatol@ufl.edu
Created: 3/4/2024 2:37:23 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:
   ANS

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:
   932

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:
   L

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:
> Joint (Ugrad/Grad)

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

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

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

> Response:
> Dairy Farm Evaluation

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:
> Dairy Farm Evaluation

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

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> On-Campus

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

> Response:

Yes

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

• Differentiation of Co-Listed Courses - Example

* *
* For more information please see the* <u>Co-Listed Graduate Undergraduate Courses Policy.</u>

Response:
This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled "Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

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:
2

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
4

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

Response:
The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

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

Response:
None

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
ANS 3006 Introduction to Animal Science.

Completing Prerequisites:

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

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

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

Response:
The course is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

This is a joint course being offered to both undergraduate and graduate students.
We are requesting a permanent number for the undergraduate course.
The ANS 6932 Dairy Farm Evaluation Course has been offered for several semester as a special topic and now we are requesting a permanent course number. The graduate course has an additional learning outcome and >20% differentiation compared to the undergraduate ANS 4932 course.
We have uploaded a document titled Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses".

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

Response:
Upon completion of this course, students will be able to
• Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.
•
• Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.

• Retrieve, analyze and interpret data from the Dairy Comp software.

• Propose ways to improve dairy management systems.

Graduate Students:

Upon completion of this course, students will be able to
• Develop a hands-on understanding of the fundamentals of evaluating dairy farm performance.

• Discuss important concepts in dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.

• Retrieve data from the Dairy Comp software.

• Propose ways to improve dairy management systems.

• Read, interpret and discuss peer reviewed scientific articles related to dairy farm management.

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

Response:
There is no assigned textbook for this class. The following reading materials are required for Graduate students' consultation:
• Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
• Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
• Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
• Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
• Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
• Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

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:

Monday 6th period (12:50 – 1:40 PM) - Classroom 201
Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

Lectures Schedule

Week 1
• Introduction to dairy farm evaluation: Overall view of dairy farm operations
• Introduction to evaluation of farm financials/Partial budget
• Partial budget hands on practice
• Project Assignment

Week 2
• Introduction to DairyComp: Key performance indicators
• DairyComp hands on practice

Week 3
• Cow facilities
• Visit to the Dairy Unit: Cow facilities observation and evaluation.
• Case study 1 assignment

Week 4
• Case study 1 presentation
• Reproduction protocols and key performance indicators*
• Evaluating reproduction on DairyComp: genetics and beef on dairy

Week 5
• Nutrition
• Visit to the Dairy Unit: Nutrition lab
• Case study 2 assignment
Week 6
• Case study 2 presentation
• Visit to the Dairy Unit: BCS and lameness evaluation

Week 7
• No Class/ ANS Symposium

Week 8
- Calf and heifer management
- Visit to the Dairy Unit: Calf unit
- Case study 3 assignment

Week 9
- Case study 3 presentation
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10
- Visit to a commercial dairy farm.

Week 11
- Graduate students project presentations

Week 12
- No Class- HOLIDAY

Week 13
- Graduate students' presentations

Week 14
- No class- HOLIDAY

Week 15
- Project Presentations
*Guest Lecturer
Schedule subject to change.

Important dates
- August 25 - First day of class
- September 15 – Case study 1 presentation
- September 29 – Case study 2 presentation
- October 27 – Case study 3 presentation
- November 3- Commercial dairy farm visit and evaluation
- November 17- Graduate student presentation
- December 1- Project presentations

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:
Graduate Students:
- 45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- 25% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- 30%- Graduate Project: Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale

A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

Undergraduate Students:
•   45% - Case Studies: Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
•   55% - Final Presentation: Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
Grading Scale
A= 90.0-100% B= 80.0-89.9% C= 70.0-79.9% D= 60.0-69.9% F= < 59.9%

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

Response:
Izabella M. Michelon Toledo

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

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

Response:
Yes

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

• Students with disabilities 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

Course Syllabus

ANS 6XXX- Dairy Farm Evaluation

Monday 6th period (12:50 – 1:40 PM) - Classroom 201
Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

2 Credits

Instructor

Dr. Izabella Toledo.
Office : room 204F, Dairy Science Building.
Email: through e-Learning.only
Student hours : Monday (11 :50AM - 12 :50PM)

The instructor decides in all cases not covered in this
syllabus. Guest instructors may present some of the
material.

Course Description

Dairy Farm Evaluation is designed to enable students to
learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm
financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout
the course, the students should be able to analyze, present and discuss case studies, and by the end of the
course, students should be able to present a summary of a dairy farm's weaknesses and be able to present
opportunities for improvement with a budget.

Course Learning Objectives

Upon completion of this course, students will be able to:
- Summarize and describe the fundamentals of evaluating dairy farm performance.

- Critique important concepts of dairy cattle management, including facilities, nutrition, lactation,
  genetics, and economics.

- Retrieve, analyze and interpret data from the Dairy Comp software.

- Propose budgets and management changes to improve dairy systems.

Risks

To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students
may get dirty and should bring rubber boots. Plastic boots will not be provided except for farm visits.
We will transport students from the Animal Sciences Building to the Dairy Unit and to farm visits.
Students are allowed to drive their own vehicles to the Dairy Unit but not to farm visits. Risk Associated
with the Use of Livestock. Working with livestock is inherently risky. Many of these animals are capable
of injuring people, especially when they are in the flight or fight mode inspired by a stressful situation.

The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed one unexcused class absence. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time without permission. These policies are in place to make learning as successful and pleasant as possible for everyone. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website primarily to post materials and announcements. Canvas should be used for all electronic communication between students and instructors.

Required Reading Materials

No textbook is assigned for this course. The following UF/EDIS articles are required.

De Vries, A, H. Dechassa, & H. Hogeveen. 2018. *Economic evaluation of dairy cow stocking density.* EDIS Publication #AN346. https://edis.ifas.ufl.edu/publication/AN346

Ferreira, F., G. Dahl, & A. De Vries. 2018. *Economic feasibility of cooling dry cows: Findings and spreadsheet.* Univ. Fl. EDIS Publication #AN342. https://edis.ifas.ufl.edu/publication/AN342

<div align="center">

Lectures Schedule

</div>

Week 1
- Introduction to dairy farm evaluation: Overall view of dairy farm operations
- Introduction to evaluation of farm financials/Partial budget*
- Partial budget hands-on practice
- **Project Assignment**

Week 2
- Introduction to DairyComp: Key performance indicators*
- DairyComp hands-on practice

Week 3
- Cow facilities
- Visit to the Dairy Unit: Cow facilities observation and evaluation.
- **Case study 1 assignment**

Week 4

- **Case study 1 presentation**
- Reproduction protocols and key performance indicators*
- Evaluating reproduction on DairyComp: genetics and the use of beef semen to breed dairy cows.

Week 5
- Nutrition
- Visit to the Dairy Unit: Nutrition lab.
- **Case study 2 assignment**

Week 6
- **Case study 2 presentation**
- Visit to the Dairy Unit: BCS and lameness evaluation.

Week 7
No Class / ANS Symposium

Week 8
- Calf and heifer management
- Visit to the Dairy Unit: Calf unit.
- **Case study 3 assignment**

Week 9
- **Case study 3 presentation**
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10
- Visit to a commercial dairy farm.

Week 11
- Graduate student project presentations

Week 12
- **No Class on Monday- Veteran's Day**
- Wednesday- Graduate student presentations

Week 13
- Graduate student presentations

Week 14
No class -Thanksgiving

Week 15
- Student project presentations

*Guest Lecturer
**Schedule subject to change.

Important dates
- August 26   First day of class

- September 16   Case study 1 presentation
- September 29   Case study 2 presentation
- October 28   Case study 3 presentation
- November 6   Commercial dairy farm visit and evaluation
- November 13   Graduate student presentation
- November 18   Graduate student presentation
- December 1   Project presentations

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **30%- Graduate Project:** Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Grading Scale

A= 90.0-100%   **B**= 80.0-89.9%   **C**= 70.0-79.9%   **D**= 60.0-69.9%   **E** < 59.9%

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulation/info/grades.aspx
*Guidelines on scoring will be shared with students.

Attendance and Make-Up Work

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

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit

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

Software Use

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

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
> 0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

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

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

• *Career Connections Center*, First Floor JWRU, 392-1601, https://career.ufl.edu/.

• Student Success Initiative, http://studentsuccess.ufl.edu.

Student Complaints:

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

Additional information

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

Differences in assignments between the Graduate (ANS 6XXX) Dairy Farm Evaluation and Undergraduate (ANS 4XXX) Dairy Farm Evaluation Syllabuses

Graduate Syllabus

Required reading material and textbooks:

There is no assigned textbook for this class. The following reading materials are required for the students' consultation:

- Large Dairy Herd Management. C.J. Wilcox and H.H. Van Horn
- Cow Signals: A practical guide for dairy farm management. RoodBond Publishers
- Dairy Production Medicine. Carlos Risco and Pedro Melendez Retamal. Wiley 2011.
- Economic value of pregnancy in dairy cattle. A. De Bries. 2006. Doi https://doi.org/10.3168/jds.S0022-0302(06)72430-4
- Economic evaluation of dairy cow stocking density. A. De Vries, H. Dechassa and H. Hogeveen. 2018. https://edis.ifas.ufl.edu/publication/AN346
- Economic feasibility of cooling dry cows: Findings and spreadsheet. F. Ferreira, G. Dahl and A. De Vries. 2018. https://edis.ifas.ufl.edu/publication/AN342

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **25% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.
- **30%- Graduate Project:** Topics to be arranged. Student will be asked to develop a paper/project using information gathered during the course with scientific emphasis. This is an individual project that will be presented at the end of the semester.

Undergraduate Syllabus

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the 4 units throughout the semester. Students will work together with their team (2 to 3 students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **55% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

ANS 4XXX- Dairy Farm Evaluation

Monday 6th period (12:50 – 1:40 PM) - Classroom 201
Wednesday 5-7th period (11:45- 02:45PM)- Dairy Unit or TBA

2 Credits

Instructor

Dr. Izabella Toledo.
Office : room 204F, Dairy Science Building.
Email: through e-Learning.only
Student hours : Monday (11:50AM - 12:50PM)

The instructor decides in all cases not covered in this syllabus. Guest instructors may present some of the material.

Course Description

Dairy Farm Evaluation is designed to enable students to learn the basics about dairy farm evaluation. We will evaluate all aspects of a dairy farm including farm financials, management, health, reproduction, nutrition and feeding, facilities, and milking. Throughout the course, the students should be able to analyze, present and discuss case studies, and by the end of the course, students should be able to present a summary of a dairy farm's weaknesses and be able to present opportunities for improvement with a budget.

Prerequisite

ANS 3006 Introduction to Animal Science.

Course Learning Objectives

Upon completion of this course, students will be able to:
- Summarize and describe the fundamentals of evaluating dairy farm performance.

- Critique important concepts of dairy cattle management, including facilities, nutrition, lactation, genetics, and economics.

- Retrieve, analyze and interpret data from the Dairy Comp software.

- Propose budgets and management changes to improve dairy systems.

Risks

To effectively evaluate the farms, we will walk behind the cows and heifers in their manure. Students may get dirty and should bring rubber boots. Plastic boots will not be provided except for farm visits.

We will transport students from the Animal Sciences Building to the Dairy Unit and to farm visits. Students are allowed to drive their own vehicles to the Dairy Unit but not to farm visits. Risk Associated with the Use of Livestock. Working with livestock is inherently risky. Many of these animals are capable of injuring people, especially when they are in the flight or fight mode inspired by a stressful situation. The instructors will work to provide students with the ability to manage livestock with minimal stress, thus lowering the risk of injury to people and animals.

Class Attendance

This is a hands-on class, and your physical participation is important for learning. Requirements for class attendance and make-up work, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. Class attendance from start to finish each week is required. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Every student is allowed one unexcused class absence. If a student misses (part of) a class, either excused or unexcused, it is the responsibility of the student to catch up on the material covered. Talk with your classmates or find the handouts on the course website. Use of cell phones is not allowed during class time without permission. These policies are in place to make learning as successful and pleasant as possible for everyone. Exceptions to these rules are unlikely granted and should not be expected.

Course Website and Communication

The course website is through http://elearning.ufl.edu. We will use the website primarily to post materials and announcements. Canvas should be used for all electronic communication between students and instructors.

Text and Material Covered

No textbook is assigned for this course. Students may be given assigned readings posted on the website and assignments should be turned in on the Canvas website.

Lectures Schedule

Week 1
- Introduction to dairy farm evaluation: Overall view of dairy farm operations
- Introduction to evaluation of farm financials/Partial budget*
- Partial budget hands-on practice
- **Project Assignment**

Week 2
- Introduction to DairyComp: Key performance indicators*
- DairyComp hands-on practice

Week 3
- Cow facilities
- Visit to the Dairy Unit: Cow facilities observation and evaluation.
- **Case study 1 assignment**

Week 4

- **Case study 1 presentation**
- Reproduction protocols and key performance indicators*
- Evaluating reproduction on DairyComp: genetics and the use of beef semen to breed dairy cows.

Week 5
- Nutrition
- Visit to the Dairy Unit: Nutrition lab.
- **Case study 2 assignment**

Week 6
- **Case study 2 presentation**
- Visit to the Dairy Unit: BCS and lameness evaluation.

Week 7
   No Class / ANS Symposium

Week 8
- Calf and heifer management
- Visit to the Dairy Unit: Calf unit.
- **Case study 3 assignment**

Week 9
- **Case study 3 presentation**
- Milk production, milking parlor, milking equipment, milking procedures, SCC and mastitis
- Evaluating milk production, parlor performance, SCC and mastitis on DairyComp

Week 10
- Visit to a commercial dairy farm.

Week 11
- Graduate student presentations

Week 12
- **No Class on Monday- Veteran's Day**
- Wednesday- Graduate student presentations

Week 13
- Graduate student presentations

Week 14
   No class -Thanksgiving

Week 15
- Student project presentations

*Guest Lecturer
**Schedule subject to change.

Important dates
- August 25   First day of class

- September 15   Case study 1 presentation
- September 29   Case study 2 presentation
- October 27   Case study 3 presentation
- November 3   Commercial dairy farm visit and evaluation
- December 1   Project presentations

Grading

- **45% - Case Studies:** Students will be teamed up to create a case study report based on the four units throughout the semester. Students will work together with their team (two to three students) to evaluate a dairy farm on that specific unit and include pictures of farm, evidence from the data, and a partial budget to help backup the opportunities discovered for that specific unit.
- **55% - Final Presentation:** Students will be asked to present a final farm evaluation using information gathered from case studies. This is a group project that is built over what is taught and observed over the entire semester.

Grading Scale

A= 90.0-100%   **B**= 80.0-89.9%   **C**= 70.0-79.9%   **D**= 60.0-69.9%   **E** < 59.9%

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulation/info/grades.aspx
*Guidelines on scoring will be shared with students.

Attendance and Make-Up Work

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

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at: https://gatorevals.aa.ufl.edu/public-results/.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic

misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code.

Software Use

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

Services for Students with Disabilities

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

0001 Reid Hall, 352-392-8565, https://disability.ufl.edu/

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

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

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

• *Career Connections Center*, First Floor JWRU, 392-1601, https://career.ufl.edu/.

• Student Success Initiative, http://studentsuccess.ufl.edu.

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

Additional information

Instructors may choose to clarify in their syllabus their teaching philosophy, expectations for classroom behavior, utilization of e-learning, and other information that will help students succeed in the course.

Course|New for request 19816

Info

Request: ARC 6XXX Clocks and Clouds
Description of request: Application for the seminar: Clocks and Clouds, to be part of the AI and Architecture Graduate Certificate.
Submitter: Karla Saldana Ochoa ksaldanaochoa@ufl.edu
Created: 4/8/2024 10:22:56 AM
Form version: 7

Responses

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

Response:
ARC

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

Response:
6

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

Response:
XXX

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

Response:
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:
Clouds and Clocks

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:
AI & Ethics in Architecture

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, 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:
Spring

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

Response:
2024

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Seminar

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Students will examine the limitations and opportunities of Bias and Fairness in the practice of architecture using AI. This course fulfills university requirements to be categorized as "AI Ethics". Students will construct theoretical and philosophical questions related to AI and data-driven algorithms in design and will examine bibliographic works to support their responses. Finally, students will create course syllabi for a design studio, with AI as infrastructure in the curriculum.

Prerequisites

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

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

Response:
N/A

Completing Prerequisites:

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

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

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

Response:
Artificial Intelligence can be considered as both the outcome and the reason for a paradigm shift. Amongst the changes introduced by AI, there is undoubtedly a novel relationship with technology: for a long time, technical tools have been considered "neutral" vis-à-vis their users—to the extent that precisely the technical nature of modern science long stood as a warranty of its objective character—and yet, after AI, it seems almost impossible to discuss technology without mentioning what kind of bias it might convey. Such an issue clashes with the claim of fairness typical of cybernetic systems or of any process in which the so-called "human element" does not play any decisional role. Furthermore, AI seems to expose society to the danger of enhancement and totalisation of such biases whenever it becomes a device of control—through the encoding, within AI, of a determinate alignment. And yet, at the same time, AI seems to be extremely useful, a "tool" able to perform tasks at another scale, incommensurable to one of "traditional" computational tools. Compared to the latter, AI is faster and more powerful. This course will discuss subjects such as ethics, fairness, and control using AI in the Architectural curriculum. The first six meetings will help the students make acquaintance with the notion of architectonic disposition by presenting them with different examples in a double articulation manner. The other half of the course will instead be dedicated to elaborating such dispositions on the side of the students as plastically and objectively shaped as architectural intents for a curriculum brief for the first years of architectural education with particular attention on how they might resonate with the content and the work produced in the other courses of this curriculum. The final week will conclude the course with a presentation from each group/student and a round table on the outcomes of the course.

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. Understanding:
Explain the analogies of clocks and clouds and how they relate to the topics of bias and fairness in architecture with AI.
Interpret the ethical implications of bias and fairness in the context of AI-driven architectural design.
2. Applying:
Utilize the analogies of clocks and clouds to analyze real-world architectural scenarios and identify instances of bias and fairness concerns.
Construct theoretical and philosophical questions related to AI and data-driven algorithms in architectural design.
3. Analyzing:
Evaluate the limitations and opportunities presented by bias and fairness in architecture using AI through the analogies of clocks and clouds.
Analyze bibliographic works to identify trends and perspectives on AI ethics in architectural practice.
4. Evaluating:
Assess the ethical implications of bias and fairness considerations in architectural design with AI.
5. Creating:
Synthesize theoretical frameworks with practical applications to propose a design studio syllabus for the first year in architecture to address bias and fairness in architectural design with AI.

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:
•   Chung, Inaba, J., Koolhaas, R., Leong, S. T., & Cha, T. (2001). 'Air-Conditioning' in Harvard Design School guide to shopping. Taschen: pp. 93-125.
•   Korzybski, A. (1931). A non-Aristotelian system and its necessity for rigor in mathematics and physics.
•   Popper, Karl. Three worlds. Ann Arbor: University of Michigan, 1979.
•   Louis Marin, 'The City in Its Map and Portrait', in Werner Hamacher and David E. Welbery (eds) On Representation: Louis Marin, trans. Catherine Porter (Stanford: Stanford University Press, 2001): pp. 202-218.
•   Aureli, Pier Vittorio, and Maria Shéhérazade Giudici. "Islands." Log 47 (2019): 175-199.
•   Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by leveraging human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
•   Sarkis, H., Kozlowski, G., & Barrio, R. S. (2019). The world as an architectural project. MIT.
•   Christian, Brian. The alignment problem: Machine learning and human values. WW Norton & Company, 2020.
•   Daniel, Kahneman. "Thinking, fast and slow." (2017).
•   Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
•   Hole, Kjell Jørgen, and Subutai Ahmad. "A thousand brains: toward biologically constrained ai." SN Applied Sciences 3.8 (2021): 1-14.
•   Brillouin, Léon. Science and Information Theory. Second edition. Mineola, New York: Dover Publications, Inc, 2013.
•   Bühlmann, Vera. Mathematics and Information in the Philosophy of Michel Serres. London: Bloomsbury Publishing Plc, 2020.
•   Buhrmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.
•   Clément, Gilles. Gardens, Landscape and Nature's Genius. Translated by Elzélina Van Melle. IKAROS Lanscape Series. Aarhus: IKAROS Press, 2020.
•   Hovestadt, Ludger. On Digital Architecture in Ten Books: A Tractatus. Vol. 1, Books 1-3. Applied Virutality Book Series. Boston: De Gryuter, 2022.
•   Hovestadt, Ludger.. On Digital Architecture in Ten Books: A Tractatus. Vol. 2, Books 4-6. 1st ed. Boston: De Gryuter, 2022.
•   Hovestadt et al. (eds.), Atlas of Digital Architecture. Birkhäuser, 2022.
•   Huy, Yuk. "ChatGPT, or the Eschatology of Machines" in E-Flux #137, 2023.
•   Popper, Karl R. 'Of Clouds and Clocks. An Approach to the Problem of Rationality and the

Freedom of Man.' In Objective Knowledge: An Evolutionary Approach, Rev. ed., 206–55. Oxford [Eng.] : New York: Clarendon Press ; Oxford University Press, 1979.
• Villa, Riccardo M. 'Gardening, Imaginal, Tokos'. In Architecture and Naturing Affairs, edited by Ludger Hovestadt and Mihye An, 61–63, 145–48. Applied Virtuality 15. Birkhäuser, 2020.
• Villa, Riccardo M.. 'Upon Entropy Architecture and Image in the Age of Information'. Application/pdf. TU Wien, 2022. https://doi.org/10.34726/HSS.2022.60031.

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

Response:
Week 1 - Introduction: Artificial Intelligence and Architectonic Disposition
Week 2 - Double Articulation
Week 3 - Entropy and Negentropy
Week 4 - Map and Model
Week 5 - Garden and Landscape
Week 6 - Tools and Instruments. Data and Information
Week 7 - Guest Lecture
Week 8 - Testing of the Architectural Intent
Week 9 - Testing of the Architectural Intent
Week 10 - Testing of the Architectural Intent
Week 11 - Final Projects and Round Table
Week 12 - Revision and Final Submission

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

Response:
A   93 - 100
A- 90 – 92.9
B+ 87 - 89.9
B   84 – 86.9
B- 80 – 83.9
C+ 77 - 79.9
C   74 – 76.9
C- 70 - 73.9
D+ 67 - 69.9
D   64 - 66.9
D- 61 - 63.9
E   0. - 60.9

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

Response:
Karla Saldana Ochoa

Attendance & Make-up

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

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

Response:
Yes

Accomodations

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

• Students with disabilities 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.

Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

Response:
Yes

<div align="center">

Clocks and Clouds
ARC 6XXX:
Class Periods: TBD
Location: TBD
Academic Term: Spring 2025

</div>

Instructor:
Karla Saldana Ochoa
ksaldanaochoa@ufl.edu
+1 352 294 1453
Office Hours: TBD

Course Description

Students will **examine** the limitations and opportunities of Bias and Fairness in the practice of architecture using AI. This course fulfills university requirements to be categorized as **"AI Ethics".** Students will **construct** theoretical and philosophical questions related to AI and data-driven algorithms in design and will examine bibliographic works to support their responses. Finally, students will **create** course syllabi for a design studio, with AI as infrastructure in the curriculum.

Course Pre-Requisites / Co-Requisites
Applicants must have obtained a bachelor's degree or better and a minimum upper-division GPA of 3.0 from a regionally accredited institution.

Course Objectives

1. Understanding:
   - Explain the analogies of clocks and clouds and how they relate to the topics of bias and fairness in architecture with AI.
   - Interpret the ethical implications of bias and fairness in the context of AI-driven architectural design.
2. Applying:
   - Utilize the analogies of clocks and clouds to analyze real-world architectural scenarios and identify instances of bias and fairness concerns.
   - Construct theoretical and philosophical questions related to AI and data-driven algorithms in architectural design.
3. Analyzing:
   - Evaluate the limitations and opportunities presented by bias and fairness in architecture using AI through the analogies of clocks and clouds.
   - Analyze bibliographic works to identify trends and perspectives on AI ethics in architectural practice.
4. Evaluating:
   - Assess the ethical implications of bias and fairness considerations in architectural design with AI.
5. Creating:
   - Synthesize theoretical frameworks with practical applications to propose a design studio syllabus for the first year in architecture to address bias and fairness in architectural design with AI.

Materials and Supply Fees
None

Required Textbooks and Software

- Chung, Inaba, J., Koolhaas, R., Leong, S. T., & Cha, T. (2001). 'Air-Conditioning' in Harvard Design School guide to shopping. Taschen: pp. 93-125.
- Korzybski, A. (1931). A non-Aristotelian system and its necessity for rigor in mathematics and physics.
- Popper, Karl. Three worlds. Ann Arbor: University of Michigan, 1979.
- Louis Marin, 'The City in Its Map and Portrait', in Werner Hamacher and David E. Welbery (eds) On Representation: Louis Marin, trans. Catherine Porter (Stanford: Stanford University Press, 2001): pp. 202-218.
- Aureli, Pier Vittorio, and Maria Shéhérazade Giudici. "Islands." Log 47 (2019): 175-199.
- Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by leveraging human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
- Sarkis, H., Kozlowski, G., & Barrio, R. S. (2019). The world as an architectural project. MIT.
- Christian, Brian. The alignment problem: Machine learning and human values. WW Norton & Company, 2020.
- Daniel, Kahneman. "Thinking, fast and slow." (2017).
- Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
- Hole, Kjell Jørgen, and Subutai Ahmad. "A thousand brains: toward biologically constrained ai." SN Applied Sciences 3.8 (2021): 1-14.
- Brillouin, Léon. Science and Information Theory. Second edition. Mineola, New York: Dover Publications, Inc, 2013.
- Bühlmann, Vera. Mathematics and Information in the Philosophy of Michel Serres. London: Bloomsbury Publishing Plc, 2020.
- Buhrmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.
- Clément, Gilles. Gardens, Landscape and Nature's Genius. Translated by Elzélina Van Melle. IKAROS Lanscape Series. Aarhus: IKAROS Press, 2020.
- Hovestadt, Ludger. On Digital Architecture in Ten Books: A Tractatus. Vol. 1, Books 1-3. Applied Virutality Book Series. Boston: De Gryuter, 2022.
- Hovestadt, Ludger.. On Digital Architecture in Ten Books: A Tractatus. Vol. 2, Books 4-6. 1st ed. Boston: De Gryuter, 2022.
- Hovestadt et al. (eds.), Atlas of Digital Architecture. Birkhäuser, 2022.
- Huy, Yuk. "ChatGPT, or the Eschatology of Machines" in E-Flux #137, 2023.
- Popper, Karl R. 'Of Clouds and Clocks. An Approach to the Problem of Rationality and the Freedom of Man.' In Objective Knowledge: An Evolutionary Approach, Rev. ed., 206–55. Oxford [Eng.] : New York: Clarendon Press ; Oxford University Press, 1979.
- Villa, Riccardo M. 'Gardening, Imaginal, Tokos'. In Architecture and Naturing Affairs, edited by Ludger Hovestadt and Mihye An, 61–63, 145–48. Applied Virtuality 15. Birkhäuser, 2020.
- Villa, Riccardo M.. 'Upon Entropy Architecture and Image in the Age of Information'. Application/pdf. TU Wien, 2022. https://doi.org/10.34726/HSS.2022.60031.

Course Schedule

Week 1 -   Introduction: Artificial Intelligence and Architectonic Disposition. Machines as tools, and how to use them as instruments.

Week 2-   Double Articulation. Deleuze and Guattari first introduced double articulation in their text: "Geology of Morals" Plateau of A Thousand Plateaus

Week 3 -   Entropy and Negentropy. Quantum mechanics and why it is relevant to think about our world in these terms.

Week 4 -   Map and Model. The difference in scale and level of abstraction among the three: territory, map, and model, and how to use each to work with AI and data.

Week 5 -   Garden and Landscape. Architectonic disposition about models such as the image, garden, and informational code.

Week 6 -   Tools and Instruments. Data and Information. Difference between tools and instruments and some examples of algorithms for each: search engines, generative algorithms, and supervised and supervised learning.

Week 7 -   Guest Lecture

Week 8 -   Testing of the Architectural Intent.

Week 9 -   Testing of the Architectural Intent.

Week 10 -   Testing of the Architectural Intent.

Week 11 -   Final Projects and Round Table.

Week 12 -   Revision and Final Submission

Attendance Policy, Class Expectations, and Make-Up Policy
State whether attendance is required and if so, how will it be monitored?   What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc.   What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate   documentation.   Additional   information   can   be   found   here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework Sets (10)	100 each	15%
Quizzes (4)	100 each	15%

Midterm Exam	100	30%	
Final Exam	100	30%	
Review Paper	100	10%	
		100%	

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

More information on UF grading policy may be found at:

Students Requiring Accommodations

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

Course Evaluation

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

Distance Learning Privacy Policy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording

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

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

University Honesty Policy

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)

   - design, planning, and management projects or portions of projects

   - class reports and papers (again, both written and graphic information)

   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:
   - copying graphics for a report without crediting the original source

   - representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

   - allowing someone else to represent your work as his own

   The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

   Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for

professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

   - altering work after it has been submitted

   - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

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

Campus Resources:

Health and Wellness

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

Academic Resources

> **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
>
> **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
>
> **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.
>
> **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
>
> **Writing Studio,** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
>
> **Student Complaints Campus,** Visit the Student Honor Code and Student Conduct Code webpage for more information.
>
> **On-Line Students Complaints,** View the Distance Learning Student Complaint Process

Orlando Resources

> Police / Fire / Medical Emergency – 911
> Orlando Police Department Non-Emergency Number: 321.235.5300
> Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19813

Info

Request: ARC 6XXX Co-design Lab for Healthcare Environments
Description of request: The Co-design Lab for Healthcare Environments is the final course in the curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI). This course builds on knowledge gained in Introduction to Healthcare Design, Integration Practices for the Built Environment, Research Methods, Planning and Design for Healthcare Environments, and Healthcare Design Practice. Students use the core knowledge to approach an open, complex, dynamic, and networked healthcare problem that can be solved through implementing evidence-based design.
Submitter: Stephen Bender sbender@ufl.edu
Created: 4/8/2024 10:32:27 AM
Form version: 2

Responses

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

> Response:
> ARC

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

> Response:
> 6

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

> Response:
> XXX

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

> Response:
> 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:
    Joint (Grad/Pro)

• *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:
    Co-design Lab for Healthcare 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:
    Co-design Lab for Healthcare

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:
    Off-Campus, Online

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

    Response:
    No

Effective Term

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

Response:
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:
4

S/U Only?

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

Response:

No

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
4

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:
A project-based application of integrative design thinking methods for healthcare. Students identify a challenge in healthcare environments. Students apply creative processes guided by evidence toward meaningful design concepts and projects that meet constraints and are assessable. Students iterate and evaluate solutions using metrics and expert input.

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:
> ARC 5xxx Introduction to Healthcare Design
> ARC5993 Integration Practices for the Built Environment
> ARC 6xxx Planning and Design for Healthcare Environments
> ARC 6xxx Healthcare Design Practice
> ARC 6242 Research Methods

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

> Response:
> The Co-design Lab for Healthcare Environments is the final course in the curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI). This course builds on knowledge gained in Introduction to Healthcare Design, Integration Practices for the Built Environment, Research Methods, Planning and Design for Healthcare Environments, and Healthcare Design Practice. Students use the core knowledge to approach an open, complex, dynamic, and networked healthcare problem that can be solved through implementing evidence-based design.

Course Objectives

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

> Response:

Develop the skills that will foster the perception, comprehension, and design of meaningful project solutions.
Apply design thinking and human-centered design to healthcare project development.
Apply integrative practice as both a collaborative organizational strategy and a creative means.
understand pre and post project metrics.
Apply organizational and design management theory for leadership, decision-making, and communication.
Apply and integrate research findings in design solutions.
Apply codes, budgets, estimating, scope, and schedule as tools.
Design assessments that create new knowledge through evaluation.

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:
Research design?:qualitative quantitative and mixed methods approaches (Sixth). (2023). . SAGE Publications.
Center for Health Design (Concord Calif). (2014). Integrating evidence-based design?:practicing the healthcare design process (Third). Center for Health Design.
IDEO (Firm) & Bill & Melinda Gates Foundation. (2011). Human centered design?:toolkit (2nd ed.). IDEO.
LUMA Institute. (2012). Innovating for people?:handbook of human-centered design methods (First).

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

Response:
Week 1: Studio introduction, project and project management strategy, budget, schedule.
Week 2: Observe, research, identify challenges.
Week 3: Design charrette with diverse participants
Week 3: Background research
Week 4: Develop approach, program, specification, metrics
Week 5: Iterate meaningful design concepts, round 1
Week 6: Feedback: present and reflect. Refine approach, program, specification, metrics
Week 7: Iterate meaningful design concepts, round 2, round 3
Week 8: Midterm: present and reflect. Apply project metrics, evaluate.
Week 9: Prototype, round 1, round 2
Week 10: Refine approach, program, specification, metrics
Week 11: Final review.
Week 12: Documentation.
This is a planned as a Summer C course (12-weeks). If it is conducted during a F/S semester, more time for iteration will be added.

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:
Evaluation of Grades
Assignment
Weekly individual exercises: students are evaluated on their ability to successfully iterate

problems during the semester   15% of Final Grade

Group exercises: at midterm, students are evaluated on ability to cooperatively work toward a meaningful singular project and present it critics. Ability to use evidence-based design process.
        20% of Final Grade

Team Project Presentation and Reflection: at final review, students are evaluated on ability to cooperatively complete a meaningful singular project and present it to a jury.
        35% of Final Grade

Team Project Assessments Proposal: create new knowledge through evaluation and research.
    20% of Final Grade

Team Participation: students submit peer- evaluations three times during the semester.
        10% of Final Grade

Total 100%

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

Response:
to be determined

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

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

Response:
Yes

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

• Students with disabilities 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.

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

Co-design Lab for Healthcare Environments
ARC6xxx Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Summer 202X

Instructor:
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

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

Course Description
A project-based application of integrative design thinking methods for healthcare. Students identify a challenge in healthcare environments. Students apply creative processes guided by evidence toward meaningful design concepts and projects that meet constraints and are assessable. Students iterate and evaluate solutions using metrics and expert input.

Course Pre-Requisites / Co-Requisites
ARC 5xxx Introduction to Healthcare Design (3 credits, letter-graded)
ARC5993 Integration Practices for the Built Environment (3 credits, letter-graded)
ARC 6242 Research Methods
ARC 5xxx Planning and Design for Healthcare Environments (3 credits, letter-graded)
ARC 5xxx Healthcare Design Practice (3 credits, letter-graded)

Course Objectives
- Develop the skills that will foster the perception, comprehension, and design of meaningful project solutions.
- Apply design thinking and human-centered design to healthcare project development.
- Apply integrative practice as both a collaborative organizational strategy and a creative means.
- understand pre and post project metrics.
- Apply organizational and design management theory for leadership, decision-making, and communication.
- Apply and integrate research findings in design solutions.
- Apply codes, budgets, estimating, scope, and schedule as tools.
- Design assessments that create new knowledge through evaluation.

Materials and Supply Fees
Not applicable.

Required Textbooks and Software

Research design : qualitative quantitative and mixed methods approaches (Sixth). (2023). . SAGE Publications.
Center for Health Design (Concord Calif). (2014). Integrating evidence-based design : practicing the healthcare design process (Third). Center for Health Design.
IDEO (Firm) & Bill & Melinda Gates Foundation. (2011). Human centered design : toolkit (2nd ed.). IDEO.
LUMA Institute. (2012). Innovating for people : handbook of human-centered design methods (First).

Recommended Materials
This course does not have a required text.

Course Schedule
Week 1: Studio introduction, project and project management strategy, budget, schedule.
Week 2: Observe, research, identify challenges.
Week 3: Design charrette with diverse participants
Week 3: Background research
Week 4: Develop approach, program, specification, metrics
Week 5: Iterate meaningful design concepts, round 1
Week 6: Feedback: present and reflect. Refine approach, program, specification, metrics
Week 7: Iterate meaningful design concepts, round 2, round 3
Week 8: Midterm: present and reflect. Apply project metrics, evaluate.
Week 9: Prototype, round 1, round 2
Week 10: Refine approach, program, specification, metrics
Week 11: Final review.
Week 12: Documentation.

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory and is recorded. If you must miss class, it is up to you to get the assignments and notes from your classmates. In the event of serious illness, family or personal crisis, arrangements can be made for attendance, missed exams or work. On this point, it is important for you to let me know of your circumstances as soon as possible. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Evaluation of Grades

Assignment	% of Final Grade
Weekly individual exercises: students are evaluated on their ability to successfully iterate problems during the semester	15
Group exercises: at midterm, students are evaluated on ability to cooperatively work toward a meaningful singular project and present it critics. Ability to use evidence-based design process.	20
Team Project Presentation and Reflection: at final review, students are evaluated on ability to cooperatively complete a meaningful singular project and present it to a jury.	35
Team Project Assessments Proposal: create new knowledge through evaluation and research.	20
Team Participation: students submit peer- evaluations three times during the semester.	10

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0 *(Minimum Cumulative GPA)*	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

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

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

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

Distance Learning Privacy Policy
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to

have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording

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

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

University Honesty Policy

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   -   CAD drawings and construction details
   -   design guidelines (written and graphic)

   -   design, planning, and management projects or portions of projects

   -   class reports and papers (again, both written and graphic information)

- any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

- allowing someone else to represent your work as his own

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

Examples include:

- misrepresenting reasons why work cannot be done as requested

- changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

- altering work after it has been submitted

- hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

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

Campus Resources:

Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19810

Info

Request: ARC 6XXX Healthcare Design Practice
Description of request: Healthcare Design Practice is the third of four new courses that make up part of the curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI). This course builds on knowledge gained in Introduction to Healthcare Design. Course content provides knowledge in support of Co-Design Lab for Healthcare Environments.
Submitter: Stephen Bender sbender@ufl.edu
Created: 4/8/2024 10:15:41 AM
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:
    ARC

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

    Response:
    6

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

    Response:
    XXX

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

    Response:
    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:

Joint (Grad/Pro)

- *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:
> Healthcare Design Practice

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

> Response:
> Healthcare Design Practice

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:
> Off-Campus, Online

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

> Response:
> No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2024

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Examination of the context where architects and designers must act with expertise. Healthcare design takes place in an interwoven system of laws, business strategies, community needs, evidence, construction constraints, that influence design decisions. We design spaces for healing while maintaining functionality for healthcare professionals. Students will identify an innovation, evaluate efficacy, then propose an iteration tested among their peers and experts.

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:
ARC 5xxx Introduction to Healthcare Design.

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
This course builds on knowledge gained in Introduction to Healthcare Design.
Course content provides knowledge in support of the following areas:
1. Unique practice standards found within the healthcare design industry
2. Awareness of the complex systems found within the healthcare design industry
3. Core practice standards and elements found within the healthcare architecture practice

Course content provides knowledge in support of the following course:
• ARC 6xxx Co-Design Lab for Healthcare Environments

Course Objectives

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

Response:
Appraise the role of architect and healthcare planning within the complex organization of healthcare design.
Examine the factors influencing the practice of healthcare design.

Judge the application of research in practice and its impact on the evolution of healthcare environments.
Assess the challenges of healthcare design.
Ideate and formulate designs using evidence that can be evaluated by experts.

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:
Arneill B. P. Allison D. J. & Joint Commission on Accreditation of Healthcare Organizations. (1997). Planning design and construction of health care environments. Joint Commission on Accreditation of Healthcare Organizations.
Center for Health Design (Concord Calif). (2014). Integrating evidence-based design?:practicing the healthcare design process (Third). Center for Health Design.
Kobus R. L. (2008). Building type basics for healthcare facilities (2.). John Wiley & Sons.
Research for designers: a guide to methods and practice (Second). (2022). . SAGE Publications.
Healthcare facility planning: thinking strategically (Second). (2016).. Health Administration Press. April 1 2024
Architecture and health: guiding principles for practice. (2020). . Routledge. April 1 2024

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

Response:
Week 1   Healthcare system operations and facility strategy
Week 2   The influence of research on design
Week 3   Healthcare Facility master planning
Week 4   Healthcare Design strategy
Week 5   Codes and standards in Healthcare Facilities
Week 6   Healthcare facility typology
Week 7   Standards and Codes for health environments
Week 8   Construction for healthcare facilities
Week 9   Innovation in Healthcare Design
Week 10   Case Study Projects Kick-off – identify problems
Week 11   Case Study Projects – Student led discussions of evidence
Week 12   Case Study Projects – Group critiques and ideation
Week 13   Case Study Projects – Group preliminary proposals critique
Week 14   Case Study Projects – presentations with professional guest critique (mid-project grade)
Week 15   Case Study Projects – Group proposal iteration critique
Week 16   Case Study Projects – Group proposal Final document and presentation to expert committee

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:
Methodology
1. Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures. The quizzes will measure your knowledge using testing strategies modeled on healthcare industry

assessments.
2. Panel Presentations: Professionals within the healthcare design will be invited as guest lecturers. Attendance and participation is required by all students.
3. Case Study Projects: Students will be assigned groups, identify a cutting-edge innovation, evaluate efficacy using evidence, then ideate and propose iterations that will be tested among their peers and experts.
4. Participation/ Attendance: Along with attendance, each student will be required to participate in class discussion. Students will perform two peer evaluations during group work.

Evaluation of Grades
Assignment
Quizzes   30% of Final Grade
Case Study Project (interim and final)   65% of Final Grade
Participation/ Attendance   5% of Final Grade
Total   100%

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

Response:
to be determined

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

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

Response:
Yes

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

• Students with disabilities 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course

syllabus. The following link may be used directly in the syllabus:

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

      Response:
      Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

      Response:
      Yes

<div align="center">

Healthcare Design Practice
ARC6xxx Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Spring 202x

</div>

Instructor:
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

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

Course Description
Examination of the context where architects and designers must act with expertise. Healthcare design takes place in an interwoven system of laws, business strategies, community needs, evidence, construction constraints, that influence design decisions. We design spaces for healing while maintaining functionality for healthcare professionals. Students will identify an innovation, evaluate efficacy, then propose an iteration tested among their peers and experts.

Course content provides knowledge in support of the following areas:
1. Unique practice standards found within the healthcare design industry
2. Awareness of the complex systems found within the healthcare design industry
3. Core practice standards and elements found within the healthcare architecture practice

Course content provides knowledge in support of the following course:
- ARC 6xxx Co-Design Lab for Healthcare Environments

Course Pre-Requisites / Co-Requisites
ARC 5xxx Introduction to Healthcare Design.

Course Objectives
- Appraise the role of architect and healthcare planning within the complex organization of healthcare design.
- Examine the factors influencing the practice of healthcare design.
- Judge the application of research in practice and its impact on the evolution of healthcare environments.
- Assess the challenges of healthcare design.
- Ideate and formulate designs using evidence that can be evaluated by experts.

Required Texts

Arneill B. P. Allison D. J. & Joint Commission on Accreditation of Healthcare Organizations. (1997).
Planning design and construction of health care environments. Joint Commission on
Accreditation of Healthcare Organizations.
Kobus R. L. (2008). Building type basics for healthcare facilities (2.). John Wiley & Sons.
Research for designers: a guide to methods and practice (Second). (2022). . SAGE Publications.
Healthcare facility planning: thinking strategically (Second). (2016).. Health Administration Press. April 1
2024
Center for Health Design (Concord Calif). (2014). Integrating evidence-based design : practicing the
healthcare design process (Third). Center for Health Design.

Recommended Texts
Architecture and health: guiding principles for practice. (2020). . Routledge. April 1 2024

Course Schedule

Date	
Week 1	Healthcare system operations and facility strategy
Week 2	The influence of research on design
Week 3	Healthcare Facility master planning
Week 4	Healthcare Design strategy
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Week 6	Healthcare facility typology
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Methodology
1. **Quizzes**: Periodic quizzes will be given based on assigned reading and prior class lectures. The quizzes will measure your knowledge using testing strategies modeled on healthcare industry assessments.
2. **Panel Presentations**: Professionals within the healthcare design will be invited as guest lecturers. Attendance and participation is required by all students.
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4. **Participation/ Attendance**: Along with attendance, each student will be required to participate in class discussion. Students will perform two peer evaluations during group work.

Evaluation of Grades

Assignment	% of Final Grade
Quizzes	30
Case Study Project (interim and final)	65
Participation/ Attendance	5
Total	100%

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

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	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

(Minimum Cumulative GPA — 3.0)

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

Students Requiring Accommodations
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. It is important for students to

share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

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

Distance Learning Privacy Policy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording

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

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

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

    There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
    -   CAD drawings and construction details
    -   design guidelines (written and graphic)

    -   design, planning, and management projects or portions of projects

    -   class reports and papers (again, both written and graphic information)

    -   any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

    Examples of inappropriate activities include:
    -   copying graphics for a report without crediting the original source

    -   representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

    -   allowing someone else to represent your work as his own

    Given the collaborative nature of design studios, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials—but it is not appropriate to solve or resolve a large portion of the project together.

    The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

    Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written

sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

   - altering work after it has been submitted

   - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

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

Campus Resources:
Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19827

Info

Request: ARC 6XXX Machine Learning for Architects
Description of request: This is an application to create the course: Machine Learning for Architects, a course that will be included on the AI and Architecture Certificate.
Submitter: Karla Saldana Ochoa ksaldanaochoa@ufl.edu
Created: 4/8/2024 10:23:31 AM
Form version: 5

Responses

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

> Response:
> ARC

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

> Response:
> 6

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

> Response:
> XXX

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

> Response:
> 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:
Machine Learning for Architects

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:
Machine Learning by Architects

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

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus, Online

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

Response:
No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2024

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

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

Response:
Students will apply the most common state-of-the-art AI and Machine Learning (ML) algorithms and game engines in architectural design. Emphasizing AI as a paradigm for critical thinking and idea development, not just optimization. This course will focus on experimentation and application, fulfilingl university requirements to be categorized as "Use & Apply AI".

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

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

Response:
N/A

Completing Prerequisites:

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

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

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

Response:
The primary motivation for creating this prototype seminar is to help the school address a curricular gap in these areas and place the University of Florida in league with other national leaders in AI and design, as outlined in Table 1 below. The course intends for students to question their current ways of thinking by being exposed to various approaches to the same subject. The course aims to address the fundamental technological shifts that AI has introduced to design and engineering disciplines and how AI will transform millennia-old traditions of architecture. Within the course, we will question architecture's Beaux-Arts and Bauhaus-Modernist pedagogies and practices, as well as universal concepts of "efficiency" and "optimization," to critique a "systems" approach to design after 19th and 20th-century industrialization. In this course, we suggest that AI offers another understanding of the world fundamentally different from industrialization and driven by responsive computer learning, big data, and big tech.

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. Remembering:
Recall the fundamental principles of AI and machine learning algorithms.
2. Understanding:
Explain the theoretical foundations behind AI and machine learning algorithms.
Interpret how AI and ML algorithms are utilized in architectural exercises.
Summarize the significance of AI and ML in architectural innovation.
3. Applying:
Implement common AI and ML algorithms to address architectural challenges.
4. Analyzing:

Evaluate the effectiveness of different AI and ML algorithms in architectural applications.
5. Evaluating:
Assess the performance of AI and ML models in addressing architectural requirements.
6. Creating:
Generate innovative architectural designs using AI, ML algorithms, and game engines.

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:
Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by leveraging human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
Daniel, Kahneman. "Thinking, fast and slow." (2017).
Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
Hole, Kjell Jørgen, and Subutai Ahmad. "A thousand brains: toward biologically constrained ai." SN Applied Sciences 3.8 (2021): 1-14.
Bühlmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.

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

Response:
Week 1 - 2 - AI, Data crawlers, big data: social media and 3D models
Week 3 - 4 - Feature Extraction, Clustering Algorithms SOM, Capture concepts through time/space, creating Atmospheric Images, Playing with 3D models
Week 5

- Create a Library of selected details and work with an AI-powered text engine to create a Design Brief
Week 6

- Midterm reviews
Week 7 - 10   - Point cloud models experimentation
Week 10   - Body-scale VR modeling with Gravity Sketch and Oculus Quest 2
Week 11 - 12   - Game engines
Week 13

- Design Workshop
Week 4

- Final Submissions

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

Response:
A   93 - 100
A- 90 – 92.9

B+ 87 - 89.9
B   84 – 86.9
B- 80 – 83.9
C+ 77 - 79.9
C   74 – 76.9
C- 70 - 73.9
D+ 67 - 69.9
D   64 - 66.9
D- 61 - 63.9
E   0. - 60.9

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

Response:
Karla Saldana Ochoa

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

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

Response:
Yes

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

• Students with disabilities 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.

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

Machine Learning for Architects
ARC 6XXX:
Class Periods: TBD
Location: TBD
Academic Term: Fall 2025

Instructor:
Karla Saldana Ochoa
ksaldanaochoa@ufl.edu
+1 352 294 1453
Office Hours: TBD

Teaching Assistants:
Wei-Chun Cheng

Course Description
Students will focus on **experimentation** and **application**. Students will **apply** the most common state-of-the-art AI and Machine Learning (ML) algorithms and game engines in architectural design. **Emphasizing** AI as a paradigm for critical thinking and idea development, not just optimization. This course will fulfill university requirements to be categorized as **"Use & Apply AI".**

Course Pre-Requisites / Co-Requisites
Applicants must have obtained a bachelor's degree or better and a minimum upper-division GPA of 3.0 from a regionally accredited institution.

Course Objectives

1. Remembering:
   o Recall the fundamental principles of AI and machine learning algorithms.
2. Understanding:
   o Explain the theoretical foundations behind AI and machine learning algorithms.
   o Interpret how AI and ML algorithms are utilized in architectural exercises.
   o Summarize the significance of AI and ML in architectural innovation.
3. Applying:
   o Implement common AI and ML algorithms to address architectural challenges.
4. Analyzing:
   o Evaluate the effectiveness of different AI and ML algorithms in architectural applications.
5. Evaluating:
   o Assess the performance of AI and ML models in addressing architectural requirements.
6. Creating:
   o Generate innovative architectural designs using AI, ML algorithms, and game engines.

Materials and Supply Fees
None

Required Textbooks and Software

- Rhino
- Grasshopper
- Unreal
- Omniverse

- Cloud Compare

- Saldana Ochoa K (2021). Event Protocols: Enhancing Disaster Response with Architectonics Capabilities by Leveraging Human and Artificial Intelligence Interplay. Doctoral Thesis. ETH Zurich.
- Daniel, Kahneman. "Thinking, fast and slow." (2017).
- Russell, Stuart. Human compatible: Artificial intelligence and the problem of control. Penguin, 2019.
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- Bühlmann et al. Ethics of Coding: A Report on the Algorithmic Condition, 2017.

Course Schedule

Week 1 - 2   **AI, Data crawlers**, big data: social media and 3D models
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Week 5   **Create a Library** of selected details and work with an AI-powered text engine to create a Design Brief
Week 6   **Interim reviews**
Week 7 - 10   **Point cloud models** experimentation
Week 10   **Body-scale VR** modeling with Gravity Sketch and Oculus Quest 2
Week 11 - 12   **Game engines.**
Week 13   **Design Workshop**
Week 4   **Final Submissions**

Attendance Policy, Class Expectations, and Make-Up Policy
State whether attendance is required and if so, how will it be monitored? What are the penalties for absence, tardiness, cell phone policy, laptop policy, etc. What are the arrangements for missed homework, missed quizzes, and missed exams? This statement is required: Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework Sets (10)	100 each	15%
Quizzes (4)	100 each	15%
Midterm Exam	100	30%
Final Exam	100	30%
Review Paper	100	10%
		100%

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

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

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

University Honesty Policy

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

Students in the School of Architecture are expected to adhere to all University of Florida academic honesty policies. Failure to do so will result in lowered grades and/or referral to the University Honor Court. Since the University's policies are necessarily generalized, the School of Architecture further clarifies academic honesty within the specific setting of design education. The following acts are considered to be academic dishonesty:

1. **Plagiarism/misrepresentation**

    There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to

- CAD drawings and construction details
- design guidelines (written and graphic)

- design, planning, and management projects or portions of projects

- class reports and papers (again, both written and graphic information)

- any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

Examples of inappropriate activities include:
- copying graphics for a report without crediting the original source

- representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

- allowing someone else to represent your work as his own

The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

   - altering work after it has been submitted

   - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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

Campus Resources:
> Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

> Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

> Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19809

Info

Request: ARC 6XXX Planning and Design for Health Environments
Description of request: Planning and Design for Health Environments is the second of four new courses that make up part of the curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI). This course builds on knowledge gained in Introduction to Healthcare Design.
Submitter: Stephen Bender sbender@ufl.edu
Created: 4/8/2024 10:37:24 AM
Form version: 5

Responses

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

>Response:
>ARC

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

>Response:
>6

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

>Response:
>XXX

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

>Response:
>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:

Joint (Grad/Pro)

- *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:
Introduction to Healthcare Design

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:
Plan & Des for Health Environs

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:
Off-Campus, Online

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

Response:
No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2024

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Examine the components and system of environments for health ranging from wellness to acute care environments. We analyze major planning and design strategies enabling students to critique the functional and formal relationships in healthcare environments. Students will differentiate types of healthcare facilities and the programmatic elements of outpatient and inpatient facilities. Students will identify problems, ideate with evidence to develop design proposals.

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:
ARC 5xxx Introduction to Healthcare Design

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
Planning and Design for Health Environments is the second of four new courses that make up part of the curriculum for the proposed Graduate Certificate in Healthcare Design Integration (GC-HDI). This course builds on knowledge gained in Introduction to Healthcare Design and prepares students for the Co-design Lab for Healthcare Environments.

Course Objectives

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

Response:
Examine the practice of design of healthcare facilities and the systems they operate within
Differentiate the types of facilities in which healthcare is delivered.
Discriminate the programmatic elements of outpatient facilities.
Discriminate the programmatic elements of inpatient facilities.
Observe problems, ideate with relevant evidence to develop innovative proposals for design of healthcare facilities.

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:
Spacemed guide?:a space planning guide for healthcare facilities (Fourth). (2022). . HA Ventures.
Kobus R. L. (2008). Building type basics for healthcare facilities (2.). John Wiley & Sons.
Research for designers?:a guide to methods and practice (Second). (2022). . SAGE Publications.
Healthcare facility planning?:thinking strategically (Second). (2016). . Health Administration Press. April 1 2024
Architecture and health?:guiding principles for practice. (2020). . Routledge. April 1 2024

Weekly Schedule of Topics

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

Response:
Week 1   Planning and Design Process in Healthcare Facilities
Week 2   Overview of Ambulatory Environments
Week 3   Ambulatory and ED
Week 4   Trends and Issues in Ambulatory Care Environments
Week 5   Site Visit - Ambulatory and ED
Week 6   Evidence-based Design Workshop 1
Week 7   Overview of Inpatient Facility Types and the Basic Components
Week 8   Planning and design for Customer Services, Amenities, Administrative Services
Week 9   Planning and Design for Surgery, Imaging, Pharmacy, Lab, Diagnostic and Treatment Services
Week 10   Planning and Design for Rehabilitation and Behavior Health Services
Week 11   Planning and Design for Patient Care Units
Week 12   Evidence-based Design Workshop 2
Week 13   Planning and Design for Oncology and Cardiovascular Services
Week 14   Programmatic Complexity in Healthcare Facilities
Week 15   Final Exam Review
Week 16   Final Exam

Grading Scheme

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

Response:
Methodology
1. Quizzes: Periodic quizzes will be given based on assigned reading and prior class lectures.
2. Panel Presentations: Professionals within the healthcare design will be invited as guest lecturers. Attendance and participation is required by all students.
3. Evidence-based Design Workshops: Students will be assigned groups, define observed problems, locate quality sources of relevant evidence, critically interpret relevant evidence, and ideate evidence-based design concepts in the form of a program innovation proposal with visual analysis of existing practices in the context of new knowledge.
4. Exams: The exams in this course will measure your knowledge using testing strategies modeled on healthcare industry assessments.
5. Participation/ Attendance: Along with attendance, each student will be required to participate in class discussion.

Evaluation of Grades

Assignment	
Quizzes	15% of Final Grade
Workshops	50% of Final Grade
Final Exam	30% of Final Grade
Participation/ Attendance	5% of Final Grade
Total	100%

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

Response:
to be determined

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

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

Response:
Yes

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

• Students with disabilities 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

Response:
Yes

<div align="center">

Planning and Design for Health Environments
ARC5xxx Section:
Class Periods: Days of week, period, and corresponding time of day
Location: Classroom location
Academic Term: Spring 202x

</div>

Instructor:
Name
Email Address
Office Phone Number
Office Hours: Days of week, hours available, office location

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

Course Description

Examine the components and system of environments for health ranging from wellness to acute care environments. We analyze major planning and design strategies enabling students to critique the functional and formal relationships in healthcare environments. Students will differentiate types of healthcare facilities and the programmatic elements of outpatient and inpatient facilities. Students will identify problems, ideate with evidence to develop design proposals.

Course content provides a base of knowledge in support of the following courses:
1. ARC6xxx Co-Design Lab for Healthcare Environments

Topics of Inquiry
1. Overview of Healthcare Facilities
2. Trends and Drivers in Healthcare
3. Planning & Design for Outpatient Facilities
4. Planning & Design for Acute Care Facilities
5. Design for Specialty Care Facilities
6. Standards and Codes for health environments
7. Basic research in design for health environments

Course Pre-Requisites / Co-Requisites
ARC 5xxx Introduction to Healthcare Design

Course Objectives
- Examine the practice of design of healthcare facilities and the systems they operate within
- Differentiate the types of facilities in which healthcare is delivered.
- Discriminate the programmatic elements of outpatient facilities.
- Discriminate the programmatic elements of inpatient facilities.

- Observe problems, ideate with relevant evidence to develop innovative proposals for design of healthcare facilities

Required Texts
Kobus R. L. (2008). *Building type basics for healthcare facilities* (2.). John Wiley & Sons.
Research for designers : a guide to methods and practice (Second). (2022). . SAGE Publications.
Healthcare facility planning : thinking strategically (Second). (2016). . Health Administration Press. April 1 2024
Spacemed guide : a space planning guide for healthcare facilities (Fourth). (2022). . HA Ventures.

Recommended Texts
Architecture and health : guiding principles for practice. (2020). . Routledge. April 1 2024

Course Schedule

Date	
Week 1	Planning and Design Process in Healthcare Facilities
Week 2	Overview of Ambulatory Environments
Week 3	Ambulatory and ED
Week 4	Trends and Issues in Ambulatory Care Environments
Week 5	Site Visit - Ambulatory and ED
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Week 7	Overview of Inpatient Facility Types and the Basic Components
Week 8	Planning and design for Customer Services, Amenities, Administrative Services
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Week 13	Planning and Design for Oncology and Cardiovascular Services
Week 14	Programmatic Complexity in Healthcare Facilities
Week 15	Final Exam Review
Week 16	Final Exam

Methodology
1. **Quizzes**: Periodic quizzes will be given based on assigned reading and prior class lectures.
2. **Panel Presentations**: Professionals within the healthcare design will be invited as guest lecturers. Attendance and participation is required by all students.
3. **Evidence-based Design Workshops**: Students will be assigned groups, define observed problems, locate quality sources of relevant evidence, critically interpret relevant evidence, and ideate evidence-based design concepts in the form of a program innovation proposal with visual analysis of existing practices in the context of new knowledge.
4. **Exams:** The exams in this course will measure your knowledge using testing strategies modeled on healthcare industry assessments.
5. **Participation/ Attendance**: Along with attendance, each student will be required to participate in class discussion.

Evaluation of Grades

Assignment	% of Final Grade
Quizzes	15
Workshops	50
Final Exam	30
Participation/ Attendance	5
Total	**100%**

UF Coronavirus Policies and Campus Operations
Visit https://coronavirus.ufl.edu/health-guidance/ to stay up to date on UF's COVID related Policies

Attendance Policy, Class Expectations, and Make-Up Policy
Attendance is mandatory. Three or more unexcused absences may result in an administrative drop from the course. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

Grading Policy

	Letter Grade	Numeric Grade	Quality Points	Qualitative Description
PASSING GRADES	A	93 - 100	4.0	Outstanding work only
	A-	90 – 92.9	3.67	Close to outstanding
	B+	87 - 89.9	3.33	Very good work
	B	84 – 86.9	3.0	Good work
	B-	80 – 83.9	2.67	Good work with some problems
	C+	77 - 79.9	2.33	Slightly above average work
	C	74 – 76.9	2.0	Average work
FAILING GRADES	C-	70 - 73.9	1.67	Average work with some problems
	D+	67 - 69.9	1.33	Poor work with some effort
	D	64 - 66.9	1.0	Poor work
	D-	61 - 63.9	0.67	Poor work with some problems
	E	0. - 60.9	0.0	Inadequate work

Minimum Cumulative GPA

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

Students Requiring Accommodations

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

Course Evaluation

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

Distance Learning Privacy Policy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

In-Class Recording

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, 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 permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the

publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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1. **Plagiarism/misrepresentation**

   There shall be no question of what your work is and what someone else's is. This applies to all aspects of student performance, including but not limited to
   - CAD drawings and construction details
   - design guidelines (written and graphic)

   - design, planning, and management projects or portions of projects

   - class reports and papers (again, both written and graphic information)

   - any assignment where sole authorship is indicated, such as take-home tests, individual projects, etc.

   Examples of inappropriate activities include:
   - copying graphics for a report without crediting the original source

   - representing someone else's work as your own (using existing CAD construction details, tracing drawings, etc.)

   - allowing someone else to represent your work as his own

   Given the collaborative nature of design studios, interaction between students is desirable, but the intention and degree of assistance must be appropriate. For example, it is appropriate to discuss the assignment/method/software program/course materials—but it is not appropriate to solve or resolve a large portion of the project together.

   The importance of precedent and learning from past works is a necessary part of most design processes. Again, it is the intent and degree of "borrowing" ideas that is at question.

Anything not original must be paraphrased and cited, or quoted; using accepted style formats such as APA, MLA, Chicago Manual of Style, etc. This includes information obtained from the Internet, public documents, graphics, and personal interviews as well as more traditional written sources. Proper crediting of all information that is not common knowledge is necessary for academic honesty as well as for professionalism. (For example, analysis drawings and/or text should cite the sources from which data was obtained so that if questions arise later, they can be quickly and accurately answered.)

Multiple submissions of the same or similar work without prior approval
If the instructors understand that you are doing a paper associated with your thesis or senior project topic, then doing similar work for two different classes is acceptable—if the instructors agree to it. If a single paper is submitted for one class, then later is submitted for another, and the instructors expect original work, then the multiple submission is inappropriate.

2. **Falsifying information**

   Examples include:

   - misrepresenting reasons why work cannot be done as requested

   - changing or leaving out data, such as manipulating statistics for a research project, or ignoring/hiding inconvenient but vital site information. (However, for educational purposes only, certain aspects of the "real world" may be jointly agreed upon as not being pertinent to the academic goals of the course, such as not dealing with specific project parameters or budget, changing the program, etc.)

   - altering work after it has been submitted

   - hiding, destroying, or otherwise making materials unavailable (hiding reference materials, not sharing materials with other students, etc.)

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

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

Campus Resources:
   Health and Wellness

U Matter, We Care:
If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student, 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: counseling.ufl.edu/cwc, and 392-1575 for information on crisis services as well as non-crisis services; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

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

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus, Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints, View the Distance Learning Student Complaint Process

Orlando Resources

Police / Fire / Medical Emergency – 911
Orlando Police Department Non-Emergency Number: 321.235.5300
Consult CityLab-Orlando Student Resources for Emergency contact information.

Course|New for request 19455

Info

Request: CLA 6XXX Classical Civilization
Description of request: New course designation for classical civilization graduate seminar with rotating topics and instructors, repeatable up to 12 credits.

I have now attached a sample syllabus and made the requested minor edits to the form.
Submitter: Velvet Yates vyates@ufl.edu
Created: 4/1/2024 11:11:40 AM
Form version: 2

Responses

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

Response:
CLA

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:
Classical Civilization, rotating topic

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:
Classical Civilization

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:
Yes

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
Yes

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student.

Response:
12

Amount of Credit

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

Response:

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

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

Response:

Intensive study of a particular topic in ancient classical civilization.

Co-requisites

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

Response:
N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Graduate standing

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
There are many Classical Civilization seminars that we offer on a rotating basis, but not frequently enough to merit their own course number. We currently use a 'Greece and the Near East' course number, but that is not broad enough to cover the topics offered, and is very limited in the number of times it can be repeated.

Course Objectives

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

Response:
Students who complete this rotating topics course will be able to:
Identify key archaeological periods in the civilizations of ancient Greece and/or Rome
Analyze the process of the creation of material culture in ancient Greece and/or Rome
Identify the relationship between material culture and its development within the historical and literary contexts of ancient Greece and Rome.
Progress towards these objectives will be measured through graded weekly class participation, graded class presentations, and a graded final paper or project.

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:
Textbooks will vary according to the topic offered. A syllabus of a recent classical civilization seminar is being provided as an example.

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:
The weekly schedule will vary according to the topic offered. A syllabus of a recent classical civilization seminar is being provided as an example.

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

Response:
The grading scheme will vary according to the topic offered. A syllabus of a recent classical civilization seminar is being provided as an example.

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

Response:
To be determined

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

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

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

     Response:
     Yes

Accomodations

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

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

     Response:
     Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

     Response:
     Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

     Response:
     Yes

CLA 6930 ANCIENT SCULPTURE METHODS
Spring 2023

Tuesdays 7:00-9:30 p.m. EST in Zoom (see 'Zoom Conferences' in Canvas)
Instructor: Dr. Velvet L. Yates
Email: vyates@ufl.edu (or Canvas mail)
Office Hours by appointment

COURSE OBJECTIVE
To gain an authentic understanding of the process of creating an ancient Greek or Roman marble sculpture, and explore the implications of this understanding for art history, ancient literature, and ancient Greek politics and society.

TEXTBOOKS
There are no required textbooks for this class. Some of the books used should be freely available online (Condivi, Alberti, Lanteri); other sources will be provided via pdf.

TECHNOLOGY
 A headset microphone is recommended for this class. Students using their device's built-in microphone may cause feedback and distortion for others in the class.
Technical difficulties: See the E-Learning help page (https://lss.at.ufl.edu/help.shtml) or contact the UF Help Desk (helpdesk@ufl.edu).

POLICIES AND GUIDELINES
1.   Please give the class your full attention for the full meeting. Let me know ahead of time if you have a scheduling conflict for a particular class, and we can accommodate you (and not deduct from the attendance grade). If you do need to leave the class for a short period to attend to something (like a small child), that's fine - just let me know (by e.g. a private message in Zoom).
2. The course grade will be based on four projects, including a final project; a blog; and weekly class discussions. Weekly attendance and participation will be especially important for this class.
3. On all work submitted for credit, the following pledge is implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."
4. 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.

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

CAMPUS RESOURCES (some of these won't apply if you're outside Gainesville)
Health and Wellness:

> *U Matter, We Care*: If you or someone you know is in distress, please contact [umatter@ufl.edu](), 352-392-1575, or visit [U Matter, We Care website]() to refer or report a concern and a team member will reach out to the student in distress.
>
> *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website]() or call 352-392-1575 for information on crisis services as well as non-crisis services.
>
> *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website]().
>
> *University Police Department*: [Visit UF Police Department website]() or call 352-392-1111 (or 9-1-1 for emergencies).
>
> *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website]().

Academic Resources:

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

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

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

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

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

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

> *On-Line Students Complaints*: View the Distance Learning Student Complaint Process

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Course content:

   The course will be roughly divided into 4-week sections, each with a different focus (see the Schedule below for details). There will be weekly reading assignments and responses, in a blog format (as being more conducive to including links and images). There will be an Assignment for each section (except the last one), along with a Final Project (see Grading below for details).

GRADING See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx on grading policies.

25%   Attendance and participation (including weekly blog post).

45%   3 Section Assignments at 15% each
<u>Section 1 Assignment</u>: pick a description of Michelangelo's sculpting method or of one of his works and 'correct' it, in light of what you've learned in this section. This should be a short, informal essay no longer than 5 pages; it can take the form of a blog post.

<u>Section 2 Assigment</u>: pick a description of an ancient statue or a description of how ancient statues were made, and enhance it with a proper appreciation of the sculptural process. (For example: what assumptions are involved in referring to "the sculptor" of a work, and how can you correct them?) This should be a short, informal essay no longer than 5 pages; it can take the form of a blog post.

<u>Section 3 Assignment</u>: pick a description of an ancient statue or a description of how ancient statues were made, and enhance it with a proper appreciation of who was doing what manual work and where. (For example: who is wielding the tools Adams describes? How much carving was done at the quarry?) This should be a short, informal essay no longer than 5 pages; it can take the form of a blog post.

10%   Final Project rough draft and meeting

20%   Final Project: This can take the form of a research paper investigating one of the topics covered in class in more detail, or the form of a creative project, e.g. making a clay model and then a plaster cast of it; using calipers; carving marble; painting marble; documenting a tour of a nearby marble quarry. Research papers should be about 8-10 pages long; creative projects should be proposed well in advance of the Final Project deadline, so I can provide guidance.

Grading Scale
A   100-93
A-   90-92
B+   89-87
B   86-83
B-   80-82
C+   79-77
C   76-73

C-   70-72
D   69-67
D   66-63
D-   60-62
E   59 or lower

TENTATIVE SCHEDULE

Section 1, weeks 1-4: Michelangelo's shadow

Section 2, weeks 5-8: the three-caliper method

Section 3, weeks 9-12: the manual labor: quarrying and carving

Section 4, weeks 13-16: impact on literature and politics (Pliny the Younger, the Socratic Circle)

Section 1: Michelangelo's shadow

Week 1 1/10 Introduction and syllabus

Week 2 1/17 reading assignment: Watch these videos on how large marble sculptures are produced today, and blog your reactions and/or follow-up questions.

- Galleria Frilli video of Apollo and a more modest Daphne: **https://youtu.be/shdEOQZMLpcLinks to an external site.**

- Gamundi Selene video

https://youtu.be/VmDjNLbg3jYLinks to an external site.

- Fillion, a "master carver':**https://youtu.be/PD27pkraPYkLinks to an external site.**

Week 3 1/24 reading assignment: read the Golscheider (*A Survey of Michelangelo's Models in Wax and Clay*) pdf; Compare Vasari on Michelangelo's Last Judgment (**https://web.archive.org/web/20181010091307/http://members.efn.org/~acd/vite/VasariMAngelo.htmlLinks to an external site.**) (Section 7) with Armenini (reported in Goldscheider).

Examine The Last Judgment fresco (**https://en.wikipedia.org/wiki/The_Last_Judgment_(Michelangelo)Links to an external site.**).

and read Condivi and Vasari on Michelangelo's painting methods in general.

Week 4 1/31 reading assignment: read the following articles and website:
- [http://www.michelangelomodels.com/m-models/vc-gallery/vc_gallery_index.htmlLinks to an external site.](http://www.michelangelomodels.com/m-models/vc-gallery/vc_gallery_index.htmlLinks)
- [https://vancouversun.com/news/metro/blockbuster-donation-of-michelangelo-sculptures-turns-into-multi-million-dollar-bustLinks to an external site.](https://vancouversun.com/news/metro/blockbuster-donation-of-michelangelo-sculptures-turns-into-multi-million-dollar-bustLinks)
- [https://www.theglobeandmail.com/life/michelangelo-inspired-pieces-find-new-home/article24718231/Links to an external site.](https://www.theglobeandmail.com/life/michelangelo-inspired-pieces-find-new-home/article24718231/Links)
- I. Garachon, "Some technical aspects of the terracotta models from the estate of Johan Gregor van der Schardt," Simiolus 41 (2019) 177-190 [pdf provided].
- T. de Haseth Möller, "Anatomical study models from the studio of Johan Gregor van der Schardt," Simiolus 41 (2019) 153-176 [pdf provided].

SECTION 1 ASSIGNMENT DUE FEB. 6

Section 2: Early Greek and Egyptian carving; the 3-caliper method

Week 5 2/7 assigned readings: videos and sites on Cycladic art and how to carve a Cycladic figurine.
- https://www.metmuseum.org/toah/hd/ecyc/hd_ecyc.htm
- https://cycladic.gr/en/
- https://www.youtube.com/watch?v=zgAPXqw0DjU
- https://www.christies.com/en/stories/cycladic-art-a-guide-for-new-collectors-ef2c293f73f14412994483d5983ae67f
- https://www.youtube.com/watch?v=8nGwQfhFaks

Week 6 2/14 assigned readings: videos and sites on Egyptian 'grid method.'
- https://www.ucl.ac.uk/museums-static/digitalegypt/art/artgrids.html
- https://www.youtube.com/watch?v=Xttp5S0csns
- https://ufl.instructure.com/courses/472600/files/75670354?module_item_id=10088331
- https://ufl.instructure.com/courses/472600/files/75670352?module_item_id=10088328

Week 7 2/21 assigned readings: carving methods for early Greek *kouroi*.

- B. Ridgway, "Greek *Kouroi* and Egyptian Methods," AJA 70.1 (1966) 68-70 [pdf provided].
- J. Carter and L. Steinberg, "*Kouroi* and Statistics," AJA 114.1 (2010) 102-128 [pdf provided].
- E. Guralnick, "Proportions of *Korai*," AJA 85.3 (1981) 269-280 [pdf provided].
- relevant sections of S. Adam, *The Technique of Greek Sculpture in the Archaic and Classical Periods* [pdf provided].

Week 8 2/28 assigned readings: 3 caliper method, Alberti's contraption, pointing machine.

- O. Palagia, "Marble Carving Techniques," ch. 7 of *Greek Sculpture: Function, Materials, and Techniques in the Archaic and Classical Periods* (2008) [pdf provided].
- O. Palagia, "Did the Greeks use a Pointing Machine?" Bulletin archéologique du CTHS 30 (2003) 55-64 [pdf provided].
- https://www.youtube.com/watch?v=6DoXn33qhHo
- https://www.youtube.com/watch?v=wPM62HDJbms

SECTION 1 ASSIGNMENT DUE MARCH 6

Section 3: Manual labor - quarrying and carving

Week 9 3/7 assigned readings: selections from Alberti *De Statua* [pdf's provided]; review 'Apollo and Daphne' video.

Week 10 3/14   no class SPRING BREAK

Week 11   3/21 assigned readings: no new readings; revise one or more accounts already read in class to be more accurate about sculpting methods.

Week 12 3/28 assigned readings: quarrying methods in the ancient world.

- M. Waelkens, P. De Paepe, L. Moens, "The Quarrying Techniques of the Greek World," *Marble: Art Historical and Scientific Perspectives on Ancient Sculpture* (1991), 47-72 [pdf provided].
- N. Herz, "Greek and Roman White Marble: Geology and Determination of Provenance," ch. 8 of Palagia 2008 [pdf provided].
- M. Korres, *From Pentelicon to the Parthenon*, Melissa 2001 [pdf's provided].
- https://artofmaking.ac.uk/explore/processes/11/Quarrying

SECTION 3 ASSIGNMENT DUE APRIL 3

Section 4, Sculpture in ancient literary sources

Week 13 no new assigned readings; synthesize existing reading and video materials into a new appreciation of an ancient Greek or Roman marble sculpture.

Week 14 4/11: individual student meetings to discuss rough draft

Week 15 4/18 assigned readings: ancient literary sources on sculpture and craftsmen.
- https://en.wikisource.org/wiki/Natural_History_(Rackham,_Jones,_%26_Eichholz)/Book_34
- https://en.wikisource.org/wiki/Natural_History_(Rackham,_Jones,_%26_Eichholz)/Book_36
- Coulson, W. "The Reliability of Pliny's Chapters on Greek and Roman Sculpture," CW 69.6 (1976) 361-372 [pdf provided].
- Tobin, R. "The Canon of Polykleitos," AJA 79.4 (1975) 307-321 [pdf provided].

FINAL PROJECT DUE: TUES. 4/25

Course|New for request 19041

Info

Request: EEX 6XXX Family and Teacher Perspectives on Disability
Description of request: New Course Request: Family and Teacher Perspectives on Disability
Submitter: Kristi Cheyney-Collante cheyneyk@coe.ufl.edu
Created: 3/25/2024 3:02:04 PM
Form version: 7

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:
> EEX

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:
    Family and Teacher Perspectives on Disability

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:
    Fam/Teach Persp Disability

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, 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 <i>on average </i>throughout the duration of the course.

Response:
3

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

Response:
This course addresses issues related to culturally reciprocal collaboration between families and teachers of students with disabilities. We will explore the ways human disability and parental/family advocacy have been constructed in the US, as well as issues and practices related to building collaboration based in culturally informed paradigms. Students will investigate important literature related to the motivations and goals that drive disability advocacy within schools and adjacent systems.

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:
EEX 7304: Introduction to Field of Inquiry in Special Education

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
This course is offered as part of the program of study for the EdD in Special Education. It addresses issues related to culturally reciprocal collaboration between families and teachers of students with disabilities. The course can be taken at any point in the program and supports students' conceptualization of problems of practice in their own contexts.

Course Objectives

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

Response:
Course Objectives: Upon successful completion of this course, participants will be able to:
1. Demonstrate conceptual understanding of family involvement in special education (e.g., IEP planning, transition);
2. Demonstrate conceptual knowledge of legislation related to family involvement;
3. Use a culturally informed lens to foster collaboration among all family members and professionals;
4. Apply knowledge of family perspectives on education concerns, methods, and issues when making educational or service-related decisions;
5. Apply the process of cultural reciprocity to address dilemmas in their professional practice.

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:
Required Textbook:
Harry, B., & Ocasio-Stoutenburg, L. (2020). Meeting families where they are: Building equity through advocacy with diverse schools and communities. Teachers College Press.
and
Kalyanpur, M., & Harry, B. (2012). Cultural reciprocity in special education: Building family-professional relationships. Brookes.

Optional/Suggested Textbook
Sauer, J. S., & Rossetti, Z. (2019). Affirming disability: Strengths-based portraits of culturally diverse families. Teachers College Press.

Required Readings (via Canvas):
Ballenger, C. (1992). Because you like us: The language of control. Harvard Educational Review, 62, 199-208. Retrieved from https://eric.ed.gov/?id=EJ445396
Banks, J. A & McGee-Banks, C. A. (2010). Multicultural Education: Issues and Perspectives (7th ed.). Wiley.
Bray, L. E., & Russell, J. L. (2016). Going off script: Structure and agency in individualized education program meetings. American Journal of Education, 122, 367-398. https://doi.org/10.1086/685845
Burke, M. M., & Sandman, L. (2015). In the voices of parents: Suggestions for the next IDEA reauthorization. Research and Practice for Persons with Severe Disabilities, 40, 71-85. https://doi.org/10.1177/1540796915585109
Cavendish, W., & Connor, D. (2018). Toward authentic IEPs and transition plans: Student, parent, and teacher perspectives. Learning Disability Quarterly, 41, 32-43. https://doi.org/10.1177/0731948716684680
Fenton, P., Ocasio-Stoutenburg, L., & Harry, B. (2017). The power of parent engagement: Sociocultural considerations in the quest for equity. Theory into Practice, 56, 214-225. https://doi.org/10.1080/00405841.2017.1355686
Harry, B., Klingner, J. K., & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. Remedial and Special Education, 26, 101-112. https://doi.org/10.1177/07419325050260020501
Jegatheesan, B. (2009). Cross-cultural issues in parent-professional interactions: A qualitative study of perceptions of Asian American mothers of children with developmental disabilities. Research and Practice for Persons with Severe Disabilities, 34, 123-136. https://doi.org/10.2511/rpsd.34.3-4.123
Keat, J. B., Strickland, M. J., & Marinak, B. A. (2009). Child voice: How immigrant children enlightened their teachers with a camera. Early Childhood Education Journal, 37, 13-21. https://doi.org/10.1007/s10643-009-0324-1
Miller, A. L. (2019). (Re) conceptualizing family-school partnerships with and for culturally and linguistically diverse families. Race Ethnicity and Education, 22, 746-766. https://doi.org/10.1080/13613324.2019.1599339
Pancsofar, N., Petroff, J. G., & Lewis, A. (2017). Father-friendly classrooms: Making a space for dads of children with disabilities. Teaching Exceptional Children, 49, 309-317. https://doi.org/10.1177/0040059916681826
Rossetti, Z., Redash, A., Sauer, J. S., Bui, O., Wen, Y., & Regensburger, D. (2018). Access, accountability, and advocacy: Culturally and linguistically diverse families' participation in IEP meetings. Exceptionality. Advance online publication. https://doi.org/10.1080/09362835.2018.1480948
Rossetti, Z., Burke, M. M., Rios, K., Rivera, J. I., Schraml-Block, K., Hughes, O., ... & Aleman-Tovar, J. (2020). Parent leadership and civic engagement: Suggestions for the next Individuals with Disabilities Education Act Reauthorization. Journal of Disability Policy Studies. Advance online publication. https://doi.org/10.1177/1044207319901260
Scanlon, D., Saenz, L., & Kelly, M. P. (2018). The effectiveness of alternative IEP dispute resolution practices. Learning Disability Quarterly, 41, 68-78.

https://doi.org/10.1177/0731948717698827

Sleeter, C. E. (1987). Why is there learning disabilities? A critical analysis of the birth of the field with its social context. In T S. Popkewitz (Ed.), The foundations of the school subjects (pp. 210-237). London: Palmer Press

Smith, T. E. (2005). IDEA 2004: Another round in the reauthorization process. Remedial and Special Education, 26, 314-319. https://doi.org/10.1177/07419325050260060101

Trainor, A. A. (2010a). Diverse approaches to parent advocacy during special education home—school interactions: Identification and use of cultural and social capital. Remedial and Special education, 31, 34-47. https://doi.org/10.1177/0741932508324401

Trainor, A. (2010b). Educators' expectations of parent participation: The role of cultural and social capital. Multiple Voices for Ethnically Diverse Exceptional Learners, 12(2), 33-50. https://doi.org/10.5555/muvo.12.2.01x3497585xtw067

Valle, J. W. (2018). Across the conference table: Private and public mothering of children with learning disabilities. Learning Disability Quarterly, 41, 7-18. https://doi.org/10.1177/0731948717696258

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 | Special Education as a Cultural Institution: Divided by Design
(Weeks 1 - 2)
Textbooks: K&H Chapter 1, H&OS: Chapter 1
Articles:
Fenton et al. (2017)
Trainor (2010a)
Miller (2019)

Module 2 | The Foundation of Cultural Reciprocity: Discovering Your Cultural Stance
(Weeks 3 - 4)
Textbook: K&H Chapter 2
Articles:
Banks & McGee-Banks (2010) pp.11-19
Ballenger (1994)

Module 3 | The Foundation of Cultural Reciprocity: Understanding the Construction of Policy and Professional Knowledge
(Weeks 5 - 7)
Textbook: K&H Chapter 3& 4, H&OS: Chapter 6
Articles:
Smith (2005)
Burke & Sandman (2015)
Rossetti et al. (2020)
Sleeter (1987)

Module 4 | The Foundation of Cultural Reciprocity: Understanding Families' Views
(Weeks 8 - 10)
Textbook: K&H Chapter 5 , H&OS: Chapter 4
Articles
Jegatheesan (2019)
Harry et al. (2005)
Valle (2018)

Module 5 | Enacting Cultural Reciprocity: Goal-Setting, Collaboration, & Advocacy
(Weeks 11 - 14)
Textbook: K&H Chapter 6
Articles:
Bray & Russell (2016)

Connor & Cavendish (2018)
Keat et al. (2009)
Pancsofar et al. (2017)
Rossetti et al. (2018)
Scanlon et al. (2017)
Trainor (2010b)

Module 6 | Enacting Cultural Reciprocity: Reflecting on My Learning and Practice
(Weeks 15 - 16)
Textbook: K&H Chapters 7 and 8 (pp. 119-154), H&OS: Chapter 8

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:
Introductory Video (100 points)
To facilitate an authentic learning community, students will record an introductory video in which they 1) introduce themselves and 2) provide some information about your working with families in special education.

Review & Reflect Journal (adapted from McCray, 2020) (100 points each)
The Review & Reflect Journal (or "RRJ") serves as a key artifact to demonstrate most of your individual learning and sensemaking around the topics and ideas introduced in the assigned readings. All modules require one or more structured entries (see Canvas) that ask students to make, create, and explain visual models, make connections across modules, apply content, and critically reflect. Journals will be evaluated based on evidence of critical thinking, relevance to the topic, and the use of professional language and writing conventions. (Objectives 1, 2, 3, 4, 5)

Insights & Wonderings Forums (adapted from McCray, 2020) (100 points each)
Students are expected to participate and engage in the Insights & Wonderings Forum for each module. I'd like this to be a space where you, as students, can collaboratively make sense of wonderings and share the burgeoning insights you're gaining from the module readings. Discussion prompts specific to the module content/assigned readings to help get you started will also be included. I'll both observe and interact on the forum, but my intent is that this will be a student-driven space of meaning making. These forums are a participatory component of the course expectations. Discussions will be evaluated based on evidence of critical thinking, relevance to the topic, development of ideas in replies to peers, and the use of professional language and writing conventions. (Objectives 1, 2, 3)

Revisiting the Dilemma Narrative - Applying the Process of Cultural Reciprocity (100 points)
For this assignment, you'll revisit the Dilemma Narrative (Thorp & Day, 2012) written in Module 2's RRJ. The goal of this assignment is to provide students with an opportunity to 1) interpret personal and professional meanings of the dilemma through interpersonal dialogue and systematic problem solving and 2) practice applying students' new understandings to deepen relationships with families. See Canvas for further guidance. Submissions will be evaluated based on evidence of critical thinking, relevance to the topic, and the use of professional language and writing conventions. (Objectives 1, 3, 4, 5)

Final Project : Insights and Wonderings Synthesis (100 points)
Students will choose one general topic addressed in the course readings that held particular meaning and expand their insights and wonderings into a 7- to 10-page APA formatted paper, including a Reference page. The paper should be organized in two sections:

• Insights: A synthesis of what you learned on the topic. In addition to course readings, students will be asked to draw upon additional literature on their topic. A minimum of ten sources must be cited. At least three should be references not included in the course readings. This will be the longest section of the paper and can include subheadings.

• Wonderings: A summary of the ways your thinking has shifted, questions you still have on the topic, as well as potential implications for practice.

The paper will be evaluated based on relevance of research synthesized, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.

COURSE GRADING

The final (letter) grade in the course will be based on the assignment groups described above. To arrive at a final grade, each requirement will be individually evaluated and then combined into a weighted composite (total). The weights for these assignments are as follows:

Weekly Reading Activities and Discussions 30 %
Review & Reflect Journal   30%
Final Paper   40%
Total   100 %

Grading Scale

93.0% - 100%	A	73.0% - 76.9%	C
90.0% - 92.9%	A-	70.0% - 72.9%	C-
87.0% - 89.9%	B+	67.0% - 69.9%	D+
83.0% - 86.9%	B	63.0% - 66.9%	D
80.0% - 82.9%	B-	60.0% - 62.9%	D-
77.0% - 79.9%	C+	59.9% or below	E

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

Response:
Kristi Cheyney-Collante, PhD
Kyena Cornelius, EdD

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

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

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered

to in the course. The following statement may be used directly in the syllabus:

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

    Response:
    Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

    Response:
    Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

    Response:
    Yes

EEX 6936
Family and Teacher Perspectives on Disability

Instructor: Kristi Cheyney-Collante, PhD
Email: Cheyneyk@coe.ufl.edu
Office Hours:
Zoom link:

Course Description: This course addresses issues related to culturally reciprocal collaboration between families and teachers of students with disabilities. We will explore the ways human disability and parental/family advocacy have been constructed in the US, as well as issues and practices related to building collaboration based in culturally informed paradigms. Students will investigate important literature related to the motivations and goals that drive disability advocacy within schools and adjacent systems.

Course Objectives: Upon successful completion of this course, participants will be able to:

1. Demonstrate conceptual understanding of family involvement in special education (e.g., IEP planning, transition);
2. Demonstrate conceptual knowledge of legislation related to family involvement;
3. Use a culturally informed lens to foster collaboration among all family members and professionals;
4. Apply knowledge of family perspectives on education concerns, methods, and issues when making educational or service-related decisions;
5. Apply the process of cultural reciprocity to address dilemmas in their professional practice.

REQUIRED TEXTBOOK & READINGS

Required Textbook:
Harry, B., & Ocasio-Stoutenburg, L. (2020*). Meeting families where they are: Building equity through advocacy with diverse schools and communities.* Teachers College Press.
and
Kalyanpur, M., & Harry, B. (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Brookes.

Optional Textbook (see Final Project Options)
Sauer, J. S., & Rossetti, Z. (2019). *Affirming disability: Strengths-based portraits of culturally diverse families*. Teachers College Press.

Required Readings (via Canvas):
Ballenger, C. (1992). Because you like us: The language of control. *Harvard Educational Review*, *62*, 199-208. Retrieved from https://eric.ed.gov/?id=EJ445396
Banks, J. A & McGee-Banks, C. A. (2010). *Multicultural Education: Issues and Perspectives* (7th ed.). Wiley.

Bray, L. E., & Russell, J. L. (2016). Going off script: Structure and agency in individualized education program meetings. *American Journal of Education*, *122*, 367-398. https://doi.org/10.1086/685845

Burke, M. M., & Sandman, L. (2015). In the voices of parents: Suggestions for the next IDEA reauthorization. *Research and Practice for Persons with Severe Disabilities*, *40*, 71-85. https://doi.org/10.1177/1540796915585109

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Harry, B., Klingner, J. K., & Hart, J. (2005). African American families under fire: Ethnographic views of family strengths. *Remedial and Special Education*, *26*, 101-112. https://doi.org/10.1177/07419325050260020501

Jegatheesan, B. (2009). Cross-cultural issues in parent-professional interactions: A qualitative study of perceptions of Asian American mothers of children with developmental disabilities. *Research and Practice for Persons with Severe Disabilities*, *34*, 123-136. https://doi.org/10.2511/rpsd.34.3-4.123

Keat, J. B., Strickland, M. J., & Marinak, B. A. (2009). Child voice: How immigrant children enlightened their teachers with a camera. *Early Childhood Education Journal*, *37*, 13-21. https://doi.org/10.1007/s10643-009-0324-1

Miller, A. L. (2019). (Re) conceptualizing family-school partnerships with and for culturally and linguistically diverse families. *Race Ethnicity and Education*, *22*, 746-766. https://doi.org/10.1080/13613324.2019.1599339

Pancsofar, N., Petroff, J. G., & Lewis, A. (2017). Father-friendly classrooms: Making a space for dads of children with disabilities. *Teaching Exceptional Children*, *49*, 309-317. https://doi.org/10.1177/0040059916681826

Rossetti, Z., Redash, A., Sauer, J. S., Bui, O., Wen, Y., & Regensburger, D. (2018). Access, accountability, and advocacy: Culturally and linguistically diverse families' participation in IEP meetings. *Exceptionality*. Advance online publication. https://doi.org/10.1080/09362835.2018.1480948

Rossetti, Z., Burke, M. M., Rios, K., Rivera, J. I., Schraml-Block, K., Hughes, O., ... & Aleman-Tovar, J. (2020). Parent leadership and civic engagement: Suggestions for the next Individuals with Disabilities Education Act Reauthorization. *Journal of Disability Policy Studies*. Advance online publication. https://doi.org/10.1177/1044207319901260

Scanlon, D., Saenz, L., & Kelly, M. P. (2018). The effectiveness of alternative IEP dispute resolution practices. *Learning Disability Quarterly*, *41*, 68-78. https://doi.org/10.1177/0731948717698827

Sleeter, C. E. (1987). Why is there learning disabilities? A critical analysis of the birth of the field with its social context. In T S. Popkewitz (Ed.), The foundations of the school subjects (pp. 210- 237). London: Palmer Press

Smith, T. E. (2005). IDEA 2004: Another round in the reauthorization process. *Remedial and Special Education*, *26*, 314-319. https://doi.org/10.1177/07419325050260060101

Trainor, A. A. (2010a). Diverse approaches to parent advocacy during special education home—school interactions: Identification and use of cultural and social capital. *Remedial and Special education*, *31*, 34-47. https://doi.org/10.1177/0741932508324401

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Valle, J. W. (2018). Across the conference table: Private and public mothering of children with learning disabilities. *Learning Disability Quarterly*, *41*, 7-18. https://doi.org/10.1177/0731948717696258

Optional/Suggested Readings

Rossetti, Z., Burke, M. M., Hughes, O., Schraml-Block, K., Rivera, J. I., Rios, K., ... & Lee, J. D. (2021). Parent perceptions of the advocacy expectation in special education. *Exceptional Children*, *87*(4), 438-457.

Burke, M., Rossetti, Z., & Li, C. (2022). Examining the effectiveness of a legislative advocacy program for parents of individuals with intellectual and developmental disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, *19*(3), 270-276.

Burke, M. M., Rossetti, Z., Rios, K., Schraml-Block, K., Lee, J. D., Aleman-Tovar, J., & Rivera, J. (2020). Legislative Advocacy Among Parents of Children With Disabilities. *The Journal of Special Education*, *54*(3), 169-179.

COURSE FORMAT AND CONTENT

Instruction for this course will be web-based and will be delivered via the Canvas platform using an asynchronous design, with synchronous class meetings three times during the semester. Course content is sequenced into six modules. Assignments have due dates throughout the modules. Please maintain ongoing communication with the instructor. The expectation is that students will log into the course to engage regularly with module content multiple times each week. *Please see Canvas for the assigned readings, lectures, videos and additional resources associated with each module.*

	Readings	Assignments
Module 1 | Special Education as a Cultural Institution: Divided by Design	Textbooks: K&H Chapter 1 H&OS: Chapter 1 Articles: Fenton et al. (2017) Trainor (2010a) Miller (2019)	Introductory Video Review & Reflect Journal (RRJ): • Learning Commitments • The Values and Beliefs of Our Field Insights & Wonderings Forum
Module 2 | The Foundation of Cultural Reciprocity: Discovering Your Cultural Stance	Textbook: K&H Chapter 2 Articles: Banks & McGee-Banks (2010) pp.11-19	Review & Reflect Journal (RRJ): • Identity Map • Dilemma Narrative Insights & Wonderings Forum

	Ballenger (1994)	
Module 3 | The Foundation of Cultural Reciprocity: Understanding the Construction of Policy and Professional Knowledge	Textbook: K&H Chapter 3& 4 H&OS: Chapter 6 Articles: Smith (2005) Burke & Sandman (2015) Rossetti et al. (2020) Sleeter (1987)	Review & Reflect Journal (RRJ): • Language of the System • Defining Disability Insights & Wonderings Forum Midterm Self-Evaluation
Module 4 | The Foundation of Cultural Reciprocity: Understanding Families' Views	Textbook: K&H Chapter 5 H&OS: Chapter 4 Articles Jegatheesan (2019) Harry et al. (2005) Valle (2018)	Review & Reflect Journal (RRJ): • Family Web: Past and Present • Other Viable and Rationale Ways of Being Insights & Wonderings Forum
Module 5 | Enacting Cultural Reciprocity: Goal-Setting, Collaboration, & Advocacy	Textbook: K&H Chapter 6 Articles*: Bray & Russell (2016) Connor & Cavendish (2018) Keat et al. (2009) Pancsofar et al. (2017) Rossetti et al. (2018) Scanlon et al. (2017) Trainor (2010b) _{*Student choice based on topical interest; see Canvas for selection requirements and guidelines}	Review & Reflect Journal (RRJ): Case Study: Niloufer & Nabeela Insights & Wonderings Forum
Module 6 | Enacting Cultural Reciprocity: Reflecting on My Learning and Practice	Textbook: K&H Chapters 7 and 8 (pp. 119-154) H&OS: Chapter 8	Review & Reflect Journal (RRJ): Sensemaking and Implications/Self-Reflection Final Assignment: Revisiting the Dilemma Narrative: Applying a Process of Cultural Reciprocity Insights & Wonderings Forum

COURSE ASSIGNMENTS

Introductory Video (100 points)
To facilitate an authentic learning community, students will record an introductory video in which they 1) introduce themselves and 2) provide some information about your working with families in special education.

Review & Reflect Journal (adapted from McCray, 2020) (100 points each)
The Review & Reflect Journal (or "RRJ") serves as a key artifact to demonstrate most of your individual learning and sensemaking around the topics and ideas introduced in the assigned readings. All modules require one or more structured entries (see Canvas) that ask students to make, create, and explain visual models, make connections across modules, apply content, and critically reflect. Journals will be evaluated based on evidence of critical thinking, relevance to the topic, and the use of professional language and writing conventions. *(Objectives 1, 2, 3, 4, 5)*

Insights & Wonderings Forums (adapted from McCray, 2020) (100 points each)
Students are expected to participate and engage in the Insights & Wonderings Forum for each module. I'd like this to be a space where you, as students, can collaboratively make sense of wonderings and share the burgeoning insights you're gaining from the module readings. Discussion prompts specific to the module content/assigned readings to help get you started will also be included. I'll both observe and interact on the forum, but my intent is that this will be a student-driven space of meaning making. These forums are a participatory component of the course expectations. Discussions will be evaluated based on evidence of critical thinking, relevance to the topic, development of ideas in replies to peers, and the use of professional language and writing conventions. *(Objectives 1, 2, 3)*

Revisiting the Dilemma Narrative - Applying the Process of Cultural Reciprocity (100 points)
For this assignment, you'll revisit the Dilemma Narrative (Thorp & Day, 2012) written in Module 2's RRJ. The goal of this assignment is to provide students with an opportunity to 1) interpret personal and professional meanings of the dilemma through interpersonal dialogue and systematic problem solving and 2) practice applying students' new understandings to deepen relationships with families. See Canvas for further guidance. Submissions will be evaluated based on evidence of critical thinking, relevance to the topic, and the use of professional language and writing conventions. *(Objectives 1, 3, 4, 5)*

Final Project Options (100 points)
Insights and Wonderings Paper (required for EdD students): Students will choose one general topic addressed in the course readings that held particular meaning and expand their insights and wonderings into a 5- to 7-page APA formatted paper, including a Reference page. The paper will be evaluated based on relevance of research synthesized, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.   The paper should be organized in two sections:
  A. **Insights:** A synthesis of what you learned on the topic. In addition to course readings, students will be asked to draw upon additional literature on their topic. A minimum of six sources must be cited. At least two should be references not included in the course readings. This will be the longest section of the paper and can include subheadings.

B. **Wonderings:** A summary of the ways your thinking has shifted, questions you still have on the topic, as well as potential implications for practice.

COURSE GRADING

The final (letter) grade in the course will be based on the assignment groups described above. To arrive at a final grade, each requirement will be individually evaluated and then combined into a weighted composite (total). The weights for these assignments are as follows:

Assignment	% of final grade
Weekly Reading Activities and Discussions	30 %
Review & Reflect Journal	30%
Final Project	40%
Total	100 %

93.0% - 100%	A	73.0% - 76.9%	C
90.0% - 92.9%	A-	70.0% - 72.9%	C-
87.0% - 89.9%	B+	67.0% - 69.9%	D+
83.0% - 86.9%	B	63.0% - 66.9%	D
80.0% - 82.9%	B-	60.0% - 62.9%	D-
77.0% - 79.9%	C+	59.9% or below	E

Course Grades and GPA.
For information on current UF grading policies for graduate courses, see the following:
https://gradcatalog.ufl.edu/graduate/regulations/

Note: A letter grade of C or better is necessary to pass the course. This requirement is in line Graduate School policy on grading.

COURSE & UNIVERSITY POLICIES

Expectations for Course Participation and Assignment Completion
Students are expected to be involved in regular interactions with their classmates and with the instructor. Active participation is essential to building an effective learning community. All students are expected to be regular and active participants in discussion and learning activities throughout the semester. Student login information through the Canvas LMS will be monitored. Requirements for make-up exams, assignments, and other work are consistent with UF Graduate School Policy.

Academic Integrity and 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 UF Student Honor Code and Student Conduct Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor."

Accommodations for Students with Disabilities
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.

Student Assistance and Emergencies
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students are encouraged to contact the UF Counseling & Wellness Center (352-392-1575; http://www.counseling.ufl.edu) for confidential assistance and support. Contact the University Police Department (352-392-1111) or 911 for emergencies.

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/.

University of Florida Computer Policy
In keeping with the University of Florida's student computer policy, all assignments must be typed using a word processing program. Use of spell-checking and grammar-checking programs is strongly encouraged. Students will be required to modify and resubmit assignments with excessive spelling/ grammar errors.

CAMPUS RESOURCES

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

*Counseling and Wellness Ce*nter: https://counseling.ufl.edu/ , 392-1575
Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to learning-support@ufl.edu or visiting https://lss.at.ufl.edu/help.shtml.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/

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

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

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

Student Complaints On-Campus: https://sccr.dso.ufl.edu/policies/student-honor- code-student-conduct-code/

On-Line Students Complaints: https://distance.ufl.edu/student-complaint-process/

Teaching resources & information

Course Reserves Resources for Faculty &
Students: https://cms.uflib.ufl.edu/accesssupport/coursereserves

ETC/Canvas support: email help@coe.ufl.edu

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course|New for request 19040

Info

Request: EEX 7XXX Applied Research in Special Education
Description of request: New Course: Applied Research in Special Education
Submitter: Kristi Cheyney-Collante cheyneyk@coe.ufl.edu
Created: 3/25/2024 3:09:29 PM
Form version: 5

Responses

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

> Response:
> EEX

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

> Response:
> 7

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

> Response:
> 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 Committee)

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

> Response:
> Applied Research in Special Education

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:
> Applied Research in Special Ed

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, 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:
2023

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

> Response:
> Regularly Scheduled

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

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

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

> Response:
> Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

> Response:
> 3

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

> Response:
> This course will provide students with an integrated exploration of theoretical and pragmatic underpinnings of applied research in school and community settings that serve individuals with disabilities. Students will apply a systematic approach to problems of practice in their fields by developing a research prospectus aimed at meaningfully improving the lives of individuals with disabilities.

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:

Prerequisite: EEX6745: Historical and Theoretical Foundations of Disability in Education

Completing Prerequisites:

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

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

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

Response:
This course is a core program requirement for the EdD in Special Education program. It addresses theoretical and pragmatic underpinnings of applied research methods in school and community settings that serve individuals with disabilities. The course is placed in the program as students begin to prepare for dissertation research and the various research methods that are well-aligned to research questions that address problems of practice in special education settings.

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

Response:
Students will…
1. Demonstrate an understanding of the of theoretical and pragmatic underpinnings of applied research in school and community settings that serve individuals with disabilities.
2. Locate and use applicable sources of existing knowledge to help frame an applied research project, including peer-reviewed research alongside local data and knowledge.
3. Apply the elements of an applied research cycle to a topic that has meaning for them as EdD scholars.
4. Demonstrate understanding of the ethical implications of community involvement in applied research efforts, including the principals and strategies of participant-driven research, implications of researchers' insider/outsider statuses within their institutional contexts, and the ways community cultural wealth (Yosso, 2005, 2016) and cultural humility (Tervalon & Murray-Garcia, 1998) frameworks can guide the efforts of local research teams.

Course Textbook(s) and/or Other Assigned Reading

Response:
Required Texts
Ravitch, S. M., & Carl, N. M. (2019). Applied Research for Sustainable Change: A Guide for Education Leaders. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Selected readings from:
Perry, J. A., Zambo, D., & Crow, R. (2020). The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students. Myers Education Press.

Hinnant-Crawford, B. N. (2020). Improvement Science in Education: A Primer. Stylus Publishing, LLC.

Additional Readings (provided in Canvas)
Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. The art of effective facilitation: Reflections from social justice educators, 135-150.

Cheyney-Collante, K., & Cheyney, M. (2018). Early childhood leadership: A photovoice exploration. The Qualitative Report, 23(9), 2151-2180.

Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. International journal of qualitative methods, 8(1), 54-63.

Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. Counterpoints, 402, 152-173.

Koro-Ljungberg, M., Cheyney, K., & Bowden, C. (2015). Productive paradoxes in participant driven research (communities and audiences matter). Reconceptualizing Qualitative Research: Methodologies without Method. Thousand Oaks, CA: Sage Publications.

Leedy, P., Ormrod, J. E., & Johnson, L. R. (2014). Practical research: Planning and design (p. 360). Pearson Education.

Leko, M.M., Cook, B.G. and Cook, L. (2021), Qualitative Methods in Special Education Research. Learning Disabilities Research & Practice, 36: 278-286. https://doi.org/10.1111/ldrp.12268

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. Journal of Negro Education, 76(3), 316-323.

Lund, D., & Lianne, L. (2015). Fostering cultural humility among pre-service teachers: Connecting with children and youth of immigrant families through service-learning. Canadian Journal of Education, 38(2), n2.

Milner, H. R. (2013). Rethinking Achievement Gap Talk in Urban Education. Urban Education, 48(1), 3–8. https://doi.org/10.1177/0042085912470417

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of health care for the poor and underserved, 9(2), 117-125.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. Qualitative inquiry, 16(10), 837-851

Verduzco-Baker, L. (2018). Modified brave spaces: Calling in brave instructors. Sociology of Race and Ethnicity, 4(4), 585-592.

Yosso, T. J., & Burciaga, R. (2016). Reclaiming our histories, recovering community cultural wealth. Center for Critical Race Studies at UCLA Research Brief, 5.

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

Response:
Week 1
8/23/23   Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. Counterpoints, 402, 152-173.
Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. Journal of health care for the poor and underserved, 9(2), 117-125.
Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. The art of effective facilitation: Reflections from social justice educators, 135-150.
Verduzco-Baker, L. (2018). Modified brave spaces: Calling in brave instructors. Sociology of Race and Ethnicity, 4(4), 585-592.

Week 2
8/28/23   Ravitch & Carl (2019)
Introduction: Breaking the Tyranny of Numbers
and
Chapter 1: Leading Through Learning and Collaboration
Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. Journal of Negro Education, 76(3), 316-323.
Lund, D., & Lianne, L. (2015). Fostering cultural humility among pre-service teachers: Connecting with children and youth of immigrant families through service-learning. Canadian Journal of Education, 38(2), n2.

Week 3
9/4/23   Ravitch & Carl (2019)
Chapter 2: Organizing Culture and Norms in Applied Research
Yosso, T. J., & Burciaga, R. (2016). Reclaiming our histories, recovering community cultural wealth. Center for Critical Race Studies at UCLA Research Brief, 5.
Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race ethnicity and education, 8(1), 69-91.
Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. International journal of qualitative methods, 8(1), 54-63.

Week 4
9/11/23   Ravitch & Carl (2019)
Chapter 3: Designing Applied Research
and
Chapter 4: Creating Collaborative Research Teams
Leko, M.M., Cook, B.G. and Cook, L. (2021), Qualitative Methods in Special Education Research. Learning Disabilities Research & Practice, 36: 278-286.

Week 5
9/18/23   Perry, J. A., Zambo, D., & Crow, R. (2020). The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students. Myers Education Press.
Chapter 4: Reviewing the Literature: A critical Skill
Example:
Snyder, E., Witmer, S. E., & Schmitt, H. (2017). English language learners and reading instruction: A review of the literature. Preventing School Failure: Alternative Education for Children and Youth, 61(2), 136-145.
Optional (support) reading:
Leedy, P. D., & Ormrod, J. E. (2015). Practical research: Planning and design. Pearson: Chapter 3: Review of the related literature.

Week 6

9/25/23   Work groups

Week 7
10/2/23   Ravitch & Carl (2019)
Chapter 5: Collecting Useful and Actionable Data
and
Chapter 6: Conducting Data Analysis

Week 8
10/9/23
IRB readings and other materials provided on Canvas.

Week 9
10/16/23   Review Hinnant-Crawfard (2020)
Chapter 8: Planning, Doing, Studying, and Acting

Week 10
10/23/23
Milner, H. R. (2013). Rethinking Achievement Gap Talk in Urban Education. Urban Education, 48(1), 3–8.

Week 11
10/30/23
McNiff, J. & Whitehead, J. (2016). You and your action research project. Routledge. Part V: Making claims to knowledge and validating them
(PDF on Canvas)

Week 12
11/6/23   Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. Qualitative inquiry, 16(10), 837-851
Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. International journal of qualitative methods, 16(1), 1609406917733847.
Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. Exceptional children, 71(2), 195-207.

Week 13
11/13/23   Ravitch & Carl (2019)
Chapter 7: Disseminating Findings, Sustaining Action, and Professional Development
Conclusions: Applied Research and Sustainable Organizational Change
Koro-Ljungberg, M., Cheyney, K., & Bowden, C. (2015). Productive paradoxes in participant driven research (communities and audiences matter). Reconceptualizing Qualitative Research: Methodologies without Method. Thousand Oaks, CA: Sage Publications.
Cheyney-Collante, K., & Cheyney, M. (2018). Early childhood leadership: A photovoice exploration. The Qualitative Report, 23(9), 2151-2180.

Weeks 14 - 16
Work on Dissertation Proposal Prospectus

Finals Week
12/9/23   Hinnant-Crawford (2020) Epilogue

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:

Course Assignments

Weekly Participation and Readings Accountability Discussions Forums: (100 points each) This course includes a requirement for weekly asynchronous participation in the form of virtual discussion forums and other small and whole group virtual work. Participation credit for these activities is awarded via graded assignments such as Reading Accountability Discussion Forums and other virtual assignments when applicable. These activities are designed to support students in completing the Shifts in Thinking Reflection essay at the end of the course. With close attention is paid to weekly discussions, students will be well prepared to synthesize their thoughts in this final product. The Shifts in Thinking Reflection essay in this course can from the basis of the Shifts in Thinking paper required for Qualifying Exams later in the year. Discussions will be evaluated based on evidence of critical thinking, relevance to the topic, development of ideas in replies to peers, and the use of professional language and writing conventions.

Virtual Class Meeting Attendance and Instructor Check-Ins: (100 points each)

Students are required to engage with the instructor and/or peers once per week, either in whole group synchronous meetings, group meeting or presentations, online discussions, or virtual lectures. Each of these required engagements count towards your grade for this assignment category.

1. Students are required to attend two synchronous whole group meetings via Zoom, which will be scheduled based on a students' response to a poll. International students with significant time zone differences can work with the instructor to determine a plan that works; other than these extreme scenarios, synchronous attendance is required.
2. Students will also meet with the instructor synchronously for individual Instructor Check-ins as a part of the Dissertation Proposal Prospectus described below. These check-ins will be scheduled with the instructor at a time that works for all parties. The purpose of these individual check-ins is for students to receive one-on-one feedback and support.

Dissertation Proposal Prospectus:

This assignment, completed in stages, will walk students through the process of conceptualizing and planning the dissertation, using the applied research process as a guide. At the end of each phase (3 total), students will submit their works-in-progress to the instructor for feedback and share with their peers. Submissions will be evaluated based on relevance of research synthesized, clear and appropriate methodological choices, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.

Phase 1: Setting the Stage - Weeks 1 – 4 (400 points)

1. Problem of Practice: In Week 1, students will submit their problem of practice (PoP). Students will use the template provided, which includes a review of PoP examples/non-examples and a criteria checklist.
2. Context and Personal Reflections: In week 2, students will complete a Focus Walk (Ravitch & Carl, 2019, p. 187) and the Biases and Blind Spots reflection (Ravitch & Carl, 2019, p. 193).
3. Research Questions: In week 3, students will revise their PoP based on instructor feedback, then provide 3-5 possible research questions (using the RQ template – Ravitch & Carl, 2019, p. 202).
4. Instructor Check-in: In week 4, using all instructor feedback, students will submit the complete Phase 1 template (PoP, Context and Personal Reflections, and RQs), then meet with the instructor for a brief check-in.

Phase 2: Existing Knowledge - Weeks 5 – 8: (300 points)

Using instructor feedback, the student will prioritize 1-3 RQs. Using the most up to date PoP and RQs, the student will complete a 6 – 10-page outline for a limited literature review. Headings and subheadings should be clearly articulated. APA in-text citations and a Reference list are required.

5. Description of Context: Using content from previous course work as well as new insights from Phase 1 (above), students will describe context surrounding the dissertation. [If relevant to the dissertation, include a fishbone diagram depicting the root cause analysis completed in previous coursework. In this case, the student must incorporate previous instructor feedback before reproducing the figure for this assignment. The fishbone diagram should be properly formatted as a figure in APA.] This portion of Phase 2 will be submitted in Week 5.

6. Review of Existing Literature: Using content from previous course work, students will outline the "buckets" of existing scholarship related to their topic and that inform their dissertation. Each area of research should include synthesized ideas, and applicable in-text citations. An APA Reference should be included at the end. [If relevant to the dissertation, this student can conclude this section with a driver diagram completed in previous coursework. In this case, the student must incorporate previous instructor feedback before reproducing the figure for this assignment. The driver diagram should be properly formatted as a figure in APA.] This portion of Phase 2 will be added to the Description of Context section and submitted altogether in Week 8.
7. Instructor Check-in: After submission, students will meet with the instructor for a brief check-in.

Phase 3: Research Design - Week 10-15 (400 points)
8. Research Plan: In week 11, the student will submit the full research plan (template modified from p. 191). The instructor will provide feedback and students will resubmit the revised plan for approval.
9. Draft and Final Prospectus: The student will compile all phases of the research planning process into the Dissertation Prospectus using the Prospectus Template. A DRAFT will be submitted for feedback in Week 13. The final draft will be submitted in Week 16.
10. Instructor Check-in: After submission of the draft, students will meet with the instructor for a brief check-in (Weeks 14 & 15)
11. Class presentation: During Finals Week, students will BRIEFLY share key points of their final prospectus with the class during the final required Zoom.

Shift in Thinking Reflection (100 points)
In lieu of a final exam or project, students will take a look back at their discussion posts for the semester and reflect on two – three ways their thinking has shifted during the semester due to the readings and course activities. If desired, students can also include one shift in thinking that occurred for them as a result of readings and activities in other courses. This is not required. This essay can form the basis of the Shifts in Thinking paper required for Qualifying Exams later in the year. The paper should be in APA format with a cover page and Reference list. In-text citations should be used throughout, as the goal is to reflect on readings. The paper should be 2-3 pages in length, plus a cover page and Reference page. The paper will be evaluated based on relevance of topics, critical thinking, synthesis of course readings and student positionality, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.

Course Grade
The final (letter) grade in the course will be based on the assignment groups described above. To arrive at a final grade, each requirement will be individually evaluated and then combined into a weighted composite (total). The weights for these assignments are as follows:

Assignment	% of final grade
Weekly Reading Activities and Discussions	40 %
Shift in Thinking Paper	20%
Dissertation Proposal Prospectus	40 %
Total	100 %

Grading Scale

93.0% - 100%	A	73.0% - 76.9%	C
90.0% - 92.9%	A-	70.0% - 72.9%	C-
87.0% - 89.9%	B+	67.0% - 69.9%	D+
83.0% - 86.9%	B	63.0% - 66.9%	D
80.0% - 82.9%	B-	60.0% - 62.9%	D-
77.0% - 79.9%	C+	59.9% or below	E

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

Response:
Kristi Cheyney-Collante, PhD
Kyena Cornelius, EdD

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

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

Response:
Yes

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

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

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

Response:
Yes

EEX 6936: Applied Research in Special Education
3 credit hours

Instructor: Kristi Cheyney-Collante, Phd
Course Dates:
Reading Days:
Finals Week:

Virtual Office Hours:

Course Description
This course will provide students with an integrated exploration of theoretical and pragmatic underpinnings of **applied research** in school and community settings that serve individuals with disabilities. Students will apply a systematic approach to problems of practice in their fields by developing a research prospectus aimed at meaningfully improving the lives of individuals with disabilities.

Course Objectives
Students will…
1. Demonstrate an understanding of the of theoretical and pragmatic underpinnings of **applied research** in school and community settings that serve individuals with disabilities.
2. Locate and use applicable sources of existing knowledge to help frame an applied research project, including peer-reviewed research alongside local data and knowledge.
3. Apply the elements of an applied research cycle to a topic that has meaning for them as EdD scholars.
4. Demonstrate understanding of the ethical implications of community involvement in applied research efforts, including the principals and strategies of participant-driven research, implications of researchers' insider/outsider statuses within their institutional contexts, and the ways community cultural wealth (Yosso, 2005, 2016) and cultural humility (Tervalon & Murray-Garcia, 1998) frameworks can guide the efforts of local research teams.

Required Texts
Ravitch, S. M., & Carl, N. M. (2019). *Applied Research for Sustainable Change: A Guide for Education Leaders*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Selected readings from:
Perry, J. A., Zambo, D., & Crow, R. (2020). *The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students*. Myers Education Press.

Hinnant-Crawford, B. N. (2020). *Improvement Science in Education: A Primer*. Stylus Publishing, LLC.

Additional Readings (provided in Canvas)

Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. *The art of effective facilitation: Reflections from social justice educators*, 135-150.

Cheyney-Collante, K., & Cheyney, M. (2018). Early childhood leadership: A photovoice exploration. *The Qualitative Report*, *23*(9), 2151-2180.

Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International journal of qualitative methods*, *8*(1), 54-63.

Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, *402*, 152-173.

Koro-Ljungberg, M., Cheyney, K., & Bowden, C. (2015). Productive paradoxes in participant driven research (communities and audiences matter). *Reconceptualizing Qualitative Research: Methodologies without Method. Thousand Oaks, CA: Sage Publications*.

Leedy, P., Ormrod, J. E., & Johnson, L. R. (2014). *Practical research: Planning and design* (p. 360). Pearson Education.

Leko, M.M., Cook, B.G. and Cook, L. (2021), Qualitative Methods in Special Education Research. Learning Disabilities Research & Practice, 36: 278-286. https://doi.org/10.1111/ldrp.12268

Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. Journal of Negro Education, 76(3), 316-323.

Lund, D., & Lianne, L. (2015). Fostering cultural humility among pre-service teachers: Connecting with children and youth of immigrant families through service-learning. *Canadian Journal of Education*, *38*(2), n2.

Milner, H. R. (2013). Rethinking Achievement Gap Talk in Urban Education. Urban Education, 48(1), 3–8. https://doi.org/10.1177/0042085912470417

Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of health care for the poor and underserved*, *9*(2), 117-125.

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative inquiry*, *16*(10), 837-851

Verduzco-Baker, L. (2018). Modified brave spaces: Calling in brave instructors. *Sociology of Race and Ethnicity*, *4*(4), 585-592.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91.

Yosso, T. J., & Burciaga, R. (2016). Reclaiming our histories, recovering community cultural wealth. *Center for Critical Race Studies at UCLA Research Brief*, 5.

Course Meetings and Collaboration
The course is designed to meet the needs of a wide range of participants. Collaboration and engagement are a big part of that individualization. I have built in many opportunities to Zoom individually, as well as in groups. Small group check-ins are used to get to know each other better and to support you as you engage in research planning and implementation. Whole group Zooms are used to communicate more than course details and reminders, but rather focus on building a community of practitioner researchers that will carry over after this course has ended.

Course Assignments

Weekly Participation and Readings Accountability Discussions Forums: (**100 points each**)
This course includes a requirement for weekly asynchronous participation in the form of virtual discussion forums and other small and whole group virtual work. Participation credit for these activities is awarded via graded assignments such as Reading Accountability Discussion Forums and other virtual assignments when applicable. These activities are designed to support students in completing the Shifts in Thinking Reflection essay at the end of the course. With close attention is paid to weekly discussions, students will be well prepared to synthesize their thoughts in this final product. The Shifts in Thinking Reflection essay in this course can from the basis of the Shifts in Thinking paper required for Qualifying Exams later in the year. Discussions will be evaluated based on evidence of critical thinking, relevance to the topic, development of ideas in replies to peers, and the use of professional language and writing conventions.

Virtual Class Meeting Attendance and Instructor Check-Ins: (**100 points each**)
Students are required to engage with the instructor and/or peers once per week, either in whole group synchronous meetings, group meeting or presentations, online discussions, or virtual lectures. Each of these required engagements count towards your grade for this assignment category.
1. Students are required to attend **two synchronous whole group meetings** via Zoom, which will be scheduled based on a students' response to a poll. International students with significant time zone differences can work with the instructor to determine a plan that works; other than these extreme scenarios, *synchronous attendance is required*.
2. Students will also meet with the instructor synchronously for individual **Instructor Check-ins** as a part of the Dissertation Proposal Prospectus described below. These check-ins will be scheduled with the instructor at a time that works for all parties. The purpose of these individual check-ins is for students to receive one-on-one feedback and support.

Dissertation Proposal Prospectus

This assignment, completed in stages, will walk students through the process of conceptualizing and planning the dissertation, using the applied research process as a guide. At the end of each phase (3 total), students will submit their works-in-progress to the instructor for feedback and share with their peers. Submissions will be evaluated based on relevance of research synthesized, clear and appropriate methodological choices, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.

Phase 1: Setting the Stage - Weeks 1 – 4 (400 points)
- **Problem of Practice:** In Week 1, students will submit their problem of practice (PoP). Students will use the template provided, which includes a review of PoP examples/non-examples and a criteria checklist.
- **Context and Personal Reflections:** In week 2, students will complete a Focus Walk (Ravitch & Carl, 2019, p. 187) and the Biases and Blind Spots reflection (Ravitch & Carl, 2019, p. 193).
- **Research Questions:** In week 3, students will revise their PoP based on instructor feedback, then provide 3-5 possible research questions (using the RQ template – Ravitch & Carl, 2019, p. 202).
- **Instructor Check-in:** In week 4, using all instructor feedback, students will submit the complete Phase 1 template (PoP, Context and Personal Reflections, and RQs), then meet with the instructor for a brief check-in.

Phase 2: Existing Knowledge - Weeks 5 – 8: (300 points)
Using instructor feedback, the student will prioritize 1-3 RQs. Using the most up to date PoP and RQs, the student will complete a 6 – 10-page outline for a limited literature review. Headings and subheadings should be clearly articulated. APA in-text citations and a Reference list are required.
1. **Description of Context:** Using content from previous course work as well as new insights from Phase 1 (above), students will describe context surrounding the dissertation. [If relevant to the dissertation, include a fishbone diagram depicting **the root cause analysis** completed in previous coursework. In this case, the student must incorporate previous instructor feedback before reproducing the figure for this assignment. The fishbone diagram should be properly formatted as a figure in APA.] This portion of Phase 2 will be submitted in Week 5.
2. **Review of Existing Literature:** Using content from previous course work, students will outline the "buckets" of existing scholarship related to their topic and that inform their dissertation. Each area of research should include synthesized ideas, and applicable in-text citations. An APA Reference should be included at the end. [If relevant to the dissertation, this student can conclude this section with a **driver diagram** completed in previous coursework. In this case, the student must incorporate previous instructor feedback before reproducing the figure for this assignment. The driver diagram should be properly formatted as a figure in APA.] This portion of Phase 2 will be added to the Description of Context section and submitted altogether in Week 8.
3. **Instructor Check-in:** After submission, students will meet with the instructor for a brief check-in.

Phase 3: Research Design - Week 10-15 (400 points)

- **Research Plan:** In week 11, the student will submit the full research plan (template modified from p. 191). The instructor will provide feedback and students will resubmit the revised plan for approval.
- **Draft and Final Prospectus:** The student will compile all phases of the research planning process into the Dissertation Prospectus using the Prospectus Template. A DRAFT will be submitted for feedback in Week 13. The final draft will be submitted in Week 16.
- **Instructor Check-in:** After submission of the draft, students will meet with the instructor for a brief check-in (Weeks 14 & 15)
- **Class presentation:** During Finals Week, students will BRIEFLY share key points of their final prospectus with the class during the final required Zoom.

Shift in Thinking Reflection (100 points)
In lieu of a final exam or project, students will take a look back at their discussion posts for the semester and reflect on two – three ways their thinking has shifted during the semester due to the readings and course activities. *If desired, students can also include one shift in thinking that occurred for them as a result of readings and activities in other courses. This is not required.* This essay can form the basis of the Shifts in Thinking paper required for Qualifying Exams later in the year. The paper should be in APA format with a cover page and Reference list. In-text citations should be used throughout, as the goal is to reflect on readings. The paper should be 2-3 pages in length, plus a cover page and Reference page. The paper will be evaluated based on relevance of topics, critical thinking, synthesis of course readings and student positionality, organization and structure, the use of professional language and writing conventions, and appropriate APA formatting.

Course Grade
The final (letter) grade in the course will be based on the assignment groups described above. To arrive at a final grade, each requirement will be individually evaluated and then combined into a weighted composite (total). The weights for these assignments are as follows:

Assignment	% of final grade
Weekly Reading Activities and Discussions	40 %
Shift in Thinking Paper	20%
Dissertation Proposal Prospectus	40 %
Total	**100 %**

93.0% - 100%	A	73.0% - 76.9%	C
90.0% - 92.9%	A-	70.0% - 72.9%	C-
87.0% - 89.9%	B+	67.0% - 69.9%	D+
83.0% - 86.9%	B	63.0% - 66.9%	D
80.0% - 82.9%	B-	60.0% - 62.9%	D-
77.0% - 79.9%	C+	59.9% or below	E

Course Grades and GPA.
For information on current UF grading policies for graduate courses, see the following:
https://gradcatalog.ufl.edu/graduate/regulations/

Note: A letter grade of C or better is necessary to pass the course. This requirement is in line Graduate School policy on grading.

Tentative Course Schedule		
Week	**Reading(s)**	**Assignment(s)**
Week 1 8/23/23	Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. *Counterpoints*, *402*, 152-173. Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of health care for the poor and underserved*, *9*(2), 117-125. Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces. *The art of effective facilitation: Reflections from social justice educators*, 135-150. Verduzco-Baker, L. (2018). Modified brave spaces: Calling in brave instructors. *Sociology of Race and Ethnicity*, *4*(4), 585-592.	Discussion Forum: Get to Know Me Discussion Forum: From Safe Spaces to (Modified) Brave Spaces 1st Required Class Zoom
Week 2 8/28/23	Ravitch & Carl (2019) Introduction: Breaking the Tyranny of Numbers and Chapter 1: Leading Through Learning and Collaboration Ladson-Billings, G. (2007). Pushing past the achievement gap: An essay on the language of deficit. Journal of Negro Education, 76(3), 316-323. Lund, D., & Lianne, L. (2015). Fostering cultural humility among pre-service teachers: Connecting with children and youth of immigrant families through service-learning. *Canadian Journal of Education*, *38*(2), n2.	Reading Accountability Discussion Forum Thursday Office Hours Phase 1 Dissertation Proposal Prospectus: Problem of Practice
Week 3 9/4/23	Ravitch & Carl (2019) Chapter 2: Organizing Culture and Norms in Applied Research Yosso, T. J., & Burciaga, R. (2016). Reclaiming our histories, recovering community cultural	Reading Accountability Discussion Forum Thursday Office Hours Phase 1 Dissertation Proposal Prospectus: Context and Personal Reflections

	wealth. *Center for Critical Race Studies at UCLA Research Brief*, 5. Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91. Dwyer, S. C., & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International journal of qualitative methods*, *8*(1), 54-63.	
Week 4 9/11/23	Ravitch & Carl (2019) Chapter 3: Designing Applied Research and Chapter 4: Creating Collaborative Research Teams Leko, M.M., Cook, B.G. and Cook, L. (2021), Qualitative Methods in Special Education Research. *Learning Disabilities Research & Practice, 36*: 278-286. *Additional readings and other materials provided on Canvas*	Reading Accountability Discussion Forum Thursday Office Hours Phase 1 Dissertation Proposal Prospectus: Research Questions
Week 5 9/18/23	Perry, J. A., Zambo, D., & Crow, R. (2020). *The Improvement Science Dissertation in Practice: A Guide for Faculty, Committee Members, and Their Students*. Myers Education Press. Chapter 4: Reviewing the Literature: A critical Skill **Example:** Snyder, E., Witmer, S. E., & Schmitt, H. (2017). English language learners and reading instruction: A review of the literature. *Preventing School Failure: Alternative Education for Children and Youth*, *61*(2), 136-145. Optional (support) reading: Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning and design*. Pearson: Chapter 3: Review of the related literature.	Reading Accountability Discussion Forum Thursday Office Hours Phase 1 Dissertation Proposal Prospectus: Instructor Check-in *Work on Phase 2 Existing Knowledge - Description of Context*
Week 6	*No new readings this week.*	Thursday Office Hours

9/25/23		Phase 2 Existing Knowledge: Description of Context
Week 7 10/2/23	Ravitch & Carl (2019) Chapter 5: Collecting Useful and Actionable Data and Chapter 6: Conducting Data Analysis *Additional readings and other materials provided on Canvas*	Reading Accountability Discussion Forum Thursday Office Hours *Work on Phase 2: Existing Knowledge - Review of Existing Literature (Due in Week 9)*
Week 8 10/9/23	*IRB readings and other materials provided on Canvas.*	Thursday Office Hours *Work on Phase 2: Existing Knowledge - Review of Existing Literature (Due in Week 9)* Complete IRB02 Training
Week 9 10/16/23	Review Hinnant-Crawfard (2020) Chapter 8: Planning, Doing, Studying, and Acting *Additional readings and other materials provided on Canvas*	Extra Credit Reading Accountability Discussion Forum Thursday Office Hours Phase 2 Existing Knowledge - Review of Existing Literature & Instructor Check-in
Week 10 10/23/23	Milner, H. R. (2013). Rethinking Achievement Gap Talk in Urban Education. Urban Education, 48(1), 3–8. *Additional readings and other materials provided on Canvas*	Thursday Office Hours Extra Credit Discussion: Revisiting Brave Spaces Phase 3: Research Plan Template (Due Thursday)
Week 11 10/30/23	McNiff, J. & Whitehead, J. (2016). *You and your action research project*. Routledge. Part V: Making claims to knowledge and validating them (PDF on Canvas)	Thursday Office Hours *Work on Phase 3: final Research Plan*
Week 12 11/6/23	Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative inquiry*, *16*(10), 837-851 Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria.	Reading Accountability Discussion Forum Thursday Office Hours Phase 3: Research Plan

	International journal of qualitative methods, *16*(1), 1609406917733847. Brantlinger, E., Jimenez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional children*, *71*(2), 195-207.	
Week 13 11/13/23	Ravitch & Carl (2019) Chapter 7: Disseminating Findings, Sustaining Action, and Professional Development Conclusions: Applied Research and Sustainable Organizational Change Koro-Ljungberg, M., Cheyney, K., & Bowden, C. (2015). Productive paradoxes in participant driven research (communities and audiences matter). *Reconceptualizing Qualitative Research: Methodologies without Method.* Thousand Oaks, CA: Sage Publications. Cheyney-Collante, K., & Cheyney, M. (2018). Early childhood leadership: A photovoice exploration. *The Qualitative Report*, *23*(9), 2151-2180.	Thursday Office Hours *Work on Phase 3: Dissertation Proposal Prospectus (DRAFT due in Week 14)*
Week 14 11/20/23	*No new readings this week.*	DRAFT Dissertation Proposal Prospectus Due Mon, 11/20 Instructor Check-ins
Week 15 11/27/23	*No new readings this week.*	*Work on Final Dissertation Proposal Prospectus (due in Week 14)* Instructor Check-ins
Week 16 12/4/23	*No new readings this week.*	Final Dissertation Proposal Prospectus (Due Thursday, before class) 2nd Required Class Zoom Prospectus Class Presentation
Finals Week 12/9/23	Hinnant-Crawford (2020) Epilogue: Why Does a Black Girl Endorse Improvement Science?	Shift in Thinking Reflections Due Dec. 11th

UF Policies & Resources

Policy Regarding Participation (Class Attendance)
Course participants are expected to be involved in regular interactions with their classmates and with the instructor. Opportunities for interactions will be in asynchronous and synchronous spaces. Active participation is essential to building an effective learning community. All course members are expected to be regular and active participants in activities.

Our Zoom class sessions may be audio and/or visually recorded for students in the class to refer back and for enrolled students who are unable to attend live, primarily due to health-related concerns. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy on Make-up Exams and Assignments
Late assignments must be completed no later than 3 days after they are assigned. Assignments not turned in within those 3 days will be marked as "incomplete" with a point value of zero.

Course participants who have difficulty meeting expectations for exams and assignments should speak with the instructor to determine whether make-up assignments or exams are possible. Absence for permitted religious reasons, documented medical concerns, and other reasons as documented in University policy will be handled accordingly. Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at: http://gradcatalog.ufl.edu/content.php?catoid=11&navoid=2486.

Academic Integrity
All course participants registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its course participants to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials.

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Course participants with academic concerns related to this course should contact the instructor in person or via email. Course participants also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789.

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

Course|New for request 19914

Info

Request: INR XXXX Feminist International Relations
Description of request: This is a request to obtain an official course number for this graduate-level seminar on feminist theory and methods in international relations. I have taught this course previously as a "special topics" seminar, and based on positive feedback and consistent demand from political science graduate students, I believe it would be beneficial for the department to offer this as a stand-alone course going forward. I am happy to provide any additional information that might be helpful as you consider this request. Thank you.
Submitter: Lindsey Goldberg lindsey.goldberg@ufl.edu
Created: 4/19/2024 12:57:05 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:
    INR

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:
Feminist International Relations

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:
Feminist IR

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

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

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

Response:
No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:

No

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

Response:
Regularly Scheduled

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

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

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

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
3

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

Response:
Investigates the history and growth of feminist theory in international relations through analyses of gender in global conflict, peace processes, human rights, foreign policy, political economy, and more. Appropriate for graduate students of varied epistemological and methodological backgrounds interested in better understanding feminist research in international relations.

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:
INR 6607: International Relations Theory

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
By building off of foundational international relations coursework, this class enhances the political science curriculum at UF by allowing graduate students to reflect on the discipline as a whole, consider familiar topics (e.g., conflict, political economy, human rights, development, peace processes, etc.) from new perspectives, and develop a sense of scholarly identity vis-à-vis their engagement with multiple epistemological and methodological approaches to studying international relations. Likewise, students enhance important skills in this course, such as engaging in group dialogue, presenting and defending academic arguments, evaluating research design, and more.

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 the theoretical foundations of feminist international relations and analyze its applications across the IR discipline
• This objective is assessed through students' performance on several response essays written

about the assigned readings throughout the semester.
(2) Compare and evaluate gender-based research in the field of international relations
• This objective is assessed through those same writing assignments along with students' in-class participation in discussions about the assigned readings, course themes, and debates in the IR literature.
(3) Research global political processes through gender-analytic lenses and identify scholarly interests/contributions to these areas of research
• This objective is assessed through students' performance on a final exam, which requires them to not only demonstrate their accumulated knowledge of the feminist IR literature assigned throughout the semester but also their own academic positionality vis-à-vis that literature.

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:
Required Books:
• Berry, Marie E. War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina. Cambridge, UK: Cambridge University Press.
• Duriesmith, David. 2017. Masculinity and New War: The Gendered Dynamics of Contemporary Armed Conflict. New York, NY: Routledge.
• Enloe, Cynthia. 2014. Bananas, Beaches, and Bases: Making Feminist Sense of International Politics (Second Edition). Berkeley, CA: University of California Press.
• Gentry, Caron E. and Laura Sjoberg. 2015. Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics. London, UK: Zed Books.
• Parashar, Swati, J. Ann Tickner, and Jacqui True (eds). 2018. Revisiting Gendered States: Feminist Imaginings of the State in International Relations. New York, NY: Oxford University Press.
• Sjoberg, Laura. 2013. Gendering Global Conflict: Toward a Feminist Theory of War. New York, NY: Columbia University Press.
• Wilcox, Lauren B. 2015. Bodies of Violence: Theorizing Embodied Subjects in International Relations. Oxford, UK: Oxford University Press.

Assigned Articles:
• Hawkesworth, Mary and Lisa Disch. 2016. "Introduction: Feminist Theory: Transforming the Known World," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• McNay, Lois. 2016. "Agency," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Masters, Cristina and Marysia Zalewski. 2022. "Feminist International Relations," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Shepherd, Laura J. 2022. "(Why) Gender Matters in Global Politics," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Kaufman, Joyce P. 2022. "Introduction: International Relations in a Globalized World," in Introduction to International relations: Theory and Practice (Third Edition). Lanham, MD: Rowman and Littlefield.
• Kaufman, Joyce P. 2022. "Theoretical Overview," in Introduction to International relations: Theory and Practice (Third Edition). Lanham, MD: Rowman and Littlefield.
• Bachofen, Blaise. 2015. "The Paradox of 'Just War' in Rousseau's Theory of Interstate Relations." American Political Science Review 109(2): 314-325.
• Fearon, James D. 1995. "Rationalist Explanations for War." International Organization 49(3): 379-414.
• Hensel, Paul R. 2012. "Territory: Geography, Contentious Issues, and World Politics," in What Do We Know About War? (Second Edition). Lanham, MD: Rowman & Littlefield.
• Walter, Barbara F. 2017. "The New New Civil Wars." Annual Review of Political Science 20: 469-486.
• Ferguson, Kathy E. and Sharain Sasheir Naylor. 2016. "Militarization and War," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Hutchings, Kimberly. 2008. "Making Sense of Masculinity and War." Men and Masculinities 10(4): 389-404.
• Wegner, Nicole. 2021. "Helpful Heroes and the Political Utility of Militarized Masculinities."

International Feminist Journal of Politics 23(1): 5-26.
• Tickner, J. Ann. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." International Studies Review 1(3): 3-11.
• Caprioli, Mary and Mark A. Boyer. 2001. "Gender, Violence, and International Crisis." Journal of Conflict Resolution 45(4): 503-518.
• Caprioli, Mary. 2003. "Gender Equality and State Aggression: The Impact of Domestic Gender Equality on State First Use of Force." International Interactions 29(3): 195-214.
• Hudson, Valerie M., Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. 2009. "The Heart of the Matter: The Security of Women and the Security of States." International Security 33(3): 7-45.
• Melander, Erik. 2005. "Gender Equality and Intrastate Armed Conflict." International Studies Quarterly 49: 695-714.
• Wood, Reed M. and Mark D. Ramirez. 2018. "Exploring the Microfoundations of the Gender Equality Peace Hypothesis." International Studies Review 20: 345-367.
• Karim, Sabrina. 2018. "Gender and Peacekeeping," in The Routledge Handbook of Gender and Security. New York, NY: Routledge.
• Kunz, Rahel. 2020. "Messy Feminist Knowledge Politics: A Double Reading of Post-Conflict Gender Mainstreaming in Liberia." International Feminist Journal of Politics 22(1): 63-85.
• Hudson, Heidi. 2005. "'Doing' Security As Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security." Security Dialogue 36(2): 131-253.
• Hudson, Heidi. 2009. "Peace Building Through A Gender Lens and the Challenges of Implementation in Rwanda and Côte d'Ivoire," in Gender and International Security. New York, NY: Routledge.
• Reeves, Audrey. 2012. "Feminist Knowledge and Emerging Governmentality in UN Peacekeeping." International Feminist Journal of Politics 14(3): 348-369.
• Jansson, Maria and Maud Eduards. 2016. "The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security." International Feminist Journal of Politics 18(4): 590-604.
• Griffin, Penny. 2022. "Global Governance," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Shin, Ki-Young. 2016. "Governance," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." International Relations 33(1): 23-39.
• Achilleos-Sarll, Columba, Jennifer Thomson, Toni Haastrup, Karoline Farber, Carol Cohn, and Paul Kirby. 2023. "The Past, Present, and Future(s) of Feminist Foreign Policy." International Studies Review 1-29.
• Thomson, Jennifer. 2020. "What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas." International Studies Perspectives 21: 424-437.
• Bergman Rosamond, Annika. 2020. "Swedish Feminist Foreign Policy and 'Gender Cosmopolitanism.'" Foreign Policy Analysis 16: 217-235.
• Peterson, V. Spike. 2022. "International/Global Political Economy," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Barthwal-Datta, Monika and Soumita Basu. 2022. "Land, Water and Food," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Mills, Mary Beth. 2016. "Gendered Divisions of Labor," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Marchand, Marianne H. and Rocío del Carmen Osorno Velázquez. 2016. "Markets/Marketization," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Bergeron, Suzanne. 2016. "Formal, Informal, and Care Economies," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Kimmel, Michael S. 2003. "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism." International Sociology 18(3): 443-631.
• Meger, Sara. 2015. "Toward a Feminist Political Economy of Wartime Sexual Violence." International Feminist Journal of Politics 17(3): 416-434.
• Halim Chowdhury, Elora. 2016. "Development," in The Oxford Handbook of Feminist Theory. Oxford, UK: Oxford University Press.
• Mohanty, Chandra. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." Feminist Review 30: 61-88.
• Steans, Jill. 2007. "Debating Women's Human Rights as a Universal Feminist Project: Defending Women's Human Rights as a Political Tool." Review of International Studies 33:11-27.

• Manderson, Lenore. 2007. "Local Rites and Body Politics: Tensions Between Cultural Diversity and Human Rights." International Feminist Journal of Politics 6(2): 285-307.
• Switzer, Heather, Emily Bent, and Crystal Leigh Endsley. 2016. "Precarious Politics and Girl Effects: Exploring the Limits of the Girl Gone Global." Feminist Formations 28(1): 33-59.
• Krystalli, Roxani and Philipp Shulz. 2022. "Taking Love and Care Seriously: An Emergent Research Agenda for Remaking Worlds in the Wake of Violence." International Studies Review 24(1): 1-25.
• Daigle, Megan. 2019. "The Intimate and the International: Love, Sexuality, and Queer Feminist IR," in The Routledge Handbook of Critical International Relations.
• Clapton, William. 2022. "Digital Politics," in Gender Matters in Global Politics (Third Edition). London, UK: Routledge.
• Korolczuk, Elzbieta and Agnieszka Graff. 2018. "Gender as 'Ebola from Brussels': The Anticolonial Frame and the Rise of Illiberal Populism." Signs: Journal of Women in Culture and Society 43(4):797-821.
• Shaheen Moosa, Christina and Nancy Tuana. 2014. "Mapping a Research Agenda Concerning Gender and Climate Change: A Review of the Literature." Hypatia 29(3): 677-694.

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

Response:
Week 1: Introduction to the Course
Week 2: What is International Relations? Part I
Week 3: What is International Relations? Part II
Week 4: 'Seeing Gender' in Global Politics
Week 5: Gendering the State
Week 6: Feminisms and War Part I
Week 7: Feminisms and War Part II
Week 8: Men, Masculinities, and War
Week 9: Gender and Political Violence Part I
Week 10: A Feminist Peace?
Week 11: Feminist Perspectives on Peacekeeping and Peace Building
Week 12: Gender, Global Governance, and Feminist Foreign Policy
Week 13: Feminist Perspectives on Global Political Economies
Week 14: Gender, Development, and Human Rights
Week 15: The Future of Feminist International Relations

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:
Attendance & Participation: 20% of Overall Grade
Students are expected to arrive on time for class every day. 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. Excused absences that abide by university policies will not be penalized. In such cases, students are expected to communicate with the professor about what they have missed and develop a plan for catching up in the course. However, unexcused absences will result in a score of 0 points for attendance and participation on the day of each unexcused absence. Students can earn up to 3 points for attendance and participation each day the class meets. In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities related to those readings. Participation in the course will be evaluated

based on the general criteria described below:

• Unexcused Absence/Zero Participation: The student is not present to participate in the class and they do not follow university policies for excused absences. (0 points)

• Poor Participation: The student is present but rarely offers comments and questions in class and does not demonstrate that they have completed and engaged with the assigned readings. Such comments and questions may include but are not limited to sharing personal opinions, discussing examples from sources other than the course materials, and echoing other students' remarks without connecting these contributions to the assigned readings. (1 point)

• Adequate Participation: The student is present and regularly offers comments and questions in class that demonstrate completion of the assigned readings and surface-level engagement with the material. Such comments and questions may include but are not limited to repeating direct quotes from the assigned readings or summarizing the authors' findings without analytically expanding on these points. (2 points)

• Excellent Participation: The student is present and regularly offers comments and questions in class that demonstrate not only completion of the assigned readings but also deep engagement with and analysis of the material. Such engagement may include but is not limited to presenting original ideas that expand on the authors' arguments and findings, raising questions that critique the authors' theoretical and methodological approaches, and drawing analytical connections between assigned readings from earlier points in the semester. (3 points)

Discussion Leader: 20% of Overall Grade
Every student will serve as the Discussion Leader in class for one week of the semester. To complete this assignment, students are expected to come to class prepared with a 20-30 minute presentation based on the assigned readings for their assigned week. Students may structure their presentation however they like, but it must go beyond simply reviewing the assigned readings and also include interactive dialogue with the class. For example, a successful Discussion Leader might spend only a minute or two reviewing the primary arguments/findings from each of the assigned readings and then utilize the rest of their time presenting critical questions for the class to consider and discuss together. This assignment is purposefully flexible in structure, as it is intended to help graduate students hone their own teaching skills. Students are encouraged to embrace creativity in this assignment and focus their efforts on engaging their classmates in fruitful dialogue about the course material.

Self-Evaluation: 10% of Overall Grade
Halfway through the semester, students will write a one-paragraph self-evaluation of their participation and overall performance in the course up to that point and submit it on Canvas by the posted deadline. In this assignment, students are expected to reflect on their strengths/contributions to the class, their weaknesses/areas for growth, and their plans for improving how they participate and perform in the course for the rest of the semester.

Reading Response Papers: 25% of Overall Grade
Students are expected to write eight reading response papers throughout the semester. Students may choose which eight weeks they would like to write and submit a reading response paper, and these assignments are always due on Canvas before class, the same week in which the relevant readings are assigned. For this assignment, students are expected to write 2-3 pages (single-spaced, 12-point font, 1-inch margins) analyzing and responding to the assigned readings for that week of the course. This is not a book report! Students should avoid simply summarizing the assigned readings and instead focus on engaging with the authors' arguments and analyses, debates in the literature, confusions and contradictions, future research directions, etc. Each reading response paper must engage with every assigned reading for that week; however, students do not have to discuss every assigned reading at equal length. A successful reading response paper will make clear to the professor that the student has deeply engaged with the assigned readings for that week and gone to significant effort to consider their significance, strengths, weaknesses, and broader implications for the study of international relations.

Final Exam: 25% of Overall Grade
Students will take a final exam in this course that is intended to test their grasp on the feminist IR literature covered throughout the semester, its applications in broader contexts, as well as their

critical analysis and writing skills. This exam will be structured to replicate half of the IR qualifying exam. As such, students will receive a list of four questions (two on gender in IR theory and two on specific applications of feminist IR research), and they will be expected to write 10-page responses to two of these questions (one of their choice from each category). Students will receive their list of questions on a Friday, and their answers will be due on Canvas approximately one week later. Students' performance on this exam will be evaluated based on the general criteria described below:

• Poor Performance (Grade of D or F): The student does not reference or engage with the feminist IR literature assigned throughout the semester, nor do they adequately address the selected questions. The student also does not demonstrate understanding or analysis of the themes or approaches covered in this course, nor do they develop and support arguments addressing their selected questions.

• Adequate Performance (Grade of C): The student references the feminist IR literature assigned throughout the semester and draws some connections between that literature and broader applications. The student develops arguments addressing their selected questions, but these arguments are somewhat unclear, underspecified, and/or weakly supported.

• Excellent Performance (Grade of A or B): The student references and deeply engages with the feminist IR literature assigned throughout the semester, drawing connections between that literature and broader applications. The student develops arguments addressing their selected questions, and these arguments are clear and well-supported. The student also connects their responses to their own research agenda and the study of international relations.

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

Response:
Lindsey A. Goldberg, Ph.D.

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

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

Response:
Yes

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

• Students with disabilities 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.

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

POS 6933 / WST 6935: FEMINIST INTERNATIONAL RELATIONS

UNIVERSITY OF FLORIDA – SPRING 2024

Professor: Lindsey A. Goldberg, Ph.D. (she/her)

CLASS INFORMATION	PROFESSOR INFORMATION
Day: Mondays	**Email:** lindsey.goldberg@ufl.edu
Time: 8:30 – 11:30 AM	**Student Drop-In Hours:** Mondays 2 – 3:30 PM, Tuesdays 10 – 11:30 AM, or by appointment
Classroom Location: Ustler Hall (UST) #108	**Office Location:** Anderson Hall (AND) #311

To schedule a meeting with me during Student Drop-In Hours, please use the following link:
https://calendly.com/lindseyagoldberg/student-drop-in-hours.

COURSE DESCRIPTION

This course explores the history, application, and growth of feminist theory in the study of international relations (IR). While the field of IR has a long history of misconstruing and minimizing the role of gender in global politics, this course centers gender as an analytic framework and as an organizing principle that significantly shapes international relations. In this course, we will begin by examining the theoretical foundations of feminist IR as they relate to some of the central tenets of 'mainstream' IR (e.g., power, security, militarism). We will then expand to examining how understandings of global conflict and political violence shift when studied through feminist lenses, how those processes shape local and global understandings of gender, and the political implications of those understandings. In addition to focusing on the study of global conflict, this course will explore the role of gender in myriad other global political dynamics, including peace processes, human rights, international political economy, and more. Students will be evaluated on their ability to critically reflect on the theoretical frameworks, concepts, and empirical approaches examined throughout this course, as well as their scholarly contributions to critical discourse via in-class participation, written assignments, and a final exam. The main objective of this course is to enhance students' understanding of feminist theory and gender-based research in the field of international relations.

GUIDING QUESTIONS	COURSE GOALS
• *What is feminist theory, and how does it apply to the study of international relations?* • *How do international relations scholars theoretically and empirically analyze gender in global politics?* • *How does gender shape global political processes, both at the micro- and macro-level?*	• To identify the theoretical foundations of feminist international relations and analyze its application across the IR discipline • To compare and evaluate gender-based research in the field of international relations • To research global political processes through gender-analytic lenses and identify students' scholarly interests/contributions to these areas of research

REQUIRED TEXTBOOKS

The books we will use in this course are listed below. They are all available as eBooks through the UF Libraries website (www.uflib.ufl.edu). Articles will also be assigned throughout the semester. Whenever possible, assigned readings will be available in PDF format on our course Canvas site.

- Berry, Marie E. ***War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina.*** Cambridge, UK: Cambridge University Press.

- Duriesmith, David. 2017. ***Masculinity and New War: The Gendered Dynamics of Contemporary Armed Conflict.*** New York, NY: Routledge.

- Enloe, Cynthia. 2014. ***Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*** (**Second Edition**)**.** Berkeley, CA: University of California Press.

- Gentry, Caron E. and Laura Sjoberg. 2015. ***Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*****.** London, UK: Zed Books.

- Parashar, Swati, J. Ann Tickner, and Jacqui True (eds). 2018. ***Revisiting Gendered States: Feminist Imaginings of the State in International Relations.*** New York, NY: Oxford University Press.

- Sjoberg, Laura. 2013. ***Gendering Global Conflict: Toward a Feminist Theory of War*****.** New York, NY: Columbia University Press.

- Wilcox, Lauren B. 2015. ***Bodies of Violence: Theorizing Embodied Subjects in International Relations.*** Oxford, UK: Oxford University Press.

COURSE ASSIGNMENTS

Attendance & Participation

Students are expected to arrive on time for class every day. 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. Excused absences that abide by university policies will not be penalized. In such cases, students are expected to communicate with the professor about what they have missed and develop a plan for catching up in the course. However, unexcused absences will result in a score of 0 points for attendance and participation on the day of each unexcused absence. Students can earn up to 3 points for attendance and participation each day that the class meets. In addition to attending class, students are expected to complete the assigned readings and be prepared to participate in class discussions or activities related to those readings. Participation in the course will be evaluated based on the general criteria described below:

- Unexcused Absence/Zero Participation: *The student is not present to participate in the class and they do not follow university policies for excused absences.* (0 points)

- Poor Participation: *The student is present but rarely offers comments and questions in class and does not demonstrate that they have completed and engaged with the assigned readings. Such comments and questions may include but are not limited to sharing personal opinions, discussing examples from sources other than the course materials, and echoing other students' remarks without connecting these contributions to the assigned readings.* (1 point)

- Adequate Participation: *The student is present and regularly offers comments and questions in class that demonstrate completion of the assigned readings and surface-level engagement with the material. Such*

comments and questions may include but are not limited to repeating direct quotes from the assigned readings or summarizing the authors' findings without analytically expanding on these points. (2 points)

- Excellent Participation: *The student is present and regularly offers comments and questions in class that demonstrate not only completion of the assigned readings but also deep engagement with and analysis of the material. Such engagement may include but is not limited to presenting original ideas that expand on the authors' arguments and findings, raising questions that critique the authors' theoretical and methodological approaches, and drawing analytical connections between assigned readings from earlier points in the semester.* (3 points)

While this class is intended to be a free space for students to share their honest thoughts and questions, I will not tolerate discriminatory, hateful, or antagonistic dialogue. It is okay to disagree with others, and I encourage students to embrace opportunities to exchange perspectives. However, those exchanges must be conducted with respect for different backgrounds, identities, and beliefs and remain relevant to the content of this course. Failure to communicate respectfully in this class will, at minimum, result in receiving a failing grade for participation.

Discussion Leader

Every student will serve as the Discussion Leader in class for one week of the semester. To complete this assignment, students are expected to come to class prepared with a 20-30 minute presentation based on the assigned readings for that week. Students may structure their presentation however they like, but it must go beyond simply reviewing the assigned readings and also include interactive dialogue with the class. For example, a successful Discussion Leader might spend only a few minutes reviewing the primary arguments/findings from the assigned readings and then utilize the rest of their time presenting critical questions for the class to consider and discuss together. This assignment is purposefully flexible in structure, as it is intended to help graduate students hone their own teaching skills. Students are encouraged to embrace creativity in this assignment and focus their efforts on engaging their classmates in fruitful dialogue about the course material.

Self-Evaluation

Halfway through the semester, students will write a one-paragraph self-evaluation of their participation and overall performance in the course up to that point and submit it on Canvas **by 11:59pm on Monday, February 26th.** In this assignment, students are expected to reflect on their strengths/contributions to the class, their weaknesses/areas for growth, and their plans for improving how they participate and perform in the course for the rest of the semester.

Reading Response Papers

Students are expected to write eight reading response papers throughout the semester. Students may choose which eight weeks they would like to write and submit a reading response paper, and **these assignments are always due on Canvas before class on Monday, the same week in which the relevant readings are assigned.** For example, if a student chooses to write a reading response paper for the week titled, "Gendering the State," then their response paper is due on Canvas by 8:30 AM on Monday, February 5th. For this assignment, students are expected to write 2-3 pages (single-spaced, 12-point font, 1-inch margins) analyzing and responding to the assigned readings for that week of the course. This is **not** a book report! Students should avoid simply summarizing the assigned readings and instead focus on engaging with the authors' arguments and analyses, debates in the literature, confusions and contradictions, future research directions, etc. Each reading

response paper must engage with every assigned reading for that week; however, students do not have to discuss every assigned reading at equal length. A successful reading response paper will make clear to the professor that the student has deeply engaged with the assigned readings for that week and gone to great effort to consider their significance, strengths, weaknesses, and broader implications for the study of international relations.

Final Exam

Students will take a final exam in this course that is intended to test their knowledge of the feminist IR literature covered throughout the semester, its applications in the broader IR discipline, as well as their critical analysis and writing skills. This exam will be structured to replicate half of the IR qualifying exam. As such, students will receive a list of potential exam questions divided into two categories: Section I (Feminist International Relations Theory) and Section II (Applications Across the Discipline). Students will be expected to choose one question to answer from each category. To answer each question, students will write a 10-page response (double-spaced, 12-point font, 1-inch margins, not including a bibliography). **Students will receive the list of potential questions on Friday, April 19th, and their answers will be due on Canvas by 11:59pm on Friday, April 26th.** Students' performance on this exam will be evaluated based on the general criteria described below:

- Poor Performance (Grade of D or F): *The student does not reference or engage with the feminist IR literature assigned throughout the semester, nor do they adequately address the selected questions. The student also does not demonstrate understanding or analysis of the themes or approaches covered in this course, nor do they develop and support arguments addressing their selected questions.*

- Adequate Performance (Grade of C): *The student references the feminist IR literature assigned throughout the semester and draws some connections between that literature and broader applications. The student develops arguments addressing their selected questions, but these arguments are somewhat unclear, underspecified, and/or weakly supported.*

- Excellent Performance (Grade of A or B): *The student references and deeply engages with the feminist IR literature assigned throughout the semester, drawing connections between that literature and broader applications. The student develops arguments addressing their selected questions, and these arguments are clear and well-supported. The student also connects their responses to their own research agenda and the study of international relations.*

OVERVIEW OF COURSE ASSIGNMENTS		
Assignment	**Due Date**	**Percentage of Overall Grade**
Attendance & Participation	Whole Semester	20%
Discussion Leader	Once During Semester	20%
Self-Evaluation	Monday, February 26th	10%
Reading Response Papers (8)	Before Class on Mondays	25%
Final Exam	Friday, April 26th	25%

GRADING

At the end of the semester, you will receive one of the letter grades listed below based on the total percentage points you earn throughout the course. For more information about UF's grading policies, please visit: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

Letter Grade	Percentage
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	Less than 60%

PRELIMINARY COURSE SCHEDULE

The assignments and readings on this schedule are subject to change throughout the semester. Students will be given as much advance notice as possible if any changes are made. It is the responsibility of students to keep themselves apprised of any course changes by regularly attending class, checking their emails and Canvas notifications, and communicating with the professor.

Content Warning: Some of the material covered in this course might be triggering. Topics we will discuss include (but are not limited to) sexual violence, death, prejudice, and other forms of emotional and physical injury. I have curated the content of this course to teach graduate students to the best of my abilities. As such, I believe that everything we will cover holds notable educational value. However, I encourage students to do what is necessary to protect their own emotional and mental health. You may step out of the classroom at any point throughout the semester if you do not wish to be present for certain discussions. Please keep in mind that whether you are physically present in class or not, you are still responsible for learning the course material. If you have specific questions or concerns regarding this content warning, please contact me as soon as possible.

Week 1: Introduction to the Course (January 8)

- Hawkesworth, Mary and Lisa Disch. 2016. "Introduction: Feminist Theory: Transforming the Known World," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- McNay, Lois. 2016. "Agency," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Masters, Cristina and Marysia Zalewski. 2022. "Feminist International Relations," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

- Shepherd, Laura J. 2022. "(Why) Gender Matters in Global Politics," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

Week 2: What is International Relations? Part I (January 15)

NO CLASS (Martin Luther King Jr. Day)

Although we will not meet for class this week, you are still expected to complete the following assigned readings. We will discuss these along with next week's assigned readings on January 22.

- Kaufman, Joyce P. 2022. "Introduction: International Relations in a Globalized World," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.
- Kaufman, Joyce P. 2022. "Theoretical Overview," in *Introduction to International relations: Theory and Practice* (Third Edition). Lanham, MD: Rowman and Littlefield.
- Walt, Stephen M. 2014. "How to Get a B.A. in International Relations in 5 Minutes." *Foreign Policy*. https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/
- Musgrave, Paul. 2016. "Get an International Relations Ph.D. in 5 Minutes." https://www.paulmusgrave.info/get-an-international-relations-ph-d-in-5-minutes-2/

Week 3: What is International Relations? Part II (January 22)

- Bachofen, Blaise. 2015. "The Paradox of 'Just War' in Rousseau's Theory of Interstate Relations." *American Political Science Review* 109(2): 314-325.
- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379-414.
- Hensel, Paul R. 2012. "Territory: Geography, Contentious Issues, and World Politics," in *What Do We Know About War?* (Second Edition). Lanham, MD: Rowman & Littlefield.
- Walter, Barbara F. 2017. "The New New Civil Wars." *Annual Review of Political Science* 20: 469-486.

Week 4: 'Seeing Gender' in Global Politics (January 29)

- Enloe, Cynthia. 2014. *Bananas, Beaches and Bases: Making Feminist Sense of International Politics* (Second Edition). Berkeley, CA: University of California Press.

Week 5: Gendering the State (February 5)

- Parashar, Swati, J. Ann Tickner, and Jacqui True (eds). 2018. *Revisiting Gendered States: Feminist Imaginings of the State in International Relations.* New York, NY: Oxford University Press.

Week 6: Feminisms and War Part I (February 12)

- Sjoberg, Laura. 2013. *Gendering Global Conflict: Toward a Feminist Theory of War.* New York, NY: Columbia University Press.

Week 7: Feminisms and War Part II (February 19)

- Berry, Marie E. *War, Women, and Power: From Violence to Mobilization in Rwanda and Bosnia-Herzegovina.* Cambridge, UK: Cambridge University Press.

- Ferguson, Kathy E. and Sharain Sasheir Naylor. 2016. "Militarization and War," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

Week 8: Men, Masculinities, and War (February 26)

SELF-EVALUATION DUE ON CANVAS BY 11:59 PM

- Duriesmith, David. 2017. *Masculinity and New War: The Gendered Dynamics of Contemporary Armed Conflict*. New York, NY: Routledge.

- Hutchings, Kimberly. 2008. "Making Sense of Masculinity and War." *Men and Masculinities* 10(4): 389-404.

- Wegner, Nicole. 2021. "Helpful Heroes and the Political Utility of Militarized Masculinities." *International Feminist Journal of Politics* 23(1): 5-26.

Week 9: Gender and Political Violence (March 4)

- Gentry, Caron E. and Laura Sjoberg. 2015. *Beyond Mothers, Monsters, Whores: Thinking about Women's Violence in Global Politics*. London, UK: Zed Books.

- Wilcox, Lauren B. 2015. *Bodies of Violence: Theorizing Embodied Subjects in International Relations.* Oxford, UK: Oxford University Press.

Week 10: Spring Break (March 11)

NO CLASS (Spring Break)

No Assigned Readings. Enjoy your break! :-)

Week 11: Women, Feminism, and Peace (March 18)

- Tickner, J. Ann. 1999. "Why Women Can't Run the World: International Politics According to Francis Fukuyama." *International Studies Review* 1(3): 3-11.

- Caprioli, Mary and Mark A. Boyer. 2001. "Gender, Violence, and International Crisis." *Journal of Conflict Resolution* 45(4): 503-518.

- Caprioli, Mary. 2003. "Gender Equality and State Aggression: The Impact of Domestic Gender Equality on State First Use of Force." *International Interactions* 29(3): 195-214.

- Hudson, Valerie M., Mary Caprioli, Bonnie Ballif-Spanvill, Rose McDermott, and Chad F. Emmett. 2009. "The Heart of the Matter: The Security of Women and the Security of States." *International Security* 33(3): 7-45.

- Melander, Erik. 2005. "Gender Equality and Intrastate Armed Conflict." *International Studies Quarterly* 49: 695-714.

- Wood, Reed M. and Mark D. Ramirez. 2018. "Exploring the Microfoundations of the Gender Equality Peace Hypothesis." *International Studies Review* 20: 345-367.

Week 12: Feminist Perspectives on Peacekeeping and Peace Building (March 25)

- Karim, Sabrina. 2018. "Gender and Peacekeeping," in *The Routledge Handbook of Gender and Security*. New York, NY: Routledge.

- Kunz, Rahel. 2020. "Messy Feminist Knowledge Politics: A Double Reading of Post-Conflict Gender Mainstreaming in Liberia." *International Feminist Journal of Politics* 22(1): 63-85.

- Hudson, Heidi. 2005. "'Doing' Security As Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security." *Security Dialogue* 36(2): 131-253.

- Hudson, Heidi. 2009. "Peace Building Through A Gender Lens and the Challenges of Implementation in Rwanda and Côte d'Ivoire," in *Gender and International Security*. New York, NY: Routledge.

- Reeves, Audrey. 2012. "Feminist Knowledge and Emerging Governmentality in UN Peacekeeping." *International Feminist Journal of Politics* 14(3): 348-369.

- Jansson, Maria and Maud Eduards. 2016. "The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security." *International Feminist Journal of Politics* 18(4): 590-604.

Week 13: Gender, Global Governance, and Feminist Foreign Policy (April 1)

- Griffin, Penny. 2022. "Global Governance," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

- Shin, Ki-Young. 2016. "Governance," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. 2019. "Theorising Feminist Foreign Policy." *International Relations* 33(1): 23-39.

- Achilleos-Sarll, Columba, Jennifer Thomson, Toni Haastrup, Karoline Fārber, Carol Cohn, and Paul Kirby. 2023. "The Past, Present, and Future(s) of Feminist Foreign Policy." *International Studies Review* 1-29.

- Thomson, Jennifer. 2020. "What's Feminist about Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas." *International Studies Perspectives* 21: 424-437.

- Bergman Rosamond, Annika. 2020. "Swedish Feminist Foreign Policy and 'Gender Cosmopolitanism.'" *Foreign Policy Analysis* 16: 217-235.

Week 14: Feminist Perspectives on Global Political Economies (April 8)

- Peterson, V. Spike. 2022. "International/Global Political Economy," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

- Barthwal-Datta, Monika and Soumita Basu. 2022. "Land, Water and Food," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

- Mills, Mary Beth. 2016. "Gendered Divisions of Labor," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Marchand, Marianne H. and Rocío del Carmen Osorno Velázquez. 2016. "Markets/Marketization," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Bergeron, Suzanne. 2016. "Formal, Informal, and Care Economies," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Kimmel, Michael S. 2003. "Globalization and its Mal(e)contents: The Gendered Moral and Political Economy of Terrorism." *International Sociology* 18(3): 443-631.

- Meger, Sara. 2015. "Toward a Feminist Political Economy of Wartime Sexual Violence." *International Feminist Journal of Politics* 17(3): 416-434.

Week 15: Gender, Development, and Human Rights (April 15)

- Halim Chowdhury, Elora. 2016. "Development," in *The Oxford Handbook of Feminist Theory*. Oxford, UK: Oxford University Press.

- Mohanty, Chandra. 1988. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review* 30: 61-88.

- Steans, Jill. 2007. "Debating Women's Human Rights as a Universal Feminist Project: Defending Women's Human Rights as a Political Tool." *Review of International Studies* 33:11-27.

- Manderson, Lenore. 2007. "Local Rites and Body Politics: Tensions Between Cultural Diversity and Human Rights." *International Feminist Journal of Politics* 6(2): 285-307.

- Switzer, Heather, Emily Bent, and Crystal Leigh Endsley. 2016. "Precarious Politics and Girl Effects: Exploring the Limits of the Girl Gone Global." *Feminist Formations* 28(1): 33-59.

RECEIVE FINAL EXAM QUESTIONS ON FRIDAY, APRIL 19TH

Week 16: The Future of Feminist International Relations (April 22)

- Krystalli, Roxani and Philipp Shulz. 2022. "Taking Love and Care Seriously: An Emergent Research Agenda for Remaking Worlds in the Wake of Violence." *International Studies Review* 24(1): 1-25.

- Daigle, Megan. 2019. "The Intimate and the International: Love, Sexuality, and Queer Feminist IR," in *The Routledge Handbook of Critical International Relations*.

- Clapton, William. 2022. "Digital Politics," in *Gender Matters in Global Politics* (Third Edition). London, UK: Routledge.

- Korolczuk, Elżbieta and Agnieszka Graff. 2018. "Gender as 'Ebola from Brussels': The Anticolonial Frame and the Rise of Illiberal Populism." *Signs: Journal of Women in Culture and Society* 43(4):797-821.

- Shaheen Moosa, Christina and Nancy Tuana. 2014. "Mapping a Research Agenda Concerning Gender and Climate Change: A Review of the Literature." *Hypatia* 29(3): 677-694.

FINAL EXAM DUE ON CANVAS BY 11:59 PM ON WEDNESDAY, APRIL 24TH

Week 17: Finals Week (Week of April 29)

NO IN-PERSON EXAM

Thank you for your hard work this semester. Enjoy your break! **:-)**

<u>COURSE POLICIES</u>

Academic Honesty

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, are held to the Honor 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. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" It is your responsibility to avoid plagiarism, cheating, and dishonesty. Follow the link below to review UF's policy on academic integrity:

https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

In this course, papers and other assignments should be your own work. Any material drawn from other sources must be properly cited. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the professor.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Visit https://disability.ufl.edu/get-started/ to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their professor and discuss their access needs as early as possible in the semester.

Communicating with the Professor

The best way to communicate with me is via email (lindsey.goldberg@ufl.edu). If you send me an email, please allow 48 hours for me to respond before following up with me about your original message. I will often respond faster than 48 hours later. However, because I avoid checking my work emails in the evenings and on weekends, if you email me during those times, I may not see your message and respond to you right away. That being said, if you send me an email and do not get a response within a few days, please **do** follow up with me, as it's possible that I have not received or read your message.

Given my 48-hour communication policy, it is your responsibility to practice good time management and begin your assignments in a timeframe that allows you to reach out to me with any questions you may encounter along the way. For example, if an assignment is due by 11:59pm on Friday, you wait to begin the assignment until 5pm on Friday, and you email me a question about it that same evening, I cannot guarantee that I will read your email and answer your question before the assignment is due. Nonetheless, you would be held accountable to the original assignment due date/time.

To schedule a meeting with me during Student Drop-In Hours (see first page of syllabus for days/times), please use the following link: https://calendly.com/lindseyagoldberg/student-drop-in-hours.

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/.

Late Work & Due Date Extensions

The late submission of an assignment will result in a deduction of ten percentage points per day it is late, unless alternative arrangements have been made with the professor. Due date extensions will be determined on a case-by-case basis and require the student to initiate communication with the professor about the need for an extension with as much advance notice as possible.

Recording

I will not be recording our class sessions. Regular attendance is expected; when you are absent, you are encouraged to reach out to a classmate to get their supplementary notes from the day of class you missed. For guidance on in-class recording, please visit http://aa.ufl.edu/policies/in-class-recording/. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, a strength, and a benefit for all. It is my intent to present materials and activities that are respectful of diverse genders, sexual orientations, dis/abilities, ages, socioeconomic statuses, ethnicities, races, cultures, perspectives, and other background characteristics. Your suggestions about how to

improve the value of diversity in this class are encouraged and appreciated. Additionally, if I have inadvertently scheduled a major deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

CAMPUS RESOURCES

Health, Wellness, and Safety

- *Aid-a-Gator*: Visit for information about how to receive funding for unanticipated travel, additional technology requirements, or other needs related to an emergency situation.

- *Center for Inclusion & Multicultural Engagement*: This organization advocates for an inclusive campus for all students across identities and offers a wide range of services, educational opportunities, learning, support, outreach, and activities to students.

- *Counseling and Wellness Center*: If you are feeling depressed or otherwise concerned about your mental health, please reach out to UF's Counseling and Wellness Center (CWC). Visit for information on crisis services as well as non-crisis services. You can also call (352) 392-1575 for more information.

- *GatorWell Health Promotion Services*: Visit for prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success. You can also call (352) 273-4450.

- *Hitchcock Field & Fork Pantry*: This organization provides free non-perishable food items, toiletries, and fresh produce for UF students (and others) in need. There is also an online order form.

- *Student Health Care Center*: Visit for 24/7 information to help you find the care you need. You can also call (352) 392-1161.

- *UF Health Shands Emergency Room / Trauma Center*: Visit for more information about various medical resources. For immediate medical care, call (352) 733-0111, or go to the emergency room located at 1515 SW Archer Road, Gainesville, FL 32608.

- *U Matter, We Care*: Visit for information about making healthcare appointments, reporting incidents of bias, substance abuse recovery and support, sexual violence response, mental health and academic support, support for students experiencing homelessness, and more. Please call (352) 392-1575 or email umatter@ufl.edu to report a concern, and a team member will reach out to the student in distress.

- *University Police Department*: Visit for information on victim services and how to submit tips to the police. Call (352) 392-1111, or call 9-1-1 for emergencies.

Academic Support

- *Career Connection Center*: Visit for career assistance and counseling services. Located in Reitz Union (Suite 1300), or call (352) 392-1601.

- *CLAS Academic Resources*: Visit for more information about general studying skills and tutoring. Located in Broward Hall, or call (352) 392-2010. To make an appointment, call (352) 392-6420.

- *E-learning Technical Support*: Visit for computing assistance. You can also contact the Help Desk by calling (352) 392-4357 or emailing helpdesk@ufl.edu.

- *Library Support*: Visit for more information about various ways to receive assistance with respect to using the libraries or finding academic resources.

- *Student Complaints, On-Campus*: Visit for updated information and procedures for on-campus students.

- *Student Complaints, Online*: Visit for updated information and procedures for online students.
- *Writing Studio*: Visit for help with brainstorming, formatting, and writing papers. Located at 2215 Turlington Hall, or call (352) 846-1138.

ACKNOWLEDGEMENT OF INDIGENOUS LAND & SOVEREIGNTY

The University of Florida is located on the homelands of the Muscogee (Este Mvskokvlke), Timucua, Seminole (simanó-li) peoples, and many more Nations who traded and migrated through these lands and waters that we now call Gainesville. The main campus sits on the original lands of the Potano people, a Timucua-speaking society that was victimized by colonial disease and violence. Their legacy includes advocating for the natural world, farming practices that heal the earth, and connecting to indigenous plants and wildlife through deep respect and conservation. Native peoples are not a relic of the past but continue to thrive in the state of Florida and elsewhere. As an academic institution, it is our responsibility to acknowledge the sovereignty and the traditional territories of these tribal nations, the violence that was used to remove them, and the histories of dispossession that have allowed for the growth of this institution since 1853. Consistent with the university's commitment to diversity, equity and inclusion, understanding the historical and current experiences of Native Nations will help inform the work that we do and foster a more just educational environment.

Course|New for request 19805

Info

Request: MAN 6XXX Strategy & Disruption in Technology Industries
Description of request: This course explores the strategic issues related to the management of new technologies and business systems. We will consider how firms successfully enter existing industries, how they can manage technological innovations, and the market failures that the technology can address.
Submitter: Kathryn Pearce kathryn.pearce@warrington.ufl.edu
Created: 4/10/2024 11:03:16 AM
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:
    MAN

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:
Strategy & Disruption in Technology Industries

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:
Strategy & Disruption in Tech

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

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus

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

Response:
No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
2

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
4

Course Description

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

Response:
This course explores the strategic issues related to the management of new technologies and business systems. We will consider how firms successfully enter existing industries, how they can manage technological innovations, and the market failures that the technology can address.

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

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

Rationale and Placement in Curriculum

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

Response:
This course will be in the Master of Science in Entrepreneurship curriculum as part of the Spring offering in the "Innovation Track" (no pre-requisites needed) but will opened as an elective for other graduate business degrees as well.

Course Objectives

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

Response:
The course material is grouped into three modules. The first, titled "Market Entry," studies how new companies seize a competitive position in an industry. The second module, "Managing Technology," analyzes the challenges and opportunities of managing technology itself. In the final module, Corporate Lifecycle," we consider how technological and cultural evolution within an industry create entrepreneurial challenges and opportunities.

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:
coursepack

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:
CASES AND TOPICS (cases in course pack at Harvard Business Publishing, ordering information on Canvas; the cases are listed in order, but please see Canvas for exact dates when we will cover the cases)
Market Entry
Segmentation
Strategy Reading: Competitive Advantage
Ryanair
Disruption
What is Disruptive Innovation?
Netflix
Market Failure
Competing with Social Networks – Social Failures
eHarmony
Regulatory Arbitrage
Spontaneous Deregulation
Uber
Managing Technology
Distributed Innovation
Using the Crowd as an Innovation Partner
Threadless
Network Effects I
Scale Effects, Network Effects, and Investment Strategy
LinkedIn
Network Effects II
Google
Monetization I
Why Some Platforms Thrive and Others Don't
Jumia
Monetization II
Altruism and Hedonism: A Review and Discussion of Recent Findings…
AfreecaTV
Corporate Lifecycle
Page 4 of 4
Organizational Renewal I
Ambidextrous Organizations
LEGO
Organizational Renewal II
Sustainability Lessons from the Front Lines
Aspen Skiing
Technological Evolution I
Match the Size of the Organization to the Size of the Market
BRL Hardy
Technological Evolution II
Unilever Butter Beater

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

    Response:
Grading will be based on class participation, two individual case analyses, and a final group project. These three components of grade are weighted as follows:
Class Participation 30%
Case Analyses (2) 30%
Final Group Project 40%

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

    Response:
David Ross

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

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

    Response:
Yes

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

• Students with disabilities 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.

    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

Strategy & Disruption in Technology Industries
ENT6930
Spring 2023

David Gaddis Ross
223 STZ
E-mail: david.ross@warrington.ufl.edu
Phone: (352) 294-3931
Office Hours: In the hour after class or by appointment

COURSE PURPOSE

This course explores the strategic issues related to the management of new technologies and business systems. We will consider how firms successfully enter existing industries, how they can manage technological innovations, and the market failures that the technology can address. The course defines technology broadly to include not only "high tech" industries but also technical and managerial innovations in traditional manufacturing and service industries. The primary objective of the course is to allow you to analyze the sources of a company's success, i.e., its competitive advantage, in contexts where innovation and technology play a major role. This skill is not only critical for those who aspire to start their own firms but also for those who aspire to careers in banking, consulting, and general management.

Examples of the companies we will study are well-known social media platforms (e.g., eHarmony), K-Pop firms, and global consumer products giants (e.g., Unilever). An ancillary benefit of the course is that your familiarity with different industries and business models will likely increase considerably.

The course material is grouped into three modules. The first, titled *"Market Entry,"* studies how new companies seize a competitive position in an industry. The second module, *"Managing Technology,"* analyzes the challenges and opportunities of managing technology itself. In the final module, *"Corporate Lifecycle,"* we consider how technological and cultural evolution within an industry create entrepreneurial challenges and opportunities.

PREREQUISITES

This is an advanced elective, so a certain familiarity with strategy is assumed. Specifically, students should have taken either the introductory course in the UF MSE program (ENT6006 Entrepreneurship) or an introductory graduate course in strategy such as MAN6636 Global Strategic Management or its equivalent. If you are unsure whether you have an appropriate prerequisite, please contact the instructor before registering.

COURSE ADMINISTRATION

Please note that the course's Canvas site forms a key part of the roadmap for this course. Much detail on readings, assignments, and individual class topics is found there, rather than in this document, which is intended as an overview.

In particular, the required reading for each class will be listed in the corresponding calendar entry for the course on Canvas. Most cases have an associated poll question on an important strategic issue related to the case. These polls are also listed on Canvas and are a mandatory part of class participation.

Grading will be based on class participation, two individual case analyses, and a final group project. These three components of your grade are weighted as follows:

Class Participation	30%
Case Analyses (2)	30%
Final Group Project	40%

Class participation: An important course requirement is <u>active</u> involvement in class discussion. Your participation is essential—for both your own learning and that of other students. Because this is a case-based course, much of the learning will take place in our collective discussion of the business cases. I expect every student to be well prepared.

It is essential that you participate often enough that I can assess the quality of your thinking. Once you pass a certain quantity threshold, your participation grade hinges solely on quality. If you are a regular participant, and I hope that all of you will be, you don't have to worry about whether someone else is speaking more than you are.

The best class comments:

- Make or raise issues that are relevant to the current focus of the class
- Show curiosity and a willingness to experiment
- Use data or examples to support conclusions
- Take into consideration the ideas offered by others
- Offer support for arguments
- Help others feel safe about participating

Case Analyses: You will be responsible for submitting written analyses of two cases. These are individual assignments. Details are on Canvas and will be discussed in class.

Final Group Project: Students will form small groups to undertake a final project in which they apply course concepts to a real-world situation of their own choosing using primary sources (e.g., news articles, company reports, company contacts). Consultation with the instructor about the topic is strongly advised but not required. Details are on Canvas and will be discussed in class.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center.

Link to UF's grading policies: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

CLASS PREPARATION

This is a fairly intensive course. The course is analytical and your preparation should reflect that fact. In preparing for classes, I strongly recommend that you **first read the associated note for the case (if you purchased it), then read the poll questions, and finish by reading and analyzing the case itself**. The note and poll will help you focus on the aspects of the case that we will be discussing in class. Many students find it helpful to discuss the cases in groups before class, although this is a matter of personal preference. **I cannot emphasize enough that—far more than in some of the other courses you have taken—much learning for this course takes place in our group discussions.**

CLASS CITIZENSHIP

If you cannot attend class due to unavoidable circumstances, I expect you to send me an email *prior* to class, notifying me of your absence. Please note that any unexcused absences will *significantly* impact your overall grade for the course. I encourage students who had to miss a session to ask their classmates for notes.

I will start out by allowing the use of electronic devices (e.g., a laptop or tablet) in class to take notes and peruse course material. It is expected that you will not use electronic devices for email, social media, investing, or any other activity not related to the class discussion. Let's all work together to make sure that we, as a group, comply with these guidelines. It is very disruptive to class when people use electronic devices for other purposes. Likewise, arriving late and going in and out of class are also very disruptive. Let's try to restrict this to genuinely urgent situations.

CASES AND TOPICS (cases in coursepack at Harvard Business Publishing, ordering information on Canvas; the cases are listed in order, but please see Canvas for exact dates when we will cover the cases)

Market Entry

Segmentation
Strategy Reading: Competitive Advantage
Ryanair

Disruption
What is Disruptive Innovation?
Netflix

Market Failure
Competing with Social Networks – Social Failures
eHarmony

Regulatory Arbitrage
Spontaneous Deregulation
Uber

Managing Technology

Distributed Innovation
Using the Crowd as an Innovation Partner
Threadless

Network Effects I
Scale Effects, Network Effects, and Investment Strategy
LinkedIn

Network Effects II
Google

Monetization I
Why Some Platforms Thrive and Others Don't
Jumia

Monetization II
Altruism and Hedonism: A Review and Discussion of Recent Findings…
AfreecaTV

Corporate Lifecycle

Organizational Renewal I
Ambidextrous Organizations
LEGO

Organizational Renewal II
Sustainability Lessons from the Front Lines
Aspen Skiing

Technological Evolution I
Match the Size of the Organization to the Size of the Market
BRL Hardy

Technological Evolution II
Unilever Butter Beater

Exporting Culture
The Mistake Companies Make When Marketing to Different Cultures
Big Hit Entertainment (BTS/Kpop)

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/.

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

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

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

Course|New for request 18351

Info

Request: PET 5XXX Athlete Sexual Health and Wellness
Description of request: Proposal for a new course: Athlete Sexual Health and Wellness that will be offered as an elective in the Sport Managment Graduate Program
Submitter: Cyntrice Thomas cthomas10@ufl.edu
Created: 1/9/2024 11:24:53 AM
Form version: 2

Responses

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

Response:
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 for students in the Sport Management Graduate Program and other graduate students who may wish to take it. There is no prerequisite required other than graduate status and students are not expected to come into the course with any previous knowledge. The course is offered as a part of the Athlete Development specialization and will complement the core courses of the 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:
Athlete Sexual Health and Wellness

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:
Athl. Sexual Health & Wellness

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:
Summer

Effective Year

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

Response:
2024

Rotating Topic?

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Students will explore the ways sexual agency, sexual misconduct, healthcare services for athletes, and other related topics directly impact athlete wellness and how sexual health is made a priority alongside physical, psychological, and financial health.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
HHP 7 or HHP 8

Completing Prerequisites on UCC forms:

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

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

Co-requisites

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

Response:
N/A

Rationale and Placement in Curriculum

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

Response:
This course is offered as a part of the Athlete Development Specialization for student in the Sport Management Graduate Program. In addition to character development and sport psychology, this is an essential aspect of athlete development, and this course provides the knowledge and skills for athlete development specialists and those who intend to work with athletes. It will also complement the graduate program of study for students in the Sport Management Graduate 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:
- Analyze basic principles of sexual health and wellness
- Evaluate key concepts to use in athlete development educational programs
- Assess the impact of sexual wellness on physical, mental, and lifestyle health
- Examine the key curriculum criteria for differing age groups
- Analyze the differences in key curriculum criteria between athletes, coaches, and healthcare providers
- Differentiate and categorize the types of sexual healthcare resources organizations should make available to athletes

Course Textbook(s) and/or Other Assigned Reading

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

Response:
There is no required textbook for this course. All readings and materials for the course will be provided by the instructor or can be accessed 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:
Week 1: Introduction to Athlete Sexual Health and Wellness
- Syllabus Quiz
- Student Introduction Video
- Peer Responses

Week 1: Consent
- Quiz
- Discussion Board
- Peer Responses

Week 2: Sexual Agency
- Quiz
- Discussion Board
- Peer Responses
- Case Study Part #1

Week 2: Sexuality and Gender in Sport
- Quiz
- Discussion Board
- Peer Responses
- Free Response Topic #1

Week 3: Coach-Athlete Sexual Relationships
- Quiz
- Discussion Board
- Peer Responses
- Case Study Part #2
- Presentation Topic Selection

Week 3: Sexual Misconduct
- Quiz
- Discussion Board
- Peer Responses
- Free Response Topic #2

Week 4: Prevention and Response

- Quiz
- Discussion Board
- Peer Responses
- Case Study Part #3

Week 4: Essential Healthcare Services
- Quiz
- Discussion Board
- Peer Responses
- Free Response Topic #3

Week 5: Organizational Policy Development
- Quiz
- Discussion Board
- Peer Responses
- Case Study Part #4

Week 5: Sexual Health Education
- Quiz
- Discussion Board
- Peer Responses
- Free Response Topic #4

Week 6: Student Presentations & Collaborative Case Study
- Presentation
- Discussion Board - Initial Post
- Questions To Peers
- Response to Peer Questions
- Case Study Final Submission

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

Response:
Discussion Boards 100pts
Quizzes

40pts
Free Response

80pts
Presentation

50pts
Case Study

100pts
Total

370pts

27% - Discussion Boards
10 Course Discussion Boards X 10 points each = 100 points in total
Overview: Discussion Boards for each module provide the students an opportunity to reflect on a couple of key topics discussed in the readings and lectures, as well as allow for communication

between students. The goal of Discussion Boards is to allow for the exchange of ideas and encourage open, honest discussions about potentially sensitive topics. Discussions are graded based on the provided rubric.

10.8% - Quizzes
9 Course Assignments (lowest quiz score is dropped) X 5 points each = 40 points in total
Overview: Students will be assessed with a quiz on their understanding of topics discussed during lectures and readings. Quizzes contain a combination of multiple choice and short answer questions associated with the lectures and the readings and are graded objectively. The goal of this assignment is to test a student's knowledge of key concepts. The syllabus quiz does not count towards the final grade.

21.7% - Free Response Assignments
4 Free Response Assignments X 20 points each = 80 points in total
Overview: Throughout the course, there will be four Free Response Topic write-ups, where students will select and discuss a topic from previous modules. These assignments give students more freedom in how they structure their responses while critically addressing sexual health and wellness topics. The goal of these assignments are for students to assess and discuss topics from their own perspective, while also addressing the role an Athlete Development Specialist may have in educating athletes, coaches, and institutions on these fundamentals. Free Response Assignments are graded based on the provided rubric.

13.5% - Sexual Health and Wellness Presentation
50 points in total
Overview: Students will create a video presentation on a selected topic as it relates to sexual health and wellness within sport. Students will define basic terminology and key concepts related to this topic, as well as identify how this topic relates to key concepts discussed throughout this course. Students will also provide practical examples and implications as this topic pertains to sexual health and wellness education for athletes and the use of this material as an Athlete Development Specialist. Lastly, students should include some discussion on the importance of this topics' impact on sexual health and wellness. In addition to the presentation, students will share their presentation in a Discussion Board format. Students will have the opportunity to view their peers' presentations and ask questions.
Students must respond to the questions posed to their presentation. Presentation will be graded based on the provided rubric.

27% - Collaborative Case Study
100 points in total
Overview: Students will be put into groups of 4 - 5 to participate in a collaborative case study that addresses a member of the athletic community who is struggling with an issue relating to sexual health and wellness. Each group will put together an "action plan" which addresses the overarching topic the case subject is struggling with, an overview of key stakeholders who are involved in the issue, and the role of the Athlete Development Specialist in addressing the case. Case Studies will be graded based on the provided rubric.

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

Response:
Saga Shermis

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

Florida policy. The following statement may be used directly in the syllabus.

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

      Response:
      Yes

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

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

      Response:
      Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

      Response:
      Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

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

* *

      Response:
      Yes

Athlete *Sexual Health* and Wellness

PET5### | Class # XXXXX | 3 Credits | Summer A 2022

Course Info

INSTRUCTOR	**Name & Credentials** Office Phone: 650-55-9968 Email: saga.shermis@ufl.edu Preferred Method of Contact: Email
OFFICE HOURS	Office hours are MWF period 3 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

Students will explore the ways sexual agency, sexual misconduct, healthcare services for athletes, and other related topics directly impact athlete wellness and how sexual health is made a priority alongside physical, psychological, and financial health.

REQUIRED AND RECOMMENDED MATERIALS

All readings and materials for the course will be provided by the instructor or can be accessed through the library's course reserves.

COURSE FORMAT

Students should be aware that online learning is different from a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor class to their particular learning style. You should note, however, that this course is not completely self- paced. As listed on the class calendar, there are select times during which units and course materials will be available and

are due. You can view each unit's lectures at any time during the dates in which that specific unit is open. Please note that all quizzes, exams, assignments, discussion posts, etc. must be completed and submitted by the due date listed on the syllabus. Quizzes and exams will only be available to you on the date(s) and time(s) listed on the syllabus. Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

COURSE LEARNING OBJECTIVES:

Upon completion of this course, students are expected to successfully:
- Analyze basic principles of sexual health and wellness
- Evaluate key concepts to use in athlete development educational programs
- Assess the impact of sexual wellness on physical, mental, and lifestyle health
- Examine the key curriculum criteria for differing age groups
- Analyze the differences in key curriculum criteria between athletes, coaches, and healthcare providers
- Differentiate and categorize the types of sexual healthcare resources organizations should make available to athletes

Course & University Policies

COMMUNICATION AND QUESTIONS

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM XXXX – First name, Last name - …" Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – do not make the instructor guess from whom the email was sent. The instructor will answer your email within two business days, when possible.

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 48 hours (typically sooner). If you have an urgent issue, please call my office and/or email my personal UF email, saga.shermis@ufl.edu.

For general course questions, I encourage you to check the **Course Questions Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc.

PERSONAL CONDUCT POLICY
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

The following pledge will be either required or implied on all work:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."
It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty. University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code.

EXAM MAKE-UP POLICY

Assignments/Quizzes/Discussion posts/etc. will not be accepted late, and on some days more than one of these tasks may be due. If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible <u>before</u> the due date**. Please keep in mind only university authorized excuses ill be accepted, and documentation must be provided. Requirements for make-up exams, assignments, and other work are consistent with [university policies](#).

ASSIGNMENT APPEAL POLICY

Should you want to contest a grade for an assignment, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final. Course grades are based on a point scale and will not be rounded.

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

Students will 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, 352 392-1575
- [Counseling and Wellness Center](#), 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- [University Police Department](#), 392-1111 (or 9-1-1 for emergencies)

ACADEMIC RESOURCES
- [E-learning technical support](#), 352-392-4357 (select option 2) or e-mail Learning-support@ufl.edu.
- [Career Connections Center](#), Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- [Writing Studio,](#) 302 Tigert Hall, 846-1138. Help with brainstorming, formatting, and writing papers.
- [Student Complaints On-Campus](#) or [On-Line Students Complaints](#)

Grading

A student's academic standing in this course is assessed through the assignments listed below. Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that particular assignment. Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies

27% - Discussion Boards
10 Course Discussion Boards X 10 points each = 100 points in total
Overview: Discussion Boards for each module provide the students an opportunity to reflect on a couple of key topics discussed in the readings and lectures, as well as allow for communication between students. The goal of Discussion Boards is to allow for the exchange of ideas and encourage open, honest discussions about potentially sensitive topics. Discussions are graded based on the provided rubric.

> Initial post due on Fridays
> Peer responses due on Sundays

10.8% - Quizzes
9 Course Assignments (lowest quiz score is dropped) X 5 points each = 40 points in total
Overview: Students will be assessed with a quiz on their understanding of topics discussed during lectures and readings. Quizzes contain a combination of multiple choice and short answer questions associated with the lectures and the readings and are graded objectively. The goal of this assignment is to test a student's knowledge of key concepts. The syllabus quiz does not count towards the final grade.

> Quizzes due on Sundays

21.7% - Free Response Assignments
4 Free Response Assignments X 20 points each = 80 points in total
Overview: Throughout the course, there will be four Free Response Topic write-ups, where students will select and discuss a topic from previous modules. These assignments give students more freedom in how they structure their responses while critically addressing sexual health and wellness topics. The goal of these assignments are for students to assess and discuss topics from their own perspective, while also addressing the role an Athlete Development Specialist may have in educating athletes, coaches, and institutions on these fundamentals. Free Response Assignments are graded based on the provided rubric.

> Free Response Assignments due on Sundays

13.5% - Sexual Health and Wellness Presentation
50 points in total
Overview: Students will create a video presentation on a selected topic as it relates to sexual health and wellness within sport. Students will define basic terminology and key concepts related to this topic, as well as identify how this topic relates to key concepts discussed throughout this course. Students will also provide practical examples and implications as this topic pertains to sexual health and wellness education for athletes and the use of this material as an Athlete Development Specialist.

Lastly, students should include some discussion on the importance of this topics' impact on sexual health and wellness.

In addition to the presentation, students will share their presentation in a Discussion Board format. Students will have the opportunity to view their peers' presentations and ask questions. Students must respond to the questions posed about their presentation.

    Presentation due Wednesday, 15 June
    Initial Discussion Board Post and Peer Questions due Thursday, 16 June
    Response to Peer Questions due Friday, 17 June

27% - Collaborative Case Study
100 points in total
Overview: Students will be put into groups of 4 - 5 to participate in a collaborative case study that addresses a member of the athletic community who is struggling with an issue relating to sexual health and wellness. Each group will put together an "action plan" which addresses the overarching topic the case subject is struggling with, an overview of key stakeholders who are involved in the issue, and the role of the Athlete Development Specialist in addressing the case.

    Individual components due on Friday, 17 June
    Final submission due on Friday, 17 June

GRADING SCALE

A	= 100-93	C(S)	= 76.99-73
A-	= 92.99-90	C-(U)	= 72.99-70
B+	= 89.99-87	D+	= 69.99-67
B	= 86.99-83	D	= 66.99-63
B-	= 82.99-80	D-	= 62.99-60
C+	= 79.99-77	E	= 59.99-0

Please visit UF grading policies *for more detailed information. Any requests for additional extra credit or special exceptions to these grading policies are honor code violations (i.e., asking for preferential treatment) and will be handled accordingly.*

HONORLOCK QUIZ AND PROCTORING INFORMATION
Honorlock Quiz and Exam Proctoring Information:

Honorlock will proctor your quizzes and examinations this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7, and you only need a computer, a working webcam, and a stable internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at **www.honorlock.com/extension/install**.

Week	Dates	Topic/Reading	Assignments	Due Dates*
1	9 May - 15 May	**Introduction to Athlete Sexual Health and Wellness** **Reading:** Sexual Health: The Emergency, Development, and Diversity of a Concept	• **Syllabus Quiz** • **Student Introduction Video (not graded)** • **Peer Responses**	• **Sun, 15 May** • **Fri, 13 May** • **Sun, 15 May**
		Consent **Readings:** The Many Faces of Sexual Consent Below the Age of Consent: Influences on Moral and Legal Judgements of Adult-Adolescent Sexual Relationships Assessment of Sexual Health Capacity	• **Quiz** • **Discussion Board** • **Peer Responses**	• **Sun, 15 May** • **Fri, 13 May** • **Sun, 15 May**
			•	•
2	16 May - 22 May	**Sexual Agency**		

		Readings: Rethinking Sexual Agency: Proposing a Multicomponent Model Based on Young People's Life Stories The Costs and Benefits of Perceived Sexual Agency for Men and Women Female Sexual Subjectivity and well-being: Comparing Late Adolescents with Different Sexual Experiences	• **Quiz** • **Discussion Board** • **Peer Responses** • **Case Study Part #1**	• **Sun, 22 May** • **Fri, 20 May** • **Sun, 22 May** • **Sun, 22 May**
		Sexuality and Gender in Sport		
		Readings: Understanding the Experiences of LGBT Athletes in Sport: A Multilevel Model Advancing Health Equity for Lesbian, Gay, Bisexual and Transgender (LGBT) People through Sexual Health Education and LGBT-Affirming Health Care Environments Reviewing evidence of LGBTQ+ discrimination and exclusion in sport	• **Quiz** • **Discussion Board** • **Peer Responses** • **Free Response Topic #1**	• **Sun, 22 May** • **Fri, 20 May** • **Sun, 22 May** • **Sun, 22 May**
3	23 May - 29 May	**Coach-Athlete Sexual Relationships**		

Readings:

Defining Appropriateness in Coach-Athlete Sexual Relationships: The Voice of Coaches

Desires and Taboos: Sexual Relationships Between Coaches and Athletes

'This Might Be Him; the Guy I'm gonna Marry': Love and Sexual Relationships between Female Elite-athletes and Male Coaches

The Coach-Athlete Relationship in married Couples: An Exploratory Content Analysis

'Am I Sexually Abused?' Consent in a Coach-athlete Lesbian Relationship

- **Quiz**
- **Discussion Board**
- **Peer Responses**
- **Case Study Part #2**
- **Presentation Topic Selection**

- **Sun, 29 May**
- **Fri, 27 May**
- **Sun, 29 May**
- **Sun, 29 May**

Sexual Misconduct

		Readings: Sexual Harassment and Abuse in Sport: The Research Context The Grooming Process in sport: Narratives of Sexual Harassment and Abuse Swimming Coaches' Perceptions of Sexual Exploitation in Sport: A Preliminary Model of Role Conflict and Role Ambiguity Prevalence of Sexual Harassment Among Norwegian Female Elite Athletes in Relation to Sport Type	• **Quiz** • **Discussion Board** • **Peer Responses** • **Free Response Topic #2**	• **Sun, 29 May** • **Fri, 27 May** • **Sun, 29 May** • **Sun, 29 May**
4	**30 May - 5 June**	**Prevention and Response** **Readings:** Healthy Sport for Healthy Girls? The Role of Parents in Preventing Sexual Abuse in Sport Sexual Abuse in Sport: A Model to Prevent and Protect Athletes Preventing Sexual Harassment: The Effect of Multiple Training Methods	• **Quiz** • **Discussion Board** • **Peer Responses** • **Case Study Part #3**	• **Sun, 5 June** • **Fri, 3 June** • **Sun, 5 June** • **Sun, 5 June** • **Sun, 5 June**
		Essential Healthcare Services		

		Readings:		
		Promoting Sexual Health and Well-being: The Role of the Nurse Adolescent Vulnerability and the Need for Youth-Friendly Healthcare: The NP's Role The Proactive Sexual Health History	• **Quiz** • **Discussion Board** • **Peer Responses** • **Free Response Topic #3**	• **Sun, 5 June** • **Fri, 3 June** • **Sun, 5 June** • **Sun, 5 June**
5	**6 June - 12 June**	**Organizational Policy Development** **Readings:** Assessing the Sociology of Sport: On Sexual Harassment Research and Policy The Impact of a University Policy on the Sexual Harassment of Female Students Can Legal Interventions Change Beliefs? The Effect of Exposure to Sexual Harassment Policy on Mens Gender Beliefs	• **Quiz** • **Discussion Board** • **Peer Responses** • **Case Study Part #4**	• **Sun, 12 June** • **Fri, 10 June** • **Sun, 12 June** • **Sun, 12 June**
		Sexual Health Education		

		Readings: Prevention of Sexual Abuse Through Educational Programs Directed Toward Children Coaches, Sexual Harassment and Education Sexual Health Education Interventions for Young People Educating Adolescents About Their Sexual Health	• **Quiz** • **Discussion Board** • **Peer Responses** • **Free Response Topic #4**	• **Sun, 12 June** • **Fri, 10 June** • **Sun, 12 June** • **Sun, 12 June**
6	**13 June - 17 June**	**Student Presentations & Collaborative Case Study**	• **Presentation** • **Discussion Board - Initial Post** • **Questions To Peers** • **Response to Peer Questions** • **Case Study Final Submission**	• **Wed, 15 June** • **Thur, 16 June** • **Thur, 16 June** • **Fri, 17 June** • **Fri, 17 June**

*All assignments are due by 11:59pm EST on the due date.

Discussion Board Rubric

CRITERIA	RATINGS			GRADE
Initial Post Student submits a discussion board response addressing the provided prompt thoroughly and uses appropriate academic language.	**4 pts Full Marks** Post was substantive; completely addresses the provided prompt; makes use of appropriate academic tone (is professional and respectful). Response is submitted by the stated due date.	**1 - 3 pts Partial Marks** Original post was substantive; somewhat addresses the provided prompt; slight use of non-academic tone. AND/OR response is submitted after the stated due date.	**0 pts No Marks** Original Post was not substantive and/or does not fully address the prompt; Language is non-academic in tone. AND/OR response is submitted after the stated due date.	**/4**
First Peer Response Student responds to a peer, addressing the provided response prompt and original peer post thoroughly, using appropriate academic language.	**4 pts Full Marks** Response was substantive; completely addresses the response prompt and related peer post; makes use of appropriate academic tone (is professional and respectful). Response is submitted by the stated due date.	**1 - 3 pts Partial Marks** Peer response was substantive; somewhat addresses the prompt and related peer post; slight use of non academic tone. AND/OR response is submitted after the stated due date.	**0 pts No Marks** Response was not substantive and/or does not fully address the prompt and related peer post; Language is non-academic in tone. AND/OR response is submitted after the stated due date.	**/3**
Second Peer Response Student responds to a peer, addressing the provided response prompt and original peer post thoroughly, using appropriate academic language.	**4 pts Full Marks** Response was substantive; completely addresses the response prompt and related peer post; makes use of appropriate academic tone (is professional and respectful). Response is submitted by the stated due date.	**1 - 3 pts Partial Marks** Peer response was substantive; somewhat addresses the prompt and related peer post; slight use of non academic tone. AND/OR response is submitted after the stated due date.	**0 pts No Marks** Response was not substantive and/or does not fully address the prompt and related peer post; Language is non-academic in tone. AND/OR response is submitted after the stated due date.	**/3**