Graduate Curriculum Committee

Minutes

October 10, 2024
Meeting Materials

Voting Conducted
via Mail Vote

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

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

There are no updates to present at this time.

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

There are no modifications to present at this time.

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

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

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

MED – Pharmacology and Therapeutics

1. GMS 6XXX   *AI Experimental Design in Pharmacology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20575

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

2. GMS 6XXX   *AI-Powered Discovery of Biological Therapeutics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20572

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

3. GMS 6XXX   *AI-Powered Prediction of Drug Outcomes*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20574

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

4. GMS 6XXX   *AI-Powered Small Molecule Discovery*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20573

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

5. GMS 6XXX   *Fundamentals of Biomedical AI*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20571

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

6. GMS 6XXX   *Independent Study in AI and Drug Discovery*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20576

   The 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

7. PHA 6XXX   *AI for Drug Discovery*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20549

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

PHHP – Public Health

8. PHC 6XXX   *Public Health Methods II: Applying Qualitative & Mixed Methods for Assessment*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20422

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

VI. Information Items:

1. EDF 6400 – 20227 – Change prerequisites
2. EDF 6403 – 20228 – Change prerequisites
3. EDF 6468 – 20184 – Change prerequisites
4. EDF 6471 – 20230 – Change prerequisites
5. EDF 6492 – 20185 – Change prerequisites
6. EDF 7405 – 20229 – Change prerequisites
7. EDG 6931 – 20316 – Change maximum repeatable credit from 12 to 18
8. MHS 6020 – 20163 – Change prerequisites
9. MHS 6495 – 20176 – Change prerequisites
10. MHS 7730 – 20359 – Change prerequisites
11. MHS 7804 – 20167 – Change co-requisites
12. MHS 7805 – 20168 – Change co-requisites
13. MHS 7806 – 20170 – Change co-requisites
14. MHS 7807 – 20171 – Change co-requisites
15. PHA 6279 – 20476 – Change maximum repeatable credit from 3 to 6
16. SDS 6436 – 20172 – Change co-requisites
17. SDS 7800 – 20175 – Change co-requisites and prerequisites
18. SDS 7820 – 20173 – Change co-requisites
19. SDS 7830 – 20174 – Change co-requisites
20. URP 6941 – 19964 – Change to course title and description

Graduate Curriculum Committee

Agenda

November 14, 2024
Meeting Materials

Voting Conducted
via Zoom

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

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

COP – Medicinal Chemistry

1. PHA 6XXX   *Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19609

   GCC requested revisions to the course title, course description, objectives, and assignment information. It was also asked that the unit clarify the credit vs. contact hours. The Committee requested to re-review this proposal once revised. The unit has since revised the attached submission materials, attached here.

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

MED – Physiology and Aging

1. GMS 6471 Fundamentals of Physiology and Functional Genomics I
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18926

   This is a request to change the course title from "Fundamentals of Physiology and Functional Genomics I" to "Core Principles of Physiology". They have also requested updates to the transcript title, credit hours, course description, and objectives.

MED – General Medicine

2. GMS 7877   *Responsible Conduct of Research*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20664

   This is a request to change the credit hours from 1 to 2.

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.

CLAS – Geological Sciences

1. GLY 5XXXC   *Analytical Methods in Earth and Environmental Sciences*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20471

   Introduces students to various analytical instruments used in Earth and Environmental Sciences and teaches laboratory skills necessary to prepare and analyze research samples.

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

HHP – Applied Physiology and Kinesiology

1. APK 6XXX   *Cell Physiology & Biophysics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19860

   The overall goal of this class is the provide a solid understanding of the molecular basis that controls cellular physiology. Emphasis is placed on understanding the basic tenants of genome structure/function and gene expression, protein synthesis and gradation, cell cycle/division and death, cytoskeleton, and cellular metabolism. Attention is placed on understanding the cellular physiology responses to exercise.

COE – School of Human Development and Organizational Studies in Education

2. EDA 6XXX   *Applied Education Policy Research*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20342

   Prepare students to design and carryout empirical research in the field of education policy that is sufficiently credible to influence public decisions and for publication in scholarly journals, enable participants to fairly and rigorously evaluate the contributions and limitations of empirical studies that address significant questions for education policymaking and, emphasize the theoretical constructs that underlie causal inference.

3. EDH 6XXX   *Higher Education Environments*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19986

   Examines the effects of the college experience and institutional characteristics on student learning and development. Focuses on how student learning and learning opportunities are

influenced by student characteristics and by collegiate environments so that practitioners can design and evaluate learning experiences for students.

4. EDH 7XXX   *Advanced Scholarly Writing for Publication*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20056

   Assists Higher Education Administration doctoral students with preparing their dissertations and scholarly publications. Explores how to transform doctoral research into publishable papers and conference presentations by drafting and revising their work with instructor and peer feedback.

HHP – Tourism, Hospitality, & Event Management

5. HFT 6XXX   *Advanced Strategic Event Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20377

   Delves into the strategic aspects of event planning and management, elevating students' understanding of the complexities involved in planning events on a global scale. Aligned with industry-leading frameworks such as the Event Management Body of Knowledge (EMBOK) model, Meeting and Business Events Competency Standards (MBECS), and Event Management International Competency Standards (EMICS), the curriculum empowers students with the expertise essential for thriving in event industry roles.

PHHP – Public Health

6. HSA 6XXX   *Long-Term Care Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20626

   This course provides an in-depth exploration of long-term care (LTC) facility administration and management. It covers various aspects of long-term care, including regulatory requirements, financial management, human resources, quality assurance, and ethical considerations. The course will equip students with the skills and knowledge necessary to lead and manage long-term care organizations effectively.

7. HSA 6XXX   *Management of Artificial Intelligence in Healthcare*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20623

   This course comprehensively explores the application and management of artificial intelligence (AI) in health services organizations. Students will learn about the fundamental concepts of AI, its transformative potential in healthcare, and the strategic, ethical, and operational considerations for its implementation and management. The course discusses AI technologies and decision support systems, and their impact on clinical and administrative processes.

8. HSA 6XXX   *Revenue Cycle Management in Healthcare Organizations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20624

   This course provides an in-depth exploration of revenue cycle management (RCM) in healthcare organizations. It covers the entire revenue cycle process from patient registration to final payment, focusing on strategies to optimize revenue, ensure compliance, and improve financial performance. The course also addresses current challenges and trends in RCM, including the impact of technology and regulatory changes.

9. HSA 6XXX   *Value-Based Care*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20625

   This course explores value-based care models' principles, implementation, and impact in healthcare. It covers the shift from volume to value-based reimbursement system, key components of value-based care, payment models, performance metrics, and strategies for successful implementation. Students will understand how value-based care aims to improve patient outcomes and the population's health while reducing costs.

PHHP – Environmental and Global Health

10. PHC 6XXX   *Applying a One Health Framework to Public Health Issues*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20550

    This course is designed to provide students with critical thinking and integrative skills necessary to understand contemporary One Health problems, and apply multidisciplinary one health approaches to solve these problems.

PHHP – Public Health

11. PHC 6XXX   *Public Health Methods 1: Quantitative Foundations*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20657

    This is the first of two courses that focuses on public health/global health research and practice methods. This course, taken in conjunction with a lab, focuses on principles of epidemiology and biostatistics, emphasizing application of epidemiological methods, quantitative data collection, and quantitative data analysis and interpretation.

12. PHC 6XXXL   *Public Health Methods Statistical Programming Lab*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20622

    This one-credit course trains students to perform basic exploratory data analysis and biostatistical inference procedures in SAS or R. It is required for MPH students and appropriate for other students who need a brief introduction to either of these software packages.

CLAS – Political Science

13. POS 6XXX   *Professional Development in Political Science*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19933

    Professional development for a graduate career in Political Science. Covers the research process, emerging issues, developing a professional scholarly identity, and careers. Required course for graduate students in their first year.

COE – School of Teaching and Learning

14. TSL 6XXX   *Technology for Language and Reading Education*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20294

    Explores foundational issues at the intersection of technology and language and reading education. Prepares students to research, create, and evaluate technologically-enhanced instruction and assessment for foreign language education (FLE), English for speakers of other languages (ESOL), and reading education in K-20 contexts.

VI. Information Items:

1. 20670 – Transfer of courses from General Engineering to Engineering Education
2. AEB 6933 – 19699 – Change maximum repeatable credit
3. CRW 6331 – 19917 – Change maximum repeatable credit
4. ECO 7115 – 18737 – Change to course title and co-requisites
5. GMS 6851 – 20579 – Change to course title
6. GMS 7906 – 20223 – Change prerequisites
7. HSA 6177 – 20642 – Change to course title, description, and objectives
8. LNW 6905 – 20058 – Change to course title and maximum repeatable credit
9. MHS 6471 – 20164 – Change prerequisites
10. MHS 6831 – 20165 – Change to course title and co-requisites
11. MHS 7600 – 20166 – Change prerequisites
12. MHS 7610 – 20061 – Change to course type
13. PLP 6905 – 20543 – Change maximum repeatable credit
14. PLP 6921 – 20546 – Change maximum repeatable credit
15. QMB 7933 – 20635 – Change maximum repeatable credit
16. SPN 6845 – 20312 – Change prerequisites
17. STA 6942 – 20040 – Change maximum repeatable credit
18. SYA 7979 – 19853 – Change maximum repeatable credit

19. SYA 7980 – 19854 – Change maximum repeatable credit
20. WST 6935 – 19993 – Change maximum repeatable credit

PHA 6XXX Applied Statistics for Laboratory Data Analysis (19609)

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

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

1) The course title should be modified to reflect the uniqueness of the course. Possibly add "Forensic Science" to explain audience/discipline focus. The course has narrowed the focus of the course by adding "for Laboratory", but the course description does not seem to align with the "for Laboratory" part unless "communication and educational purposes" is commensurate with "for Laboratory".

2) This states as NO lab; however, the weekly schedule shows lab sessions but there is not enough detail.

3) The course description does not seem to be in standard format.

4) Is 3 weekly contact hours sufficient for 3-credit course over 10-week period?

5) Course objectives do not align from form to syllabus. Ensure that the objectives listed on both document match.

6) The reading list and assignment descriptions are still not on the syllabus.

7) Under "Course Assignments", Provide a bit more description of the "Assignments". If they differ based on module, note that in the description and provide an example of 1-2 types of assignments that might be completed (e.g., paper, presentation, podcast). For the quizzes and final exam, also include whether taken on Canvas, whether an exam integrity software is required, and whether there is a time limit.

Course|New for request 19609

Info

Request: PHA 6XXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science
Description of request: New Coures Request PHA 6XXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science
Submitter: Emely McKitrick emely.mckitrick@ufl.edu
Created: 10/15/2024 3:31:23 PM
Form version: 6

Responses

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

>Response:
>PHA

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

>Response:
>6

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

>Response:
>XXX

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

>Response:
>None

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

>Response:

Intermediate

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

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

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

> Response:
> Applied Statistics for Data Analysis in Pharmaceutical and Forensic 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:
> Applied Stats Forensic 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:
> 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:
Familiarize students with the procedures for using online resources for communication and educational purposes and to introduce students to the basic principles, concepts and terminology utilized in statistics.

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:
There are no co-requisites.

Prerequisites

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

Response:
There are no prerequisites

Completing Prerequisites:

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

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

Rationale and Placement in Curriculum

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

Response:
This is a 3-credit elective course offered in the Forensic Science Online 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:
- understand the different descriptive statistics commonly used
- be able to describe the mean, standard deviation, and variance of a sample population
- understand probability and how it relates to the various applications within a laboratory
- be able to identify which statistical test is best suitable for a one sample, two sample, and multiple sample comparison
- understand the principles of the null and alternative hypotheses
- be able to perform the correct student t-test for comparison of two sample populations understand the differences between parametric and non-parametric tests and when the chi-square test should be used
- be able to perform an ANOVA comparing three or more sample populations
- be able to conduct a post-hoc test for an ANOVA analysis, and

- understand how simple linear regression is utilized to determine regression coefficients and perform linearity checks in an analytical laboratory

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:
Recommended Textbooks and Software
Introductory Statistics
Author: Prem S. Mann
Publisher: Wiley; 10th edition (2020)
ISBN-13: 978-1119679639
ISBN-10: 111967963X

Any of the earlier editions (6th, 7th or 8th) will also be acceptable. Some editions are accompanied by a Student Solutions Manual, which is useful for practicing the exercises in the book, but it is not necessary. The textbook should be used to support the theoretical understanding and provision of examples beyond those provided in the modules of this course.

In addition, some editions have an accompanying Student Study Guide, but purchase is not necessary.

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

Response:
This course is composed of 9 modules:
- Module 1: Introduction to Scientific Evidence and Statistics
- Module 2: Measures of central tendency and the normal distribution
- Module 3: Probability
- Module 4: Discrete random variables and probability distributions
- Module 5: Estimation of mean and standard deviation and the normal distribution
- Module 6: Hypothesis testing for one or two population means, Student t-test
- Module 7: Hypothesis testing for small sample sizes and multinomial experiments
- Module 8: Analysis of Variance and multiple comparison tests
- Module 9: Simple linear regression

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:
- 8 assignments, each worth 30 point (240 points, 57.2%)
- 8 quizzes, each worth 10 points (80 points, 19%)
- 1 final exam, worth 100 points (100 poiubtsm 23.8%)

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

Response:
Nancy Toffolo
Director, Distance Education Programs In Forensic Science; Instructional Associate Professor
(352)273-8691
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Jennifer Giangrande
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: jgiangrande@ufl.edu

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/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/.

* *

Response:
Yes

PHAXXXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

PHAXXXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science (3 Cr Hr.)
Fall 2024
Location: Canvas, Asynchronous

Course Coordinator(s):
Nancy Toffolo
Director, Distance Education Programs In Forensic
Science; Instructional Associate Professor
(352)273-8691
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

Jennifer Giangrande
Department of Clinical Toxicology
University of Florida College of Pharmacy
E-mail: jgiangrande@ufl.edu

Office Hours: on request

Pre-Requisites:
None

Co-Requisites:
None

Course Objectives

Familiarize students with the procedures for using online resources for communication and educational purposes and to introduce students to the basic principles, concepts and terminology utilized in statistics.

At the completion of this course students should:

- understand the different descriptive statistics commonly used
- be able to describe the mean, standard deviation, and variance of a sample population
- understand probability and how it relates to the various applications within a laboratory
- be able to identify which statistical test is best suitable for a one sample, two sample, and multiple sample comparison
- understand the principles of the null and alternative hypotheses
- be able to perform the correct student t-test for comparison of two sample populations understand the differences between parametric and non-parametric tests and when the chi-square test should be used
- be able to perform an ANOVA comparing three or more sample populations

- be able to conduct a post-hoc test for an ANOVA analysis, and
- understand how simple linear regression is utilized to determine regression coefficients and perform linearity checks in an analytical laboratory

Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use UF VPN to access UF Libraries Resources when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

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

Required Materials: Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

Course Materials and Technology

Recommended Textbooks and Software
Introductory Statistics
Introductory Statistics
Author: Prem S. Mann
Publisher: Wiley; 10th edition (2020)
ISBN-13: 978-1119679639
ISBN-10: 111967963X

Any of the earlier editions (6th, 7th or 8th) will also be acceptable. Some editions are accompanied by a Student Solutions Manual, which is useful for practicing the exercises in the book, but it is not necessary. The text book should be used to support the theoretical understanding and provision of examples beyond those provided in the modules of this course.

In addition, some editions have an accompanying Student Study Guide, but purchase is not necessary.

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

Course Schedule

Module Topics

This course is composed of 9 modules:
- Module 1: Introduction to Scientific Evidence and Statistics
- Module 2: Measures of central tendency and the normal distribution
- Module 3: Probability
- Module 4: Discrete random variables and probability distributions
- Module 5: Estimation of mean and standard deviation and the normal distribution
- Module 6: Hypothesis testing for one or two population means, Student t-test
- Module 7: Hypothesis testing for small sample sizes and multinomial experiments
- Module 8: Analysis of Variance and multiple comparison tests
- Module 9: Simple linear regression

Course Assignments

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course

overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline.

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

Description of Course Content - Course Schedule

Dates	Activity	Topic	Contact Time [hr.]
Week 1	**Module 1**	**Introduction to Scientific Evidence and Statistics**	
	Readings	Introductory Statistics Text: Chapter 1, Introduction Readings in Canvas, pages 1 - 7	2.5
	Assignment	Module 1 Assignment, 25 points – short answer essays	2.0
Week 2	**Module 2**	**Measures of Central Tendency and the Normal Distribution**	
	Readings	Introductory Statistics Text: Chapter 2, Organizing and Graphing Data and Chapter 3: Numerical Descriptive Measures Readings in Canvas, pages 1 - 6	2.5
	Assignment	Module 2 Assignment, 25 points – short answer and calculations	2.0
Week 3	**Module 3**	**Probability**	
	Readings	Introductory Statistics Text: Chapter 4, Probability Readings in Canvas, pages 1 - 7	2.5
	Assignment	Module 3 Assignment, 25 points – short answer and calculations	2.0
Week 4	**Module 4**	**Discrete Random Variables and Probability Distributions**	
	Readings	Introductory Statistics Text: Chapter 5, Discrete Random Variables and Their Probability Distributions Readings in Canvas, pages 1 - 8	2.5
	Assignment	Module 4 Assignment, 25 points – short answer essays and calculations	2.0
Week 5	**Module 5**	**Estimation of Mean and Standard Deviation and the Normal Distribution**	
	Readings	Introductory Statistics Text: Chapter 6, Continuous Random Variables and the Normal Distribution Readings in Canvas, pages 1 - 6	2.5
	Assignment	Module 5 Assignment, 25 points – short answer and calculations	2.0
Week 6 – 7	**Module 6**	**Hypothesis Testing for One or Two Population Means, Student t-Test**	
	Readings	Introductory Statistics Text: Chapter 9, Hypothesis Tests about the Mean and Proportion and Chapter 10, Estimation and Hypothesis Testing: Two Populations Readings in Canvas, pages 1 - 11	2.5
	Assignment	Module 6 Assignment, 25 points – data set calculations and essay questions	2.0

Week 8	Module 7	Hypothesis Testing for Small Sample Sizes and Multinomial Experiments	
	Assignment Reading	Introductory Statistics Text: Chapter 11, Chi-Square Tests Readings in Canvas, pages 1 - 8	2.5
	Assignment	Module 7 Assignment, 25 points – short answer and calculations	2.0
Week 9	Module 8	Analysis of Variance and Multiple Comparison Tests	
	Readings	Introductory Statistics Text: Chapter 12, Analysis of Variance Readings in Canvas, pages 1 - 6	2.5
	Assignment	Module 8 Assignment, 25 points – calculations and written essay conclusions on results	2.0
Week 10	Module 9	Simple Linear Regression	
	Readings	Introductory Statistics Text: Chapter 13, Simple Linear Regression Readings in Canvas, pages 1 - 9	2.5
	Assignment	Module 9 Assignment, 25 points - calculations and written essay conclusions on results	2.0

Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

Academic Requirements and Grading

Grading Policy
For greater detail on the meaning of letter grades and university policies related to them, see the University of Florida's Graduate School Grading Policy.

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.
Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.
Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.

Critical Dates for the UF Forensic Science program: https://forensicscience.ufl.edu/resources/critical-dates/

For other important dates, consult the UF Calendar of Critical Dates and http://www.registrar.ufl.edu

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.

Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Below is an example of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

Assignment	Total Points	Percentage of Final Grade
8 assignments, each worth 30 points	240	57.2%
8 quizzes, each worth 10 points	80	19%
1 final exam, worth 100 points	100	23.8%
Total	**420**	**100%**

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Note: For students enrolled through WSU, the overall percentage mark for the unit will be converted to a WSU grade in accordance with the information provided on the course WSU site

Grades will be assigned as follows:

Grade	Percent	Grade Points
A	90% or Above	4.0
A-	88-89%	3.76
B+	85-87%	3.33
B	80-84%	3.00
B-	78-79%	2.76
C+	75-77%	2.33
C	70-74%	2.00

C-	68-69%	1.67
D+	65-67%	1.33
D	60-64%	1.00
D-	58-59%	0.67
E	< 58%	0.00

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; in accordance with UF's Graduate School grading policy and attendance policy, the instructor will determine whether an extension with no penalty marks added is warranted. If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Amount of time past the deadline	Amount to be deducted for late submissions (in addition to grading point deductions)	Notes
12 am – 8 am (EST)	0.5 points	This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located
1 day (from 8 am EST – 11:59 pm)	5% deduction	% deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted.
2 days to 1 week late	10% deduction	
1 week to 2 weeks late	20% deduction	
2 weeks to 3 weeks late	30% deduction	
3 weeks to 4 weeks late	40% deduction	
4 weeks to 5 weeks late	50% deduction***	*** this is the maximum deduction regardless of when it is submitted, from 4 weeks past the due date to the last day for submissions in the semester.

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans

for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

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

Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

Instructional Policies

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

Policy Related to Required Course Participation

Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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

PHAXXXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Attendance: There is no formal process for taking attendance in this online course. This course is 100% asynchronous and there are no live meeting times. Once a topic module is released students can login and work on their course assignments, readings and quizzes as they require to meet the required assignment and quiz deadlines. However, students are expected to check the discussion boards and messaging system daily to make sure they keep up to date with any course or deadline changes, or instructor/TA direct messages.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor. In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Excused absences must be consistent with university policies in the Graduate Catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

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

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

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at UF Calendar of Critical Dates). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at dess@ahc.ufl.edu if you wish to withdraw from your class.

Students from partner universities must contact their school to determine how/if they can drop a class.

Communication

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

EMAIL

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to "all" instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the "Inbox" email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, <u>please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.</u>

*For technical assistance do not contact the UF HELP Desk. Please contact Lisa Cox (listed under "teachers" in your course messaging system), for IT support for this course and copy the course instructor.

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

DISCUSSION FORUM

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering. Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences. We are aware that some of these topics can be considered controversial and ask that your respond to the subject matter in a thoughtful manner. If you have any questions or concerns, please reach out to your course instructor or advisor.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "**We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity**." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/, http://gradschool.ufl.edu/students/introduction.html. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChatGPT)
Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.
"Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work." Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center.

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

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

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

Software Use

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

Student Privacy
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Academic Resources

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

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/.

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

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

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

Student Complaints Campus*:* https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

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

Course|Modify for request 18926

Info

Request: GMS 6471 - Change Course Title, Transcript Title, Credit Hours, Description, & Objectives
Description of request: Our department requires our first year graduate students to take GMS 6471, to gain knowledge of basic principles of physiology. However, we have concluded that the course in its current iteration is redundant. We therefore propose an update to the course that will provide students with broad knowledge of the core principles of physiology, including but not limited to, homeostasis, evolution, communication, and structure/function relationships. Additionally, students will learn critical skills in applying these principles to current topics in physiology and aging research and medicine.
Submitter: Erin Bruce ebruce5@ufl.edu
Created: 2/13/2024 11:25:55 AM
Form version: 2

Responses

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

Response:
GMS

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

Response:
6

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 targeting first year graduate students in the BMS doctoral program.

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

Response:
None

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

Response:

471

Course Title

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

Response:
Fundamentals of Physiology and Functional Genomics I

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2024

Requested Action

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
Yes

Current Course Title
(100 character limit)

Response:
Fundamentals of Physiology and Functional Genomics I

Proposed Course Title
(100 character limit)

Response:
Core Principles of Physiology

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
Yes

Current Transcript Title

Response:
Fundamentals of Physiology and Functional Genomics I

Proposed Transcript Title (30 char. max)

Response:
Core Principles of Physiology

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
1

Proposed Credit Hours

Response:
3

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

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

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

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

Response:
No

Change Course Description?

Response:
Yes

Current Course Description

Response:
"Fundamentals of Physiology & Functional Genomics" courses provide exposure to fundamental physiological concepts with emphasis on the impact of functional genomics. The focus is on respiratory, special circulatory and gastrointestinal system, and modern experimental approaches in physiology. This course is the first of three independent modules (1 credit each, Jan. 8 – Feb. 12, Feb. 19 – March 28, April 2 – April 30). Students may take any combination of the three modules. Each course consists of 3 hours of lecture, paper discussion, and/or team-based learning (TBL) per week during spring semester.

Proposed Course Description (500 characters max)

Response:
This course will focus on the "Core Principles of Physiology," and their application to forming research questions. These principles are homeostasis, evolution, structure/function relationships, communication, causal mechanisms, levels of organization, and matter/energy transfer. We will apply these principles to 4 specific areas of physiological research: 1) Single Gene Mutation Disorders, 2) Circadian Rhythms, 3) Renal and Respiratory Regulation, and 4) Aging.

Change Course Objectives

Response:
Yes

Current Course Objectives

Response:

The focus is on respiratory, special circulatory and gastrointestinal system, and modern experimental approaches in physiology.

Proposed Course Objectives

Response:
Upon completion of this course, students will be able to:
1. CORE DISCIPLINE COMPETENCY. Demonstrate fundamental knowledge of the following physiological principles: (1) Homeostasis, (2) Evolution, (3) Structure/Function Relationships, (4) Communication, (5) Causal Mechanisms, (6) Levels of Organization, and (7) Matter/Energy Transfer and Transformations.

2. PROBLEM SOLVING COMPETENCY. Demonstrate the ability to apply physiological principles to historical and current experiments. Use these abilities to create a hypothesis in 4 main areas of research: 1) Single Genetic Mutation Disorders, 2) Circadian Rhythms, 3) Renal and Respiratory Regulation, 4) Aging

3. PROFESSIONAL BEHAVIOR COMPETENCY. In accordance with the policy of the Office of Medical Education, appropriate professional behavior will be expected and noted by the faculty. Professional behavior includes:
•   Behavior and appropriate interactions respectful of classmates' learning experiences and dignity
•   Respect for, and maintaining dignity of faculty

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
The course in its current iteration is no longer necessary for our first year graduate students. Systems physiology courses are provided with other 64xx course numbers. Instead, we need to provide an introductory course that covers the core principles of physiology, so students can apply them to multiple systems and concepts. This is knowledge our graduate students will need as they begin forming their own research questions in pursuit of their doctorate.

CORE PRINCIPLES OF PHYSIOLOGY
COURSE SYLLABUS

Course Number: GMS 6471
Credit Hours: 3 credit hours
Course Time: T, Th @ 3-4:30pm
Location: M559

COURSE DESCRIPTION

Physiology is the study of how the body functions. This course will focus on the "Core Principles of Physiology," and their application to forming research questions. These principles are homeostasis, evolution, structure/function relationships, communication, causal mechanisms, levels of organization, and matter/energy transfer. We will apply these principles to 4 specific areas of physiological research: 1) Single Gene Mutation Disorders, 2) Homeostasis and Circadian Rhythms, 3) Renal and Respiratory Regulation, and 4) Cell, Tissue and Systems Aging

COURSE PREREQUISITE:

None. This is a required course for first year graduate students in the Physiology and Aging Concentration.

COURSE STRUCTURE

This is a high-structured course taught by a team of expert physiologists in our department. Students are expected to read provided materials outside of class and come prepared for an interesting discussion during class time. The first 40 minutes of class will be dedicated to reviewing the material provided, followed by a 10 minute break. The second 40 minutes will be dedicated to active-learning and interactive discussions. This format will allow us to share our knowledge with each other in an inclusive and engaging way. As you learn from us, we will learn from you. We encourage opinions from all backgrounds and perspectives. Our diversity is our strength, and we will use that to our advantage in this course.

ADMINISTRATIVE STRUCTURE
- Course Director:, Andrew Liu, Ph.D. (273-5728), kaesser@ufl.edu
- Departmental Chair: Karyn A. Esser, Ph.D. (273-5728), kaesser@ufl.edu
- Course academic program specialist: Robyn Edwards (293-5827) redwards@ufl.edu
- The department's home page is: http://physiology.med.ufl.edu

LECTURERS

Physiology Faculty responsible for providing individual lectures for this course are shown below. Issues concerning course structure, extensions, or accommodations, should be addressed to Dr. Bruce.

- Erica A. Dale, Ph.D. (273-8241), Room CG-20g, ericadale@ufl.edu
- Karyn Esser, Ph.D (273-5728), Room M554, kaesser@ufl.edu
- Michelle Gumz, Ph.D (273-6887), Room M554, michelle.gumz@medicine.ufl.edu
- Sung Min Han, Ph.D (273-5682), Room NG-07 han.s@ufl.edu
- David Julian, Ph.D. (392-5878), 123 Bartram Hall djulian@ufl.edu
- Andrew C. Liu, Ph.D (392-3791), Room M548, andrew.liu@ufl.edu
- Glenn Walter, Ph.D. (294-5996), Room CTRB 2213, glennw@ufl.edu
- Rui Xiao, Ph.D (273-9389), Room DG21A, rxiao@ufl.edu

Students may contact individual faculty outside of class via email, phone, or for office hours by appointment.

COURSE CONTENT

The course is divided into 4 modules:

1) Genetic Mutation Disorders   Module Coordinators: Dr. Walter and Dr. Liu
2) Principles of homeostasis   Module Coordinators: Drs. Julian, Dr. Liu and Dr. Esser
3) Renal and Respiratory Regulation Module Coordinators: Dr. Gumz and Dr. Dale
4) Aging   Module Coordinators: Dr. Xiao, Dr. Han

For each module students will be required to read any assigned chapters or journal articles and come to class prepared for discussion. At the end of each module, students will create a hypothesis and subsequent experiment to test a core physiological principle as it relates to the subject matter discussed. The hypothesis and methodology will be presented orally to the class for peer review and faculty grading.

I understand that there are multiple ways in which we learn, and to show that we have learned. I hope that these assessments will give everyone an opportunity to demonstrate their knowledge in a way that suits them. If you have any suggestions, I am open to modifying assignments to be as inclusive and equitable as possible. If you need any accommodations to help you succeed, please let me know. I am happy to help in any way I can.

Enjoy it! We hope that this course will be a useful and constructive learning experience for you. We believe that developing a solid background in the core principles of physiology and integrating them with current experimental practices will prepare you well for your future scientific career.

EDUCATIONAL PHILOSOPHY OF THE COURSE

Physiology is the science of how the body functions. It is the responsibility of the student to comprehend physiological facts and principles for subsequent use in advanced learning. The faculty will guide students in learning the core principles of physiology and how they apply to scientific studies. We hope that this course will be a useful and constructive learning experience for you.

COURSE GOALS

At the end of this course, students will have gained:

1. Knowledge of the core principles of physiology.
2. Ability to apply the core principles to multiple physiological systems.
3. Critical thinking strategies to form creative, definable, assessable hypotheses
4. Skills needed for collaborative teamwork and sharing of ideas.
5. Ability to give and receive constructive feedback.

COURSE LEARNING OBJECTIVES

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

1. CORE DISCIPLINE COMPETENCY. Demonstrate fundamental knowledge of the following physiological principles: (1) Homeostasis, (2) Evolution, (3) Structure/Function Relationships, (4) Communication, (5) Causal Mechanisms, (6) Levels of Organization, and (7) Matter/Energy Transfer and Transformations.

2. PROBLEM SOLVING COMPETENCY. Demonstrate the ability to apply physiological principles to historical and current experiments. Use these abilities to create a hypothesis in 4 main areas of research: 1) Single Genetic Mutation Disorders, 2) Circadian Rhythms, 3) Renal and Respiratory Regulation, 4) Aging

3. PROFESSIONAL BEHAVIOR COMPETENCY. In accordance with the policy of the Office of Medical Education, appropriate professional behavior will be expected and noted by the faculty. Professional behavior includes:
   - Behavior and appropriate interactions respectful of classmates' learning experiences and dignity
   - Respect for, and maintaining dignity of faculty

LEARNING ACTIVITIES AND RESOURCES

Information is delivered with short lectures and readings that support the lectures. Discussions will relate core principles of physiology to an experimental or translational topic.

LEARNING RESOURCES:

The primary information of the course is from the lectures given and any assigned literature. However, the below textbook can be used to supplement any gaps in your knowledge. The most important resources are the Faculty Teachers. We are happy to answer any questions!

TEXT:

The supplemental (not required) textbook for this course is:

Ganong's Review of Medical Physiology, 26th Edition, LANGE Publishers, 2017. You can access an electronic version of the text without charge via a VPN connection to the Health Science Center Library. https://accessmedicine.mhmedical.com/Book.aspx?bookid=2525

STUDY GROUPS

Independent study groups are strongly encouraged, although not required and are not organized by the course director. Students should actively make attempts to join existing study groups or form new study groups. It has been demonstrated that student performance, and retention of information for long term professional use, is enhanced by study groups.

EVALUATION

The Core Competency and Problem Solving Competency are evaluated using in-class discussions, and in-class presentation of hypotheses and experimental designs, and peer to peer feedback. The due dates for presentations can be found in the course schedule below.

SUMMATIVE EVALUATION:

In class discussion participation will be worth 10% of your grade. "Write the Abstract" assignments will be worth 20% of the final grade. Hypothesis presentations will be worth 30% of the final grade. Peer feedback will be worth 10% of the final grade. Specific Aims Page assignment will be worth 30% of the final grade. Final course grades will be based on the following scale,

93% - 100%	A
90% - 92.99%	A-
87% - 89.99%	B+
83% - 86.99%	B
80% - 82.99%	B-
77% - 79.99%	C+
73% - 76.99%	C
70% - 72.99%	C-
67% - 69.99%	D+
63% - 66.99%	D
60% - 62.99%	D-
0% - 59.99%	E

Additional information regarding grades as they relate to the calculation of grade point average can be found at the following,

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

LECTURES COPYRIGHTED:

Faculty lectures are copyrighted, including handouts and spoken audiovisual representations. The University of Florida holds all rights to all course materials.

ACADEMIC ACCOMMODATIONS

The University of Florida is committed to providing academic accommodations for students with disabilities. Students requesting accommodations must first register with the Disability Resource Center (DRC) (352-392-8565, www.dso.ufl.edu/drc/) and provide appropriate medical documentation that is requested. Once registered, students should present their accommodation letter to Dr. Bruce who will distribute the accommodation letter to appropriate faculty, as well as the Testing Center. The University encourages students to register with the DRC as soon as they begin school or upon the verification of a disability.

POLICY FOR MAKEUP WORK

An excused absence will not result in a penalty for the day's discussion. It is the student's responsibility to ensure they are remaining up to date with the lecture and discussion materials. Unexcused absences will result in loss of daily discussion participation points.

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

COURSE EVALUATION POLICY

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

UNIVERSITY HONESTY POLICY

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

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal

penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

STUDENT PRIVACY

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

CAMPUS RESOURCES:

HEALTH AND WELLNESS

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

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

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

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

ACADEMIC RESOURCES

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

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

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

COURSE SCHEDULE OF TOPICS/ASSIGNMENTS

DATE	ITEM	TOPIC	LECTURER
Jan 9	Introduction to Course		Esser
Jan 11	Introduction to Core Principles		Esser
Module 1			
Jan 16	Introduction to Iron Binding Proteins and Oxygen Delivery		Walter/Liu
Jan 18	Structural Mutations: Duchenne Muscular Dystrophy		Walter/Liu

Jan 23	Catalyst Mutations: mTORopathies	Walter/Liu
Jan 25	Energy homeostasis and aging: Insulin and IGF-1 Signaling	Walter/Liu
Jan 30	Aging and SOD mutations	Walter/Liu
Feb 1	Genetic mutations in circadian clock function	Walter/Liu
Feb 6	Experimental Presentations	Walter/Liu

Module 2

Feb 8	Homeostasis 1	Julian
Feb 13	Homeostasis 2	Julian
Feb 15	Homeostasis 3	Julian
Feb 20	Homeostasis 4	Liu/Esser
Feb 22	Homeostasis 5	Liu/Esser
Feb 27	Homeostasis 6	Liu/Esser
Feb 29	Experimental Presentations	Julian/Liu/Esser

Module 3

March 5	Renal Homeostasis	Gumz
March 7	Homeostasis Gone Wrong: Hypertension	Gumz
March 19	Neural Homeostasis of Respiration	Dale
March 21	Homeostasis Gone Wrong: Injury and Hypoxia	Dale
March 26	Critical Thinking: How to ask good questions	Gumz/Dale
March 28	Critical Thinking: How to analyze and communicate data	Gumz/Dale
April 2	Experimental Presentations	Gumz/Dale

Module 4

April 4	Theories of Aging	xx
April 9	Lifespan Extension: Genetics or Lifestyle?	xx
April 11	Genetic Models in aging research	Rui
April 16	Important genes and conserved signaling pathways in longevity	Rui
April 18	Mitochondrial Physiology	Han
April 23	How mitochondria affect organismal and cellular aging	Han
April 25	Experimental Presentations	Rui/Han

Module/Lecture	Physiological Principles Covered	Learning Objectives
Module 1/ Lecture 1	Communication, Matter Energy Transfer, Homeostasis	1) Identify how a simple amino acid mutation affects the oxygen carrying capacity of proteins. 2) Connect how the change in oxygen carrying capacity affects cell oxygen delivery and function.

		3) Explain the adaptive changes to decreased oxygen delivery
Module 1/ Lecture 2	Causal mechanisms, Structure/function relationships, Levels of organization, Homeostasis.	1) Understand a single intracellular cellular protein can impact multiple organ systems. 2) Identify the various physiological manifestations that can occur with different mutations in the same gene 3) Understand the impact of genetic modifiers outside of the primary mutation.
Module 1/ Lecture 3	Communication, Matter energy transfer, Homeostasis	1) Understand how mutations in biological catalyst can interrupt the flow for information and homeostasis.
Module 1/ Lecture 4	Communication, Matter energy transfer, causal mechanisms, Homeostasis	1) Understand how mutations in the same pathway can interrupt matter energy transfer and homeostasis.
Module 1/ Lecture 5	Communication, Matter energy transfer, causal mechanisms, Homeostasis	1) Understand how mutations in biological catalyst can interrupt the flow for information and homeostasis.
Module 1/ Lecture 6	Communication, Matter energy transfer, causal mechanisms, Homeostasis	1) Understand how mutations in biological catalyst can interrupt the flow for information and homeostasis.
Module 2/ Lecture 1	Homeostasis	1) General principles of homeostasis, sensing, effecting
Module 2/ Lecture 2	Homeostasis	1) Modeling homeostatic networks
Module 2/ Lecture 3	Homeostasis	1) Homeostasis in disease

Module 2/ Lecture 4	Homeostasis	1) Circadian biology as a component of homeostasis
Module 2/ Lecture 5	Homeostasis	1) Fundamental circadian clock mechanism, timing and output
Module 2/ Lecture 6	Homeostasis	1) Timing of light, feeding and exercise as modifiers
Module 3/ Lecture 1	Homeostasis, Structure/Function, Communication, evolution	1) Identify ways in which kidneys maintain blood pressure homeostasis.
Module 3/ Lecture 2	Homeostasis, Structure/Function, Communication, evolution	1) Evaluate ways the kidneys adapt when homeostasis is disrupted
Module 3/ Lecture 3	Homeostasis, communication, evolution	1) Identify ways in which nervous system maintains respiratory homeostasis.
Module 3/ Lecture 4	Homeostasis, communication, evolution	1) Evaluate ways the nervous system adapts when homeostasis is disrupted
Module 3/ Lecture 5	Any may be observed	1) Observe different data sets. 2) Form a question based on these observations 3) Create an assessable hypothesis
Module 3/ Lecture6	Any may be observed	1) Evaluate the discussion of a journal article. 2) Create a graph of what you expect the results should look like, based on the discussion evaluated. 3) Compare and contrast any differences from the original article
Module 4/ Lecture 1	Levels of Organization, Causal Mechanisms	1) Understand the fundamental concepts of biological aging
Module 4/ Lecture 2	Levels of Organization, Causal Mechanisms	1) Analyze the impact of dietary restriction on lifespan.

Module 4/ Lecture 3	Levels of Organization, Causal Mechanisms, Evolution	1) Identify ways in which genetic manipulation influences organisms and cellular aging.
Module 4/ Lecture 4	Levels of Organization, Causal Mechanisms, Evolution	1) Identify ways in which longevity genes extend lifespan.
Module 4/ Lecture 5	Levels of Organization, Causal Mechanisms, Matter energy transfer, Homeostasis	1) Identify ways in which mitochondria maintain energy metabolism and homeostasis.
Module 4/ Lecture 6	Levels of Organization, Causal Mechanisms	1) Analyze the impact of mitochondrial dysfunction on organism and cellular aging.

GMS 6471 - Spring 2021

Fundamentals of Physiology & Functional Genomics I

Course objectives and/or goals: "Fundamentals of Physiology & Functional Genomics" courses provide exposure to fundamental physiological concepts with emphasis on the impact of functional genomics. The focus is on muscle, cardiovascular, endocrine, respiratory, special circulatory, and gastrointestinal systems, along with modern experimental approaches in physiology.

This course is the first of three independent modules (1 credit each, Jan. 11 – Feb. 17, Feb. 19 – March 24, March 26 – April 26). Students may take any combination of the three modules. Each course consists of 3 hours of lecture, paper discussion, and/or team-based learning (TBL) per week during spring semester.

Schedule: Monday, Wednesday, Friday from 1:00 to 1:50 PM via Zoom

Textbook: E- textbook "Ganong's Review of Medical Physiology", 25th edition (2016), which is available through UF Health Science Center library (https://accessmedicine.mhmedical.com/Book.aspx?bookid=1587)

Faculty: Below is a list of the faculty who will be participating in this course. They can be contacted by e-mail.

Erin Bruce, Ph.D. (Course Director)	ebruce5@ufl.edu
Glenn A. Walter, Ph.D.	glennw@ufl.edu
Charles Wood, Ph.D	woodc@ufl.edu

Shown below is a table displaying the dates, titles and instructors for all the lectures and discussions for Spring 2021. For course content, registered students should log-in to the Canvas course site at https://elearning.ufl.edu.

LECTURE	DAY	DATE	ROOM	TOPIC	LECTURER(S)
L1	Mon	1/11	Zoom	Introduction and Overview of Human Body I	E. Bruce
L2	Wed	1/13	Zoom	Overview of Human Body II	E. Bruce
L3	Fri	1/15	Zoom	Overview of Human Body III	E. Bruce
	Mon	1/18		HOLIDAY	
L4	Wed	1/20	Zoom	Muscle I1	G. Walter
L5	Fri	1/22	Zoom	Muscle II	G. Walter
D1	Mon	1/25	Zoom	Paper Discussion: Muscular Dystrophy	G. Walter
L6	Wed	1/27	Zoom	Cardiovascular System I	E. Bruce
L7	Fri	1/29	Zoom	Cardiovascular System II	E. Bruce
L8	Mon	2/1	Zoom	Cardiovascular System III (Vascular)	E. Bruce
D2	Wed	2/3	Zoom	Paper Discussion	E. Bruce
L9	Fri	2/5	Zoom	Respiratory Physiology I	C. Wood
L10	Mon	2/8	Zoom	Respiratory Physiology II	C. Wood
D3	Wed	2/10	Zoom	Paper Discussion	C. Wood
Review	Fri	2/12	Zoom	Review	Faculty
Exam	Wed	2/17	ProctorU	Exam 1	E. Bruce

Policy related to class attendance
Although attendance may not be taken for didactic lectures, attendance is obviously very highly encouraged.

Policy related to make-up exams or other work
In appropriate cases, make-up exams and/or written reports will be considered.

Statement related to accommodations for students with disabilities
Student disabilities will be accommodated in accordance with UF policy, which is described here: http://www.dso.ufl.edu/drc/current.php.

Information on UF grading policies for assigning grade points
The points used to compute final grades will be determined after the exams in each module that has been completed. The course final grade is based on the total points accrued over all exams, TBL(s), and performance in discussion groups.

Class demeanor expected by the professor: Appropriate behavior will be expected and noted by the faculty. Appropriate behavior includes behavior and appropriate interactions respectful of classmates' learning experiences and dignity; attentive behavior in the classroom; respect for, and maintaining the dignity of the faculty.

UF Academic Honesty Policy: Students will adhere to the UF general guidelines at: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

Contact information for university counseling and mental health services:
http://www.dso.ufl.edu/supportservices/campuscounseling.php

Methods by which students will be evaluated and their grades determined:
The students will take a closed-book exam at the end of each module, which will be graded separately. Participation in the classroom, discussion, and TBL score will be included in the grading. The following shows the tentative weight of each factor in grading:
Exam   90%
Participation   10%

Letter grades will be assigned based on the final score using the following scale:
A   92-100
A-   88-91
B+   84-87
B   80-83
B-   76-79
C+   73-75
C   70-72
C-   66-69
D+   63-65
D   60-62
E   <60

Course|Modify for request 20664

Info

Request: GMS 7877 - modify credit hours
Description of request: Changing the GMS 7877 from a 1-credit course to a 2-credit course due to the increase in the amount of content and contact hours.
Submitter: Christian Rodriguez chrisar94@ufl.edu
Created: 10/28/2024 10:48:49 AM
Form version: 1

Responses

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

Response:
GMS

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

Response:
7

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

Response:
None

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

Response:
787

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

Response:
Responsible Conduct of Research

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

Response:
Earliest Available

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

Response:
Earliest Available

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
1

Proposed Credit Hours

Response:
2

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

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

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

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

Response:
No

Change Course Description?

Response:
No

Change Course Objectives

Response:
No

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
When this course was originally developed in 2005, there were nine subject areas that needed to be addressed to meet federal requirements for responsible conduct of research (RCR) training. The course schedule consisted of alternating 50-minute lectures and 90-minute small group discussions, with a total of 15 contact hours. Over the years since then, three additional subject areas have been added to federal requirements for RCR training, and the class format was changed to team-based learning (TBL). The course schedule now consists of thirteen 2-hour class sessions, including one introductory lecture/discussion followed by twelve TBL sessions, for a total of 26 contact hours. The class meets for two hours for thirteen of the 14-15 weeks of the Spring semester. For the past two years at least one student has complained about the amount of work required for a one-credit course. Based on the amount of content and the contact hours, this should now be a 2-credit course.

GMS 7877: Responsible Conduct of Biomedical Research   **DRAFT**   **Spring 2025**
Tuesdays, 3:30-5:30 pm, Learning Studio 125 Harrell Medical Education Building

Date	Session	Instructors
Jan 14	Intro to RCR & Team-Based Learning	Wayne T. McCormack, PhD
Jan 21	1 - Intro to Ethical Decision-Making	William L. Allen, JD, MDiv & WTM
Jan 28	2 - Avoiding Research Misconduct	William L. Allen, JD, MDiv & WTM
Feb 4	3 - Protection of Human Subjects	Catherine Striley, PhD, MSW & WTM
Feb 11	4 - Welfare of Laboratory Animals	Kerri O'Malley, PhD & WTM
Feb 18	5 - Conflicts of Interest & Commitment	Amber Moore, MPA, Lana Kaufman, JD, MEd & WTM
Feb 25	6 - Data Management Practices	William L. Allen, JD, MDiv & WTM
Mar 4	7 - Mentor & Mentee Responsibilities	Roger Fillingim, PhD & WTM
Mar 11	8 - Rigor & Reproducibility	TBA & WTM
Apr 1	9 - Safe Research Environments	TBA & WTM
Mar 18	No Class - Spring Break	
Mar 25	10 - Collaborative Research	Catherine Striley, PhD, MSW & WTM
Apr 1	No Class	
Apr 8	11 - Authorship & Publication	Timothy Garrett, PhD & WTM
Apr 15	12 - Peer Review	Timothy Garrett, PhD

Course Director: Wayne T. McCormack, PhD, mccormac@ufl.edu, office phone 352-294-8334, room CG-72K (office hours by appointment)

This course is offered **in-person only**, and is intended for COM Biomedical Sciences PhD students and MD-PhD students. This course is also open to other graduate students, postdoctoral fellows and junior faculty members who must complete RCR training to fulfill NIH fellowship or training grant requirements. The course is designed to introduce key issues in the responsible conduct of research (RCR), following the research process from inception to planning, conducting, reporting, and reviewing biomedical research. The course seeks to provide a practical overview of the rules, regulations, and professional practices that define the responsible conduct of research. The coverage is not exhaustive and leaves room for continued reading and discussion with the student's mentor, in the laboratory and classroom, at professional meetings, and in any other setting where researchers gather to discuss their work.

Course Objectives:
- Familiarize learners with federal rules and regulations regarding the planning, conduct, reporting, and review of biomedical research.
- Provide learners with opportunities to apply their knowledge to case-based scenarios representing common challenges in biomedical research.
- Provide learners with opportunities to practice ethical decision-making in the context of biomedical research.

Attendance: Attendance is required at all sessions. Course directors must be notified in advance about planned absences, e.g., travel for conferences. Absences will be excused per university policies (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/). Unexcused absences will lower your grade as described below. If you will miss any sessions due to professional travel or illness, please contact Dr. McCormack and see below for instructions about a make-up assignment. **You must arrive on time!** The first in class activity is a graded individual readiness assurance test.

Preparation Materials: Each session will include pre-class preparation assignments, which will be detailed and provided in Canvas. These assignments will typically consist of readings from a free online textbook and other sources, and PowerPoint presentations and/or videotaped lectures, all of which will be posted in Canvas. The textbook "ORI Introduction to the Responsible Conduct of Research" by Nicholas H. Steneck (Department of Health & Human Services) features case studies, text-box inserts, discussion questions, and electronic and printed resources.

Grading: Letter grade (90, A; 85, A-; 80, B+; 75, B; 70, B-; 65, C+; 60, C; 55, C-; 50, D). On a 100 point scale, grading for students registered for credit will be based on both individual and team readiness assurance tests during team-based learning (TBL) sessions. Relative weighting for individual and team tests will be determined by student vote. Unexcused absences will result in a score of 0 and will lower your grade (see Make-Up Assignments below). Letter grades will affect student grade point averages according to UF grading policies.
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Reading Assignments: Please read the assigned chapters and view the on-line lectures before each session. Each TBL session begins with a Canvas quiz (readiness assurance test) about the reading material content, which you will take individually and counts toward your grade. Assigned readings associated with each seminar include case scenarios and discussion questions dealing with the relevant ethical issues. Please think about how you would answer these questions before each TBL session, as your team will be discussing similar scenarios in some detail.

Preparation for Team-Based Learning Sessions: Small groups will be set up using the team-based learning format. Team assignments will be posted in Canvas, and you will work with the same team for the duration of the course. Your assignments before each TBL session are to:
1. view the relevant PowerPoint and/or videotaped lecture (links at course web site)
2. read the assigned chapter of "ORI Introduction to the Responsible Conduct of Research" (links above and at course web site)
3. familiarize yourself with the main points of the assigned chapter, and
4. think about how you would answer the case study and discussion questions in the assigned chapter.
   Session schedule:
      3:30 - Arrive and login to Canvas
      3:35 - Individual Readiness Assurance Test (Canvas)
      3:50 - Team Readiness Assurance Test
      4:05 - Intra-Team Application Exercise - Team discussion of case study and questions
      4:45 - Inter-Team Class Discussion of Case Studies
      5:30 - Adjourn
Readiness Assurance Tests will consist of up to multiple-choice questions based on the assigned reading and seminar content (closed book). Individual Readiness Assurance Tests will be completed individually in Canvas. Team Readiness Assurance Tests will consist of the same questions as the Individual Readiness Assurance Test, and team answers will be recorded on scratch-off cards that will be provided.

Make-Up Assignments: If you miss a session due to illness or professional travel, please contact me as soon as possible (preferably in advance for travel). Please submit via e-mail, preferably in advance of your trip or within a week if absent due to illness, brief written answers to each of the discussion questions and case study questions in the assigned chapter for reading. Links to the case studies are in the right margin of the introduction page for each chapter (labeled either "Short Case" or "Case Study"). Discussion questions may be found at the "Questions" link in the left margin. I don't expect you to write extensively on each question, but enough to demonstrate that you have read the material and have thought about the issues in the context of responsible conduct of research.

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (https://disability.ufl.edu/get-started). Please share your accommodation letter and discuss your access needs with the course director as early as possible in the semester.

Counseling and Student Health: Students 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, http://www.counseling.ufl.edu (see also link therein for Emergency Assistance). Crisis intervention is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789. Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.

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

Materials and Supplies Fees: Not applicable.

Academic Honesty: Please do not seek material from students from previous years for this course. Doing so constitutes academic dishonesty, and will result in automatic failure for this course. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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.

Course|New for request 20471

Info

Request: GLY 5XXXC Analytical Methods in Earth and Environmental Sciences
Description of request: To obtain a course number for a course that we've been teaching for years under GLY6932.
Submitter: George Kamenov kamenov@ufl.edu
Created: 11/4/2024 10:34:04 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:
    GLY

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

    Response:
    5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

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

    Response:
    Yes

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (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 5000 level is to allow undergraduate students working on senior thesis projects that require the use of the analytical labs in the Department of Geological Sciences to take the class.

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

Response:
XXX

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

Response:
C

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Analytical Methods in Earth and Environmental Sciences

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:
Analytical Methods

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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 routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

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

Response:
Yes

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

Response:
No

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
3

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

Response:
1

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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
1

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

Response:
Introduces students to various analytical instruments used in Earth and Environmental Sciences and teaches laboratory skills necessary to prepare and analyze research samples.

Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
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).
• 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).
*

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 for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
The course is designed for graduate and undergraduate students in the Geological Sciences. It can also be taken by students from other departments and programs that work on projects utilizing the instrumental laboratories in the Department of Geological Sciences. It is intended to be elective course for students working on projects involving collection of chemical, isotope, and/or geochronological data.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

GLY5XXX: Analytical Methods in Earth and Environmental Sciences

Semester: Spring 2025   Credits: 1

Meeting Location: Department of Geological Sciences, Williamson Hall, Room XXX

Meeting Time: Wednesday 9:35am – 10:25am; Lab work by appointment

INSTRUCTORS

Dr. George Kamenov – kamenov@ufl.edu, 363 Williamson Hall, 846-3955, office hours TBD;

Dr. Jason Curtis – curtisj@ufl.edu, 372 Williamson Hall, 392-2296, office hours TBD;

Dr. Dogancan Yasar – iyasar@ufl.edu, 371 Williamson Hall, office hours TBD;

COURSE MATERIALS

No book required. Training materials for the various instruments and sample preparation protocols will be provided by the instructors.

OVERALL COURSE GOAL: Provides students with background knowledge of various analytical methods used in Earth and Environmental Sciences. Teaches practical skills necessary to prepare and analyze research samples.

COURSE OBJECTIVES

1. Summarize best practices for laboratory safety and various sample preparation techniques used in Earth and Environmental Sciences.
2. Summarize basic operations of different analytical instruments (SEM, XRF, XRD, Noble Gas MS, IRMS, ICP-MS, MC-ICP-MS, Laser Ablation) utilized for elemental, isotopic, and geochronological analyses in the Earth and Environmental Sciences.
3. Use the knowledge to operate one or more of the above analytical instruments.
4. Produce analytical data for their projects.
5. Summarize, test, interpret, and present analytical data.

ASSESSMENTS AND GRADING

Grading Scheme: A = ≥93%, A- = 90-92.99, B+ = 87-89.99, B = 83-86.99, B- = 80-82.99, C+ = 77-79.99, C = 73-76.99, C- = 70-72.99, D+ = 67-69.99, D = 63-66.99, D- = 60-62.99, E < 60
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

Possible points:

ATTENDANCE **10%;** LAB WORK **70%;** PROJECT COMPLETION **20%**

ATTENDANCE:

Attendance is critical to successful completion of this course. Attendance will be taken during each class. Students are allowed one "personal day" for the semester, after which each absence that does not meet university criteria for "excused" will result in subtraction of 1 point. Students are expected to complete all assignments and lab work by the end of the semester and will not be granted an alternate due date unless they have an acceptable reason (e.g. medical emergency, observance of religious holiday) or pre-arranged consent of the instructor. These requests must be timely and accompanied by all necessary written documentation. For more details, see: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

LAB WORK:

Each student will either have their own or will be assigned a project at the beginning of the class, based on their thesis/dissertation topic. The lab work will involve sample preparation, basic operations of the analytical instruments, and performing elemental, isotopic, and/or geochronological analyses. Students will earn 5 points per week for work performed on the project. The lab work for each week will be assigned to each student and points will be earned based on the successful completion of the scheduled tasks. Evaluation will be based on attending scheduled lab session, correct use of the sample preparation methods, accurately setting the instrument(s) and performing the analyses. The work will be conducted in one or more of the labs (Clean Lab, SEM, XRF, XRD, Noble Gas MS, IRMS, ICP-MS) in the Department of Geological Sciences.

PROJECT COMPLETION:

After the completion of the lab work each student will work with one or more of the instructors to calculate, plot, interpret, and present the collected analytical data. Students will earn 20% for successful evaluation and presentation of the collected data during the final 2 weeks of the course. Evaluation will be based on logical interpretation and presentation of the student's collected data, comparison of the student's data with similar data from the literature, and presentation.

Late Work Policy: Project completion turned in late without an excused absences will be subject to a grade reduction of 10%.

Makeup Policy: If you have a preexisting conflict for lab work of project completion, an alternative meeting time will be arranged with one or more of the course instructors. In case of sudden illness or family emergency, please notify the instructor as soon as possible (within no more than a week). Appropriate documentation may be required. No make-ups will be permitted for other, unexcused absences.

Email: All email communications MUST be sent from (and will be sent to) your Gatorlink accounts. Instructors will respond to email within 24 hours Monday through Friday.

Course Evaluation

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

Students Requiring Accommodations

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

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (is http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For more details see: https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-syllabi/

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats: http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

Campus Resources:

Health and Wellness

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

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

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

Software Use

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

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

TENTATIVE COURSE SCHEDULE

Week 1 Course introduction and project assignment for each student.

Week 2 Handling hazardous waste, GatorTracs, and safety training for the labs in the Department of Geological Sciences.

Week 3 Clean Lab sample preparation for trace elements and isotopes for ICP-MS.

Week 4 ICP-MS elemental (major and trace) analyses, including standard selection and preparation, high-resolution work, errors, detection limits.

Week 5 MC-ICP mass-spectrometry instrumentation and Traditional and Non-Traditional Isotope analyses.

Week 6 Laser-Ablation MC-ICP-MS U-Pb dating of zircons and other U-Th minerals, data reduction with "CALAMARI" and "ISOPLOT", concordia, standards, errors, detection limits

Week 7 Heavy mineral separation procedures.

Week 8 SEM sample preparation, instrumentation, and analysis.

Week 9 General X-Ray Fluorescence and X-Ray Diffraction Theory.

Week 10 XRF and XRD Sample Preparation, instrumentation bench top and portable XRF, and hands on analysis with portable XRF.

Week 11 Ar-Ar Geochronology, theory, sample preparation and instrumentation.

Week 12 Stable Isotope mass-spectrometry instrumentation and analysis.

Week 13 Review of lab work, data reduction, completion of project.

Week 14 Student presentation of data collected.

Week 15 Student presentation of data collected.

Course|New for request 19860

Info

Request: APK 6XXX Cell Physiology & Biophysics
Description of request: We are submitting our Cell Physiology & Biophysics course for approval. It has been taught previously as a special topics PET5936, and we would like it to have a permanent course number: APK 6XXX
Submitter: Sarah Eberhart seberhart@hhp.ufl.edu
Created: 10/8/2024 11:32:25 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:
APK

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

Response:
6

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

Response:
XXX

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

Response:
None

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

Response:

Intermediate

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

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

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

Response:
Cell Physiology & Biophysics

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:
Cell Physiology & Biophysics

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:
The overall goal of this class is the provide a solid understanding of the molecular basis that controls cellular physiology. Emphasis is placed on understanding the basic tenants of genome structure/function and gene expression, protein synthesis and gradation, cell cycle/division and death, cytoskeleton, and cellular metabolism. Attention is placed on understanding the cellular physiology responses to exercise.

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 class will serve as an elective in our MS and PhD program for students in our exercise physiology track who are interested in learning about cell physiology and biophysics.

Course Objectives

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

Response:
•   Define, describe, and illustrate the basic chemical building blocks of the eukaryotic cell, including how cells communicate with other cells and their environment.
•   Explain the integrative control of gene expression including genome structure, DNA transcription and repair, mRNA processing and splicing, and epigenetic regulation.
•   Describe the basic mechanisms by which RNA is converted into proteins via its interaction with ribosomal machinery.
•   Explain the basic processes that a cell can use for protein turnover/degradation.
•   Evaluate the methods used by scientists to manipulate the genetic code in living animals and cells by techniques such as RNA interference, transgene expression, CRISPR, CRE-LOX, and

other genetic models used in biomedical research.
•   Analyze the basic elements of the cytoskeleton that are part of every cell, including microfilaments, microtubules and spectrin, and how these cytoskeletal elements impact cellular physiology.
•   Analyze the most common generalized cell signaling pathways that are utilized in many ways to regulate cell function, including G-protein-liked responses, enzyme linked receptor systems, catalytic dimerization, MAPK signaling, stress activated signaling, etc.
•   Defend and critique course material or ideas related to cellular physiology and evaluate methods employed by researchers in cellular physiology.
•   Evaluate the complex linkage between mitochondrial function, redox biology, and antioxidant systems and how these systems change across the range of normal and pathological physiology.

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:
Alberts et al. ESSENTIAL CELL BIOLOGY ISBN: 978-1-324-03348-6; 6th Edition: Publisher: W. W. NORTON & COMPANY, 2023 (hardbound, digital, or paperback available)

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
Jan 8
Introduction to the Class and review of the central dogma of biology
Chapter 1

Week 2
Jan 15
No Class – Martin Luther King Jr. Holiday

Week 3
Jan 22
Chemical components of the cell and cell membranes
Chapter 2

Week 4
Jan 29
Membrane transport and Membrane Potentials
Chapters 11-12

Week 5
Feb 5
DNA, Chromosomes, Replication, RNA
Chapters 5-7

Week 6
Feb 12
Control and Gene Expression
Chapter 8

Week 7
Feb 19
Protein structure and the basic machinery of protein synthesis

Chapter 4

Week 8
Feb 26
EXAM 1

Week 9
Mar 4
Introduction to Cell signaling and how cells "think"
Chapter 16

Week 10
Mar 11
No Class – Spring Break!

Week 11
Mar 18
The cytoskeleton, molecular motors and how they are regulated
Chapter 17

Week 12
Mar 25
The life and death of a cell and how it is regulated
Assigned Articles on Canvas

Week 13
April 1
Redox biology
Assigned Articles on Canvas

Week 14
April 8
Bioenergetics and mitochondrial function
Assigned Articles on Canvas

Week 15
April 15
Make up time and carry over material

Week 16
April 22
EXAM 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:
90-100% A 4.00
80-89.99% B 3.00
70-79.99% C 2,00
60-69.99% D 1.00
<60 E 0.00

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

> Response:
> Terence Ryan, PhD

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

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

> Response:
> Yes

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

• Students with disabilities 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&nbsp;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&nbsp;https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at&nbsp;https://gatorevals.aa.ufl.edu/public-results/.

&nbsp;

Response:
Yes

UF Department of Applied
Physiology and Kinesiology
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

Connect with HHP

- 📘 **@UFHHP**
- 📷 **@ufhhp**
- 🐦 **@UF_HHP**
- in **APK LinkedIn**

Course Info

INSTRUCTOR	**Terence E. Ryan, Ph.D.** Office: FLG 114 Office Phone: 294-1700 Email: ryant@ufl.edu Preferred Method of Contact: **email**
OFFICE HOURS	Office hours will be posted on the Canvas page
MEETING TIME/LOCATION	FLG 225 - Monday periods 6-8 (12:50P – 3:50P)

COURSE DESCRIPTION

The overall goal of this class is the provide a solid understanding of the molecular basis that controls cellular physiology. Emphasis is placed on understanding the basic tenants of genome structure/function and gene expression, protein synthesis and gradation, cell cycle/division and death, cytoskeleton, and cellular metabolism. Attention is placed on understanding the cellular physiology responses to exercise.

PREREQUISITE KNOWLEDGE AND SKILLS

There are no prerequisites for this course but a background in biology or physiology would be helpful.

REQUIRED AND RECOMMENDED MATERIALS

Textbook: Alberts et al. ESSENTIAL CELL BIOLOGY ISBN: 978-1-324-03348-6; 6th Edition: Publisher: W. W. NORTON & COMPANY ©2023 (hardbound, digital, or paperback available)

Access to computer and CANVAS.

COURSE FORMAT

Course material is largely presented as live lecture. Occasionally, lectures may be substituted to a pre-recorded format, when needed for scheduling. Students will have copies of the lecture material on Canvas to work from. Students will also be expected to learn from regular reading assignments in the Alberts et al. textbook or may be given additional reading in online-accessible manuscripts or reviews. In general, class time each week will include 2 periods of lecture and one period of reinforcement, active learning or specialized learning activities.

COURSE LEARNING GOALS: By the end of this course, students should be able to:
- Define, describe, and illustrate the basic chemical building blocks of the eukaryotic cell, including how cells communicate with other cells and their environment.
- Explain the integrative control of gene expression including genome structure, DNA transcription and repair, mRNA processing and splicing, and epigenetic regulation.
- Describe the basic mechanisms by which RNA is converted into proteins via its interaction with ribosomal machinery.
- Explain the basic processes that a cell can use for protein turnover/degradation.
- Evaluate the methods used by scientists to manipulate the genetic code in living animals and cells by techniques such as RNA interference, transgene expression, CRISPR, CRE-LOX, and other genetic models used in biomedical research.
- Analyze the basic elements of the cytoskeleton that are part of every cell, including microfilaments, microtubules and spectrin, and how these cytoskeletal elements impact cellular physiology.
- Analyze the most common generalized cell signaling pathways that are utilized in many ways to regulate cell function, including G-protein-liked responses, enzyme linked receptor systems, catalytic dimerization, MAPK signaling, stress activated signaling, etc.
- Defend and critique course material or ideas related to cellular physiology and evaluate methods employed by researchers in cellular physiology.
- Evaluate the complex linkage between mitochondrial function, redox biology, and antioxidant systems and how these systems change across the range of normal and pathological physiology.

Course & University Policies

ATTENDANCE POLICY
It is expected in graduate level courses that students will always be in attendance. However, because of outside activities expected of graduate students, illness, etc. there are often unexpected absences. It is expected that if you cannot attend class for any reason you will contact the lead instructor regarding your reasons for absence. There is a 30% class participation grade. Students missing class without excuse will receive a proportional reduction in their grade for this component of the course.

PERSONAL CONDUCT POLICY
Students are expected to exhibit behaviors that reflect highly upon themselves and our University.

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

APPROPRIATE USE OF AI TECHNOLOGY
The UF Honor Code strictly prohibits cheating. The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity is considered cheating. Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes cheating.

EXAM MAKE-UP POLICY

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

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 provide any documentation to the instructor regarding illness or family emergency.

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

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

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

Getting Help

HEALTH & WELLNESS

- ***U Matter, We Care****:* If you or 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; or visit the UF Health Emergency Room and Trauma Center website.
- ***GatorWell Health Promotion Services****:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

- ***E-learning technical support***: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- ***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 & Grievances***: Students are encouraged to communicate first with the involved person(s), but here is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:
- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hhp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Civility, Accessibility, and Community Resources

This is a science-based course, which should ideally be objective in its presentation, interpretation, and valid for everyone. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course were authored by white men and women. Furthermore, the course relies heavily on findings from experiments mostly conducted by white men. The interpretation and presentation are modified, as feasible, by the instructor. I will make an effort to acknowledge whenever possible the contribution that people from several races, sexes, and backgrounds have given to the field. However, I admit that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official UF records, let me know as indicated above.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns).
- If you prefer to speak with someone outside of the course, see the list of contacts below.
- I am continuing to learn about diverse perspectives and identities, and still adapting to the cultural differences between countries and regions. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. Again, anonymous feedback is always an option.

Grading

Evaluation Components	Points Per Component	Approximate % of Total Grade
Lecture and Course material Exams (2)	35 points ea	70%
Class Participation	30 points ~2 pts per week)	30%

Lecture and learning material Exams – Exams will be designed to fit within a single class period and will consist of between 25-35 questions, including varying amounts of either standard multiple choice-type questions and particularly essay questions. Student are expected to be responsible for both the lecture material and he assigned reading material. An emphasis will be placed on thinking and understanding and less on memorization. The final will not be comprehensive but will cover all material presented since the last exam.

Class participation assessment – Students basically start with full credit (30 points) at the beginning of the semester and are expected to participate in each week's class period. This will take various forms, depending on the topic being studies. Examples of class participation include asking questions, providing explanations of physiological processes either orally or through drawn explanations on a 'white board', participating in scientific discussions of course topics with the instructor and peer students. Throughout the semester, each student will be expected to explain a topic or physiological process to the class after completing the lecture and reading assignments for the chosen topic. Students who are unprepared to participate or do not show up for class will lose 2 points in this grade each week. Students who are unusually prepared and do a truly outstanding job may receive additional points at the instructor's discretion.   A rubric for participation grading is shown below:

Excellent	30 pts	- Defines, describes, and illustrates concepts - Explains, assesses and criticizes ideas - Demonstrates preparation and reading of assignments
Good	26 pts	- Defines, describes, and illustrates concepts - Explains, assesses and criticizes ideas - Evidence of reading assignments, but not fully prepared
Reasonable	22 pts	- Defines, describes, and illustrates concepts - Explains, assesses, or criticize some ideas - Evidence of incomplete reading of assignments and preparation
Basic	18 pts	- Defines and describes some concepts - Explains but cannot assess and criticize ideas - Clearly unprepared and lacking evidence of reading assignments
Bare Minimum	15 pts	- Defines and describes some concepts - Unable to explain, assess, or criticize ideas - Clearly unprepared and lacking evidence of reading assignments
Unacceptable	0 pts	- Refuses to engage in discussion or answer questions when asked - Engaged into inappropriate behaviors (using cell phone, social media, visiting irrelevant websites) - Not present

GRADING SCALE
We will utilize the grading scale below for the final grade of the class:

Letter Grade	Percent of Total Points Associated with each Letter Grade	GPA Impact of Each Letter Grade
A	90.00 – 100%	4.00
B	80.00 – 89.99%	3.00
C	70.00 – 79.99%	2.00
D	60.00 – 69.99%	1.00
E	0.00 – 59.99%	0.00

More detailed information regarding current UF grading policies can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/. *Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Weekly Course Schedule

WEEKLY SCHEDULE (updates and/or changes will be announced via CANVAS)

Week	Dates	Lecture Topic (required reading pages)	Reading assignments
1	Jan 8	Introduction to the Class and review of the central dogma of biology:	*Chapter 1*
2	Jan 15	No Class – Martin Luther King Jr. Holiday	
3	Jan 22	Chemical components of the cell and cell membranes	*Chapter 2*
4	Jan 29	Membrane transport and Membrane Potentials	*Chapters 11-12*
5	Feb 5	DNA, Chromosomes, Replication, RNA	*Chapters 5-7*
6	Feb 12	Control and Gene Expression	*Chapter 8*
7	Feb 19	Protein structure and the basic machinery of protein synthesis	*Chapter 4*
8	Feb 26	EXAM 1	
9	Mar 4	Introduction to Cell signaling and how cells "think"	*Chapter 16*
10	Mar 11	No Class – Spring Break!	

11	Mar 18	The cytoskeleton, molecular motors and how they are regulated	*Chapter 17*
12	Mar 25	The life and death of a cell and how it is regulated	*Assigned Articles on Canvas*
13	April 1	Redox biology	*Assigned Articles on Canvas*
14	April 8	Bioenergetics and mitochondrial function	*Assigned Articles on Canvas*
15	April 15	Make up time and carry over material	
16	April 22	EXAM 2	

SUCCESS AND STUDY TIPS

The instructor encourages you to learn to UNDERSTAND the material by listening, reviewing the lectures and performing the reading. Take the extra time to understand underlying mechanisms and worry less about memorizing. Terms are important because they are holding places for new concepts but they can always be looked up or googled. Concepts are harder to master and more important for this class.

I hope to make the class exciting and accessible and will appreciate getting feedback as we go.

Course|New for request 20342

Info

Request: EDA 6XXX Applied Education Policy Research
Description of request: New course number requested for course that was previously taught as a special topics course (EDA6931).
Submitter: Christopher Redding c.redding@coe.ufl.edu
Created: 10/14/2024 2:35:28 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:
    EDA

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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

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 should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Applied Education Policy Research

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 Ed Policy Research

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This graduate level course will be offered to doctoral students in the Educational Leadership and Policy program. This course is designed to deepen students' skills in being able to design and carryout empirical research in the field of education policy.

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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 routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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:
Prepare students to design and carryout empirical research in the field of education policy that is sufficiently credible to influence public decisions and for publication in scholarly journals, enable participants to fairly and rigorously evaluate the contributions and limitations of empirical studies that address significant questions for education policymaking and, emphasize the theoretical constructs that underlie causal inference.

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. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
*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 written so that it can be enforced in the registration system. *
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).*
• *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).
*

Syllabus Content Requirements

*Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) *
Before uploading, ensure that the syllabus contains:

• *Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.*
• *Required and recommended readings for the course.*
• *Name of instructor(s) or planned instructor(s). If unknown, list as TBD.*
• *Materials and Supplies fees, if any.*
• *Methods by which students will be graded*
• *The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.*
• *A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).*
• *A statement related to class attendance, make-up exams and other work such as: "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."*
• *A statement related to accommodations for students with disabilities such as: 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.*
• *A statement informing students of the online course evaluation process such as: "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."*

Response:
All Items Included

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/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 <a href="https://ufl.bluera.com/ufl/"

target="_blank">https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

UF College of Education
UNIVERSITY of FLORIDA

EDA6XXX
Applied Education Policy Research
3 credit course

Dr. Christopher Redding
c.redding@coe.ufl.edu
Office Location: Norman Hall 2-260-C
Office Hours: Tuesdays (12:00-1:00 PM & 7:00-8:00 PM) or by appointment
Office Phone: (352) 273-4472

Course Summary

Prepare students to design and carryout empirical research in the field of education policy that is sufficiently credible to influence public decisions and for publication in scholarly journals, enable participants to fairly and rigorously evaluate the contributions and limitations of empirical studies that address significant questions for education policymaking and, emphasize the theoretical constructs that underlie causal inference.

Course Objectives

1. Students will learn to design and conduct rigorous empirical research in education policy.
2. Students will be able to critically assess the quality and relevance of education policy research studies.
3. Students will be able to present education policy research for a general audience.
4. Students will be able to write a detailed conference proposal that demonstrates their understanding of research designs and their application in education policy.

Textbooks

Murnane, R. J. & Willett, J. B. (2011) *Methods Matter: Improving Causal Inference in Educational and Social Science Research*. New York: Oxford University Press.

Optional:
Angrist, J. D. & Pischke, J-S. (2008) *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press.

Stephen L. M. & Winship, C. (2007) *Counterfactuals and Causal Inference: Methods and Principles for Social Research*. Cambridge: Cambridge University Press.

Cunningham, S. (n.d.). *Causal Inference: The Mixtape*. https://mixtape.scunning.com

Evaluation and Assessment

Policy Analysis Assignments	20 percent
Research Critiques	20 percent
Article Presentations	10 percent
Conference Proposal	30 percent
Final Presentation	10 percent
Attendance and Participation	10 percent

Policy Analysis Assignment (20%)
For this assignment, you will be conducting two separate analyses of education policies and summarizing the results for a non-technical audience. You will be given a dataset and a series of prompts to carry out the assignment. You can work with your classmates when conducting your analysis, though you are expected to submit your own work. See assignment for further details.

Research Critiques (20%)
For this assignment, you will be assuming the role of a peer reviewer for a top education journal. You are tasked with reading an assigned article and writing a review that scrutinizes the appropriateness, accuracy, rigor and accessibility of the data and analysis, as well as the alignment between the results and the discussion. You will conduct two critiques, each of which is no more than 500 words long. See assignment for further details.

Article Presentations (10%)
Each week, students will present on an article that applies the methods we are discussing. For this assignment, you will present the article as if you are the study author presenting at a conference. Presentations should be between 12-15 minutes, with additional class time for questions about the presentation. These will either be done in groups or individually, depending on the size of the class. We will also hold a "roundtable" session where you will be responsible for presenting on a within-study comparison study.

Conference Proposal (30%)
This assignment is a conference proposal that is of sufficient quality that it could be submitted. The proposal should be no more than 2,000 words and include the following sections aligned to AERA's submission requirements:

1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view
6. Scientific or scholarly significance of the study or work

The study should apply one of the quasi-experimental research designs covered in class. If you do not yet feel comfortable with conducting your own study, you are welcome to find a study with public data and replication files and to reproduce their study and write up a proposal as if you are submitting their work.

Attendance and Participation (10%)
Our classes will be a mix of lecture, discussions of articles conducting applied educational policy analysis, and conducting statistical analyses. Your attendance and participation will help ensure that these activities are most fruitful, both for yourself and for the learning community in our class.

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance

Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC) - https://www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluation 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/. Midway through the course of the semester, I will also elicit anonymous feedback of any ways in which the course could be improved.

Online Course Privacy Statement

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

The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Appropriate Use of Generative AI
Generative AI tools, such as ChatGPT, are permitted in this course to support your learning process. These activities may include brainstorming and refining your ideas, drafting an outline, and checking for grammar and style. When using generative AI for any class assignments, you are required to cite appropriately, including providing any prompts you used. Generative AI tools are not permitted for completing work assigned to you (i.e., writing a draft of an assignment, either in part or in full).

Intellectual and Viewpoint Diversity
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.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

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

Academic Resources

- E-learning Technical Support: call (352) 392-4357 (select option 2), e-mail Learning-support@ufl.edu, or visit https://lss.at.ufl.edu/help.shtml
- Career Connections Center: Reitz Union, call (352) 392-1601 or visit http://www.career.ufl.edu for career assistance and counseling.
- Library Support: visit http://cms.uflib.ufl.edu/ask for various ways to receive assistance with respect to using the libraries or finding resources.
  - LibGuides are websites to help you find information about a specific area of study or even a specific class. These guides include suggested books in the library catalog and suggested journals in library database:
    - Educational Leadership: http://guides.uflib.ufl.edu/educationalleadership
- Teaching Center: Broward Hall, call (352) 392-2010 or (352) 392-6420 or visit http://teachingcenter.ufl.edu/ for general study skills and tutoring.
- Writing Studio: 302 Tigert Hall, call (352) 846-1138 or visit http://writing.ufl.edu/writing-studio/ for help brainstorming, formatting, and writing papers.

Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

- Information for residential courses can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Information for online courses can be found at http://distance.ufl.edu/student-complaint-process/

COURSE EXPECTATIONS:

Written Assignments

All written assignments should be professionally presented with well-organized ideas and materials (and proper grammar and spelling). All written assignments must be typed (double-spaced, 12 point font, 1-inch margins). Please PROOFREAD your work. Late written work will lose points (minimum of 2 percentage points). Please contact me with any concerns in advance of the deadline(s).

APA Citation
This course requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor. For further information, please consult the following: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Reading Assignments
Please complete reading assignments designated in the syllabus or otherwise assigned by the instructor prior to the class meeting. Your responsibility to your classmates and guest presenters is to be prepared to engage in large and small-group discussions. Taking notes and/or highlighting text while reading will assist you in contributing to class discussions and writing assignments.

GatorLink E-mail
Students are required to have and use their GatorLink account (@ufl.edu) for all UF related e-mail functions. Official university communications are sent to students at this email address. You are responsible for staying informed and current with all correspondence sent over the listserv.

Canvas Website
Students are required to use the Canvas website. Additional course readings, information about assignments, and course-related announcements will be posted on this website.

Course Schedule

Dates	Content
Week 1	**Course Introduction/Stata Tutorial #1** • Methods Readings
Week 2	**Introduction to Causal Inference** • Methods Readings Murnane and Willet-Chapters 2, 3, and 4 Morgan and Winship-Chapter 2 Remler, D. K. & Van Ryzin, G.G. "Natural and Quasi Experiments" *Optional* Holland, Paul W. (1986) Statistics and causal inference. JASA 81: 945-960. Rubin (2008) For objective causal inference, design trumps analysis. *The Annals of Applied Statistics, 2* 808-840. (Read p. 808-818)
Week 3	**Applied Education Policy Analysis** • **Methods Readings** Light, R. J., Singer, J. D., Willett, J. B. (1990). By design: Planning research on higher education. Cambridge, MA: Harvard University Press (READ p. 12-38. Available in Course Reserves). Select one public dataset (e.g., NCES). Write a one-paragraph summary describing the data source, including how these data can be accessed (Due ***, 11:59 PM).
Week 4	**Panel Data/Fixed Effects** • Methods Readings Cunningham-"Panel Data" (https://mixtape.scunning.com/08-panel_data) Angrist & Pischke "Chapter 5: Parallel Worlds: Fixed Effects, Differences-in-Differences, and Panel Data" (Read p. 221-245) • Application Article Kraft, M. A., Marinell, W. H., Yee, D. S. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal, 53*(5), 1411-1449. Submit 1 paragraph describing the topic for your Research Proposal and the data you plan to use (Due ***, 11:59 PM)
Week 5	**Interrupted Time Series/Stata Tutorial #2** • Methods Readings

	Hallberg, K., Williams, R., Swanlund, A., & Eno, J. (2018). Short comparative interrupted time series using aggregate school-level data in education research. *Educational Researcher, 47*(5), 295–306. Shadish et al. "Quasi-Experiments-Interrupted Time-Series Designs" (p. 171-206). • Application Article Swain, W. A. & Redding, C. (2022). Teachers' union power in a budget crunch: Lasting ramifications of differential spending responses to the Great Recession. *Educational Policy, 36*(2), 343-376.
Week 6	**Difference-in-Differences** • Methods Readings Cunningham-" Difference-in-Differences" (https://mixtape.scunning.com/09-difference_in_differences)
Week 7	**Advanced Difference-in-Differences Applications** • Methods Readings Roth et al., (2023). What's trending in difference-in-differences? A synthesis of the recent econometrics literature. *Journal of Econometrics, 235*(2), 2218-2244. • Application Article Delaney, J., & Hemenway, B. (2022). A difference-in-difference analysis of shifts in postsecondary institution spending patterns in response to "Promise" financial aid programs. *Educational Policy, 37*(4), 1102-1150.
Week 8	**Instrumental Variables** • Methods Readings Murnane and Willet-Chapters 10 and 11 • Application Article Gottfried, M. A., & Kirksey, J. (2021). Exploring the effects of full-day kindergarten on school absenteeism for children with disabilities: Evidence from state policy mandates in the United States. *Exceptional Children, 88*(3), 263-282. Research Critique #1 (Due ***, 11:59 PM)
Week 9	**Regression Discontinuity Designs** • Methods Readings Murnane and Willet-Chapters 8 and 9

	Cunningham-"Regression Discontinuity" (https://mixtape.scunning.com/06-regression_discontinuity) *Optional* Imbens, G.W. & Lemieux, T. (2007) Regression discontinuity designs: A guide to practice. *Journal of Econometrics* What Works Clearinghouse-RDD Standards (https://ies.ed.gov/ncee/WWC/Docs/ReferenceResources/wwc_rdd_standards_122315.pdf) Policy Analysis Assignment #1 (Due ***, 11:59 PM)
Week 10	**Regression Discontinuity Designs (continued)** • Application Article Lee, M. G., & Soland, J. G. (2022). Does reclassification change how English learners feel about school and themselves? Evidence from a regression discontinuity design. *Educational Evaluation and Policy Analysis, 45*(1), 27-51.

Week 11	**Matching Designs**
	
	• Methods Readings
	
	  Murnane and Willet-Chapter 12
	
	  Cunningham-"Matching and Subclassification" (https://mixtape.scunning.com/05-matching_and_subclassification)

Week 12	**Matching Designs (continued)** • Application Article Paulsen, J., & McCormick, A. C. (2020). Reassessing disparities in online learner student engagement in higher education. *Educational Researcher, 49*(1), 20-29. Research Critique #2 (***, 11:59 PM)

Week 13	**Comparing and Contrasting Quasi-experimental Research Designs**
	• Methods Readings
	  Courtney & Wulczyn (2021). Quasi-experimental evaluation designs.
	  https://www.acf.hhs.gov/sites/default/files/documents/opre/Quasi-Experimental%20Evaluation%20Designs-oct-2021.pdf

Week 14	**Can Observational Studies Yield Unbiased Treatment Effects?** • Methods Readings

	Angrist and Pischke – 2.3 Regression Analysis of Experiments, p. 22-24
	
	Wong, V.C., Steiner, P.M., & Anglin, K.L. (2018). What can be learned from empirical evaluations of nonexperimental methods? *Evaluation Review, 42*(2), 147-175. https://doi.org/10.1177/0193841X18776870
	
	• Application Article (*you will be assigned one of the following*)
	
	    o Brown, S., Song, M., Cook, T., & Garet, M. (2023). Combining a local comparison group, a pretest measure, and rich covariates: How well do they collectively reduce bias in nonequivalent comparison group designs? *American Educational Research Journal, 60*(1), 141-182. https://doi.org/10.3102/00028312221136565
	    o Chaplin, D. D., Cook, T. D., Zurovac, J., Coopersmith, J. S., Finucane, M. M., Vollmer, L. N., & Morris, R. E. (2018). The internal and external validity of the regression discontinuity design: A meta-analysis of 15 within-study comparisons. (B. Barnow, Ed.). *Journal of Policy Analysis and Management*, *37*(2), 403–429. https://doi.org/10.1002/pam.22051
	    o Coopersmith, J., Cook, T. D., Zurovac, J., Chaplin, D., & Forrow, L. V. (2022). Internal and external validity of the comparative interrupted time-series design: A meta-analysis. (B. Barnow, Ed.). *Journal of Policy Analysis and Management*, *41*(1), 252–277. https://doi.org/10.1002/pam.22361
	    o Sims, S., Anders, J., & Zieger, L. (2022). The internal validity of the school-level comparative interrupted time series design: Evidence from four new within-study comparisons. *Journal of Research on Educational Effectiveness, 15*(4), 876-897. https://doi.org/10.1080/19345747.2022.2051652
	    o Unlu, F., Lauen, D. L., Fuller, S. C., Berglund, T., & Estrera, E. (2021). Can quasi-experimental evaluations that rely on state longitudinal data systems replicate experimental results? (B. Barnow, Ed.). *Journal of Policy Analysis and Management*, *40*(2), 572–613. https://doi.org/10.1002/pam.22295
	    o Weidmann, B., & Miratrix, L. (2020). Lurking inferential monsters? quantifying selection bias in evaluations of school programs. (B. Barnow, Ed.). *Journal of Policy Analysis and Management, 40*(3), 964–986. https://doi.org/10.1002/pam.22236
	
	Policy Analysis Assignment #2 (Due ***, 11:59 PM)

Week 15	**Conference Presentations** Submit Conference Proposal (Due ***, 11:59 PM)

Course|New for request 19986

Info

Request: EDH 6XXX Higher Education Environments
Description of request: The Student Personnel in Higher Education program is requesting that a new course be established. The previous version of the environments topics course was numbered EDH6361, but the course went inactive; we are requesting the course number EDH6361 if possible.
Submitter: Clifford Haynes cliffh@ufl.edu
Created: 5/6/2024 11:35:43 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:
    EDH

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:
Higher Education 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:
Higher Education Environments

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

Response:
Graduate

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

Response:
On-Campus, Online

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

Response:
No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

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

Response:
Regularly Scheduled

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

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

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

Response:
Lecture

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

Response:
3

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

Response:
Examines the effects of the college experience and institutional characteristics on student learning and development. Focuses on how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that practitioners can design and evaluate learning experiences for students.

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 is a required course for students in the M.Ed. program in Student Personnel in Higher Education, the online Ed.D. program, and the on-campus Ph.D. program in Higher Education Administration. The requested change provides a more detailed description of the course. The language in the requested change aligns with revised language found in Subpart 5b.2. Student Characteristics and Effects of Higher Education on Students area of the Professional Content Area of the latest edition of the Council for the Advancement of Standards (CAS) Standards and Guidelines for master's level professional preparation programs in higher education and student affairs, which is used to evaluate the master's program curriculum during program review. The previous version of the environments topics course was numbered EDH6361 but the course went inactive; we are requesting the course number EDH6361 if possible.

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

Response:
By the end of this course, students will be able to…
1. Analyze campus physical environments using the physical/behavioral trace method of

observation.

2. Evaluate campus programming efforts from the perspective of campus ecology and the concepts of ecological sub-systems.

3. Research specific concerns of sub-populations within the college student environment (e.g., student veterans, low-income students, graduate students, etc.).

4. Apply theory-to-practice models to inform individual or unit 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
Strange, C.C., & Banning, J.H. (2015). Designing for Learning: Creating Campus Environments for Student Success. (2nd Ed.) Jossey-Bass Publisher. ISBN: 978-1118823521

Bonner, F. A., Banda, R. M., Smith, S. L., & marbley, a. f. (2021). Square pegs and round holes: Alternative approaches to diverse college student development theory. Stylus. ISBN: 978-1620367728

RECOMMENDED
Banning, J.H. (2018). Campus artifacts as diversity messages: A photographic approach. TerraCotta Publishing. ISBN: 978-0997735383

Banning, J.H. (2016). Campus ecology and university affairs: History, applications, and future – A scholarly personal narrative. TerraCotta Publishing. ISBN: 978-0986381270

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:
Welcome & Course Overview
Reading: Syllabus

Artifacts as Messages
Reading: Banning (2018) Chapter 3

Physical Environments
Reading: Strange & Banning (2015) Part 1 Introduction (p. 1) and Ch. 1
Assignment: Discussion Topic: Identify 2-3 signature buildings on your campus and discuss what messages they convey about your institution.

Physical Environments Cont.
Reading: Banning (2016), Chapter 2
Assignment: Discussion Topic: Share a campus artifact (object and/or policy) that indicates it as a place of learning and explain its significance.

Socially Constructed
Reading: Strange & Banning (2015) Ch. 4
Assignment: Discussion Topic: Describe a rituals/rite used to enculturate new students at your institution.

Organizational Environment
Reading: Strange & Banning (2015) Ch 3
Assignment: Discussion Topic: Share a campus artifact (object and/or policy) that showcases what organizational structure is most emphasized in your institutional work environment.

Campus Change & Campus Diversity
Reading: Strange & Banning (2015) Chapter 6
Assignment: Discussion Topic: Share a campus artifact (object and/or policy) that promotes or hinders the celebration of diversity.

Campus Ecology & Ethical Issues
Reading: Strange & Banning (2015) Chapter 8
Assignment: Workplace Analysis

The need for Alternative frameworks
Readings: Bonner et al. (2021). Ch. 2- Increasing access and inspiring college success
Bonner et al. (2021). Ch. 3- resilience building Afrocentric identity theories
Assignment: Discussion Topic: instructions on Canvas

Alternatives Frameworks 1
Readings:
Bonner et al. (2021). Ch. 5- Creating Contexts to Cultivate Asian Americanness
Bonner et al. (2021). Ch. 6- Unboxing Asian/American Transracial Adoptee Collegian Identities
Bonner et al. (2021). Ch. 7 Forced Migration and Forged Memories
Assignments:
Discussion Topic: instructions on Canvas
Identify Student Subpopulation

Alternatives Frameworks 2
Readings:
Bonner et al. (2021). Ch. 8- At the Intersection of Student Agency and Context
Bonner et al. (2021). Ch. 9- Latinx Student Development through Familismo and Concimiento
Bonner et al. (2021). Ch. 10- Identity Development of Latinx Student-Athletes
Assignments:
Discussion Topic: instructions on Canvas
Theoretical Orientation

Alternatives Frameworks 3
Readings:
Bonner et al. (2021). Ch.11- Framing and Reframing the LGBTQ College Student Development Experience
Bonner et al. (2021). Ch. 12- Racing the Rainbow
Bonner et al. (2021). Ch.13- Breaking Through Barriers
Assignment: Discussion Topic: instructions on Canvas

Alternatives Frameworks 4
Readings:
Bonner et al. (2021). Ch. 14- Imagining and Designing Place and Belonging for Native Students
Bonner et al. (2021). Ch.15- Reflections on Multiracial college student identity theories to advance future higher education practice and research
Bonner et al. (2021). Ch. 16- The multidimensionality of multiracial identity in the post-civil rights era
Assignments:
Discussion Topic: instructions on Canvas
Literature Review

Alternatives Frameworks 5
Readings:
Bonner et al. (2021). Ch. 17- Advancing a framework for nontraditional doctoral degree student success
Bonner et al. (2021). Ch. 18- The paradox of community colleges

Assignment: Discussion Topic: instructions on Canvas

Final Project
Assignment: Final Project

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:
Engagement Discussion Forums (10 points each)
The purpose of class discussion is to share perspectives, debate, and learn from one another. The purpose of the guided reading responses is to prepare students for class discussion. Additionally, these forums are a chance to practice your academic writing before the literature review at the end of the course. Students must participate in all writing practice forums.

Workplace Analysis (50 points)
Synthesize knowledge of the four environments (physical, human aggregate, organizational, constructed) to describe and assess the person-environment interaction of your current assistantship (or internship, if you currently have one) workplace into an 8-10 page pager.

1) Introduction: Describe your workplace; i.e., site name, purpose/role, place in the larger organization, how it "fits" into the larger institution, and its mission, specific goals, and objectives.
2) Physical: Describe the physical space of your workplace.
a) What does your workplace look like (i.e., describe the synthetic environment-- diagram/floor plan appendixes may help you explain the key points); what are the amenities; is it crowded or have unusable space?
b) What influences do the amenities, proxemics, and other aspects of the physical environment have on your behavior, the behavior of the employees, the clientele the office is to serve?
c) How could the physical space positively and/or negatively impact student learning and success?
3) Human aggregate: Describe the human aggregate of your workplace
a) What are the dominant demographic, personality, and other characteristics of the group of co-workers?
b) How do those types influence the intern site behavior?
c) To what extent is the human aggregate you choose to discuss differentiated and consistent?
d) What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
e) How could the human aggregate positively and/or negatively impact student learning and success?
4) Structural/Organizational: Discuss the organization of your workplace: Use organizational descriptors discussed in readings and class.
a) Does the organizational structure facilitate or inhibit the goals of the environment? How so?
b) To what extent is your setting dynamic or static? Does it tend to encourage or discourage innovation?
c) What about other organizational dynamics?
d) What influences do these aspects of environment have on your behavior, on the behavior of the other employees you work with, on the clientele the office is intended to serve?
e) How could the structural/organizational environment positively and/or negatively impact student learning and success?
5) Constructed: What sort of "climate" or environmental personality is evident at your workplace?
a) Do your perceptions differ from those of your coworkers or your clientele?
b) Do different demographic groups experience your site similarly?
c) What are the key cultural artifacts of your setting and how do they shape what is valued or done there?
d)

What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
e) How could the constructed environment positively and/or negatively impact student learning and success?
6) Analysis: Evaluate how you interact with the above features. Given yourself, how do the above affect your attraction, satisfaction, and stability when interacting in that setting?

Subpopulation Theory-to-Practice Translation Project [50 Total Points]

A major purpose of this course is to learn how to translate theory into practice. Ideally, the process should go even further; that is, you want to learn to translate theory into practice, verify the effectiveness of your practices through research and evaluation, and build or expand theory based upon your practice. This process forms a conceptual circle--theory > practice > research and evaluation > theory. You will submit "mini-assignments" throughout the term, allowing you to make steady progress toward the final project.

Part 1: Identify a student (sub)population [5 Points]

Students will explore the college environment as experienced by members of a specific student subculture (e.g., a fraternity/sorority, academic or social organization, athletic team, residence hall floor, etc.), a specific aspect of student life, such as the transitional experiences of new (freshmen and/or transfer) students, student volunteerism/service learning, etc., or explore the contours of student life and culture for a particular sub-population (e.g., female, male, adult, first generation, international students).

Part II: Theoretical orientation [5 Points]

Every strong program is guided by one or more theoretical orientations. Identify your theoretical orientation – this will include at minimum at least one theory. This could be student development theory, environmental theory, sociological theory, or theories in combination. For this portion of the assignment, you should turn in a 1-2 page overview of your selected theoretical orientation which should be informed by either reading the original theory, or citing a multitude of sources that impact your understanding of the theory and its application to student affairs.

Part III: Literature review annotations [10 Points]
In order to develop programming that is theory-to-research-to-practice based, we must understand the current literature about our proposed topic. This part of the project will ask you to submit annotations of 5-7 empirically based research articles or primary sources that inform your study. These can and should be formatted exactly like the annotations for in-class readings. The aim here is for you to dive into the research and begin seeing where themes exist to gain a deeper understanding of 'the college student' (sub)population you have identified in Part I.

Part IV: Final Proposal [30 Points]

Final proposals will be made in written and oral forms. The written paper should clearly reflect the theory to practice model you chose to guide your work. Naturally, the paper also must clearly reflect the student development and other theories that are being translated into a practice proposal. The proposal must include a realistic budget as an integral part of the proposal. Supervisors will want to know, "Is this proposal worth its costs?" and "Can we afford it?" Be sure that your proposal includes responses to these and other budget-related issues.

• Title of the program
• Abstract (100 words) [Not included in final word count]
• Program objectives or purpose
• Theoretical or conceptual framework
• Connection to relevant literature
• Description of Program
• Proposed budget
• Proposed analysis plan
• References [Not included in final word count]

Assignment - Total Points - Percentage of Final Grade
Engagement Discussion Forum - 100 - 50%
Workplace Analysis - 50 - 25%
Subpopulation Theory-to-Practice Translation Project - 50 - 25%
TOTAL POSSIBLE POINTS - 200 - 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/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/.

* *

Response:
Yes

Higher Education Environments
EDH 6xxx: Section XXXX
Class Period: Day, Period, Time
Class Location: _____
Academic Term: Fall 20XX
3 credit course

INSTRUCTOR CONTACT INFORMATION:
Name: _____
E-mail: _____
Office Phone: _____
Office Hours: __(day)_____ from __(time)_____. Others by appointment.
Office: Norman Hall _____

PROGRAM COORDINATOR CONTACT INFORMATION:
Name, Title, email, phone

COURSE DESCRIPTION:
Examines the effects of the college experience and institutional characteristics on student learning and development. Focuses on how student learning and learning opportunities are influenced by student characteristics and by collegiate environments so that practitioners can design and evaluate learning experiences for students.

COURSE OBJECTIVES:
By the end of this course, students will be able to…
- Analyze campus physical environments using the physical/behavioral trace method of observation.
- Evaluate campus programming efforts from the perspective of campus ecology and the concepts of ecological sub-systems.
- Research specific concerns of sub-populations within the college student environment (e.g., student veterans, low-income students, graduate students, etc.).
- Apply theory-to-practice models to inform individual or unit practice.

TEXTBOOKS:
Required
- Strange, C.C., & Banning, J.H. (2015). *Designing for Learning: Creating Campus Environments for Student Success.* (2nd Ed.) Jossey-Bass Publisher. ISBN: 978-1118823521
    - Available as an e-book via the university library.
- Bonner, F. A., Banda, R. M., Smith, S. L., & marbley, a. f. (2021). *Square pegs and round holes: Alternative approaches to diverse college student development theory*. Stylus. ISBN: 978-1620367728
- Additional course readings available on Canvas and/or the university library.

Recommended
- Banning, J.H. (2018). *Campus artifacts as diversity messages: A photographic approach*. TerraCotta Publishing. ISBN: 978-0997735383
- Banning, J.H. (2016). *Campus ecology and university affairs: History, applications, and future – A scholarly personal narrative*. TerraCotta Publishing. ISBN: 978-0986381270

SCHEDULE

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

This syllabus is subject to change at the discretion of the instructor.

Week	Topic	Reading Due	Assignment(s) Due
1	Welcome & Course Overview	Syllabus	None
2	Artifacts as Messages	Banning (2018) Chapter 3	
3	Physical Environments	Strange & Banning (2015) Part 1 Introduction (p. 1) and Ch. 1	Discussion Topic: Identify 2-3 signature buildings on your campus and discuss what messages they convey about your institution.
4	Physical Environments Cont.	Banning (2016), Chapter 2	Discussion Topic: Share a campus artifact (object and/or policy) that indicates it as a place of learning and explain its significance.
5	Socially constructed	Strange & Banning (2015) Ch. 4	Discussion Topic: Describe a rituals/rite used to enculturate new students at your institution.
6	Organizational Environment	Strange & Banning (2015) Ch 3	Discussion Topic: Share a campus artifact (object and/or policy) that showcases what organizational structure is most emphasized in your institutional work environment.
7	Campus Change & Campus Diversity	Strange & Banning (2015) Chapter 6	Discussion Topic: Share a campus artifact (object and/or policy) that promotes or hinders the celebration of diversity.
8	Campus Ecology & Ethical Issues	Strange & Banning (2015) Chapter 8	Workplace Analysis
9	The need for Alternative frameworks	• Bonner et al. (2021). Ch. 2-Increasing access and inspiring college success • Bonner et al. (2021). Ch. 3-resilience building Afrocentric identity theories	Discussion Topic: instructions on Canvas

This syllabus is subject to change at the discretion of the instructor.

Week	Topic	Reading Due	Assignment(s) Due
10	Alternatives Frameworks 1	• Bonner et al. (2021). Ch. 5- Creating Contexts to Cultivate Asian Americanness • Bonner et al. (2021). Ch. 6- Unboxing Asian/American Transracial Adoptee Collegian Identities • Bonner et al. (2021). Ch. 7 Forced Migration and Forged Memories	Discussion Topic: instructions on Canvas Identify Student Subpopulation
11	Alternatives Frameworks 2	• Bonner et al. (2021). Ch. 8- At the Intersection of Student Agency and Context • Bonner et al. (2021). Ch. 9- Latinx Student Development through Familismo and Concimiento • Bonner et al. (2021). Ch. 10- Identity Development of Latinx Student-Athletes	Discussion Topic: instructions on Canvas Theoretical Orientation
12	Alternatives Frameworks 3	• Bonner et al. (2021). Ch.11- Framing and Reframing the LGBTQ College Student Development Experience • Bonner et al. (2021). Ch. 12- Racing the Rainbow • Bonner et al. (2021). Ch.13- Breaking Through Barriers	Discussion Topic: instructions on Canvas
13	Alternatives Frameworks 4	• Bonner et al. (2021). Ch. 14- Imagining and Designing Place and Belonging for Native Students • Bonner et al. (2021). Ch.15- Reflections on Multiracial college student identity theories to advance future higher education practice and research • Bonner et al. (2021). Ch. 16- The multidimensionality of multiracial identity in the post-civil rights era	Discussion Topic: instructions on Canvas Literature Review
14	Alternatives Frameworks 5	• Bonner et al. (2021). Ch. 17- Advancing a framework for nontraditional doctoral degree student success • Bonner et al. (2021). Ch. 18- The paradox of community colleges	Discussion Topic: instructions on Canvas

This syllabus is subject to change at the discretion of the instructor.

Week	Topic	Reading Due	Assignment(s) Due
15	Final Project		Final Project

COURSE AND UNIVERSITY POLICIES:
Attendance, Make-Up Exams and Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance

Grading/Feedback Plan
Discussion forums and quizzes will be graded within an estimated 5 business days after the due date. Longer assignments (annotations, presentations, exams, etc.) will be graded within an estimated 10 business days after the due date.

COURSE ASSIGNMENTS:
Engagement Discussion Forums (10 points each)
The purpose of class discussion is to share perspectives, debate, and learn from one another. The purpose of the guided reading responses is to prepare students for class discussion. Additionally, these forums are a chance to practice your academic writing before the literature review at the end of the course. Students must participate in all writing practice forums.

Workplace Analysis (50 points)[1]
Synthesize knowledge of the four environments (physical, human aggregate, organizational, constructed) to describe and assess the person-environment interaction of your current assistantship (or internship, if you currently have one) workplace into an 8-10 page pager.

1) Introduction: Describe your workplace; i.e., site name, purpose/role, place in the larger organization, how it "fits" into the larger institution, and its mission, specific goals, and objectives.
2) Physical: Describe the physical space of your workplace.
   a) What does your workplace look like (i.e., describe the synthetic environment-- diagram/floor plan appendixes may help you explain the key points); what are the amenities; is it crowded or have unusable space?
   b) What influences do the amenities, proxemics, and other aspects of the physical environment have on your behavior, the behavior of the employees, the clientele the office is to serve?
   c) How could the physical space positively and/or negatively impact student learning and success?
3) Human aggregate: Describe the human aggregate of your workplace
   a) What are the dominant demographic, personality, and other characteristics of the group of co-workers?
   b) How do those types influence the intern site behavior?
   c) To what extent is the human aggregate you choose to discuss differentiated and consistent?
   d) What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
   e) How could the human aggregate positively and/or negatively impact student learning and success?
4) Structural/Organizational: Discuss the organization of your workplace: Use organizational descriptors discussed in readings and class.
   a) Does the organizational structure facilitate or inhibit the goals of the environment? How so?
   b) To what extent is your setting dynamic or static? Does it tend to encourage or discourage innovation?
   c) What about other organizational dynamics?
   d) What influences do these aspects of environment have on your behavior, on the behavior of the other employees you work with, on the clientele the office is intended to serve?

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[1] Adapted from Workman, J. L. (2014). LEAD 8710 Collegiate Environments, Valdosta State University, Valdosta, GL. Retrieved from ACPA Syllabus Clearinghouse, Washington, DC.
This syllabus is subject to change at the discretion of the instructor.

    e) How could the structural/organizational environment positively and/or negatively impact student learning and success?
5) Constructed: What sort of "climate" or environmental personality is evident at your workplace?
    a) Do your perceptions differ from those of your coworkers or your clientele?
    b) Do different demographic groups experience your site similarly?
    c) What are the key cultural artifacts of your setting and how do they shape what is valued or done there?
    d) What influences do these aspects of environment have on your behavior, behavior of the other employees, on the clientele the office intends to serve?
    e) How could the constructed environment positively and/or negatively impact student learning and success?
6) Analysis: Evaluate how you interact with the above features. Given yourself, how do the above affect your attraction, satisfaction, and stability when interacting in that setting?

Subpopulation Theory-to-Practice Translation Project [50 Total Points]

A major purpose of this course is to learn how to translate theory into practice. Ideally, the process should go even further; that is, you want to learn to translate theory into practice, verify the effectiveness of your practices through research and evaluation, and build or expand theory based upon your practice. This process forms a conceptual circle--theory > practice > research and evaluation > theory. You will submit "mini-assignments" throughout the term, allowing you to make steady progress toward the final project.

Part 1: Identify a student (sub)population [5 Points]

Students will explore the college environment as experienced by members of a specific student subculture (e.g., a fraternity/sorority, academic or social organization, athletic team, residence hall floor, etc.), a specific aspect of student life, such as the transitional experiences of new (freshmen and/or transfer) students, student volunteerism/service learning, etc., or explore the contours of student life and culture for a particular sub-population (e.g., female, male, adult, first generation, international students).

Part II: Theoretical orientation [5 Points]

Every strong program is guided by one or more theoretical orientations. Identify your theoretical orientation – this will include at minimum at least one theory. This could be student development theory, environmental theory, sociological theory, or theories in combination. For this portion of the assignment, you should turn in a 1-2 page overview of your selected theoretical orientation which should be informed by either reading the original theory, or citing a multitude of sources that impact your understanding of the theory and its application to student affairs.

Part III: Literature review annotations [10 Points]
In order to develop programming that is theory-to-research-to-practice based, we must understand the current literature about our proposed topic. This part of the project will ask you to submit annotations of 5-7 empirically based research articles or primary sources that inform your study. These can and should be formatted exactly like the annotations for in-class readings. The aim here is for you to dive into the research and begin seeing where themes exist to gain a deeper understanding of 'the college student' (sub)population you have identified in Part I.

Part IV: Final Proposal [30 Points]

Final proposals will be made in written and oral forms. The written paper should clearly reflect the theory to practice model you chose to guide your work. Naturally, the paper also must clearly reflect the student development and other theories that are being translated into a practice proposal. The proposal must include a realistic budget as an integral part of the proposal. Supervisors will want to know, "Is this proposal worth its costs?" and "Can we afford it?" Be sure that your proposal includes responses to these and other budget-related issues.

This syllabus is subject to change at the discretion of the instructor.

• Title of the program
• Abstract (100 words) [Not included in final word count]
• Program objectives or purpose
• Theoretical or conceptual framework
• Connection to relevant literature
• Description of Program
• Proposed budget
• Proposed analysis plan
• References [Not included in final word count]

GRADING:

Assignment	Total Points	Percentage of Final Grade
Engagement Discussion Forum	100	50%
Workplace Analysis	50	25%
Subpopulation Theory-to-Practice Translation Project	50	25%
TOTAL POSSIBLE POINTS	200	100%

Course Grading Scale
93.00-100% (A)
90.00-92.99% (A-)
87.00-89.99% (B+)
83.00-86.99% (B)
80.00-82.99% (B-)
77.00-79.99% (C+)
73.00-76.99% (C)
70.00-72.99% (C-)
67.00-69.99% (D+)
63.00-66.99% (D)
60.00-62.99% (D-)
    0-59.99% (E)
More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

CAMPUS POLICIES:
Accommodations for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

UF Student Honor Code
University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this

This syllabus is subject to change at the discretion of the instructor.

assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

Software Use

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

Student Privacy

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

In-Class Recording

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

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

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

CAMPUS RESOURCES:
Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

This syllabus is subject to change at the discretion of the instructor.

- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- 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: 1317 Turlington 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.

Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.

- Information for residential courses can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Information for online courses can be found at http://distance.ufl.edu/student-complaint-process/

This syllabus is subject to change at the discretion of the instructor.

Course|New for request 20056

Info

Request: EDH 7XXX Advanced Scholarly Writing for Publication
Description of request: The Higher Education Administration program is requesting that a new course be established. A similar course exists at UCF, so we are requesting the course number EDH7934 if possible.
Submitter: Clifford Haynes cliffh@ufl.edu
Created: 10/14/2024 3:10:30 PM
Form version: 3

Responses

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

    Response:
    EDH

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:
Advanced Scholarly Writing for Publication

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:
Adv Scholarly Writing for Pub

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

Response:
Graduate

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

Response:
On-Campus, Online

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

Response:
No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
No

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student.

Response:
6

Amount of Credit

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

Response:

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:

Assists Higher Education Administration doctoral students with preparing their dissertations and scholarly publications. Explores how to transform doctoral research into publishable papers and conference presentations by drafting and revising their work with instructor and peer feedback.

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:
Candidacy

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 will be a optional course for students in the on-line EdD program in Higher Education Administration and an optional course for on-campus PhD students in Higher Education Administration. This course can be taken as an elective by Ed.D. and Ph.D. candidates in the College of Education upon permission of the instructor. Students will take the course after completing their qualifying exams and reaching the candidacy milestone. A similar course exists at UCF, so we are requesting the course number EDH7934 if possible.

Its inclusion in the curriculum meets the content domain portion of the Council for the

Advancement of Higher Education Programs (CAHEP) Guidelines for Higher Education Administration Preparation Programs at the Doctoral Degree Level, which is used to evaluate the doctoral program curriculum during program review. Specifically, it meets Guideline 7 encouraging program faculty to teach a "dissertation design course to assist students in developing appropriate higher education topics, issues, or problems" and Guideline 12 describing two of the five forms of outcomes being "research training, and dissertation or capstone project manuscript."

Course Objectives

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

Response:
Identify appropriate journals and conferences for research dissemination.

Create a weekly writing schedule for themselves each semester.

Prepare a journal-style draft of their research findings for instructor and peer review.

Critique a peer's draft using both positive and constructive feedback.

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:
Belcher, W.B. (2019). Writing your journal article in twelve weeks: A guide to academic publishing success (2nd ed.). University of Chicago Press.

Additional course readings available on Canvas or via the university library.

Recommended:
Graduate School. (2021). University of Florida guide for preparing theses and dissertations. https://success.grad.ufl.edu/media/gradufledu/pdf/td-guide.pdf

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:
Topic
Reading Due
Assignment(s) Due

Course Introduction
Syllabus

Writing Plan
Belcher (2019) Chapter 2- Week 1- Designing your plan for writing
Write for at least 30 minutes every day (Monday-Friday).

Journal Selection

Belcher (2019) Chapter 5- Week 4: Selecting a journal
Identify a journal and locate the "guidelines for authors"
Write for at least 30 minutes every day (Monday-Friday).

Argument
Belcher (2019) Chapter 3- Week 2: Advancing your argument
Write for at least 30 minutes every day (Monday-Friday).

Making significant claims
Belcher (2019) Chapter 7- Week 6: crafting your claims for significance
Write for at least 30 minutes every day (Monday-Friday).

Analyzing your evidence
Belcher (2019) Chapter 8- Week 7: analyzing your evidence
Write for at least 30 minutes every day (Monday-Friday).

Presenting your evidence
Belcher (2019) Chapter 9- Week 8: presenting your evidence
Write for at least 30 minutes every day (Monday-Friday).

Strengthening your structure
Belcher (2019) Chapter 10- Week 9: strengthening your structure
Wiley – How to peer review: https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/index.html
Initial Draft due for Peer Review
Write for at least 30 minutes every day (Monday-Friday).

Introduction and conclusion
Belcher (2019) Chapter 11- Week 10: opening and concluding your article
Write for at least 30 minutes every day (Monday-Friday).

Abstract
Belcher (2019) Chapter 4- Week 3: abstracting your article Peer Review
Write for at least 30 minutes every day (Monday-Friday).
Works Cited
Belcher (2019) Chapter 6- Week 5: refining your works cited
Write for at least 30 minutes every day (Monday-Friday).

Editing
Belcher (2019) Chapter 12- Week 11: editing your sentences
Write for at least 30 minutes every day (Monday-Friday).

Submitting
Belcher (2019) Chapter 13- Week 12: sending your article!
Write for at least 30 minutes every day (Monday-Friday).

Revise and resubmit
Belcher (2019) Chapter 14- Week X: revising and resubmitting your article
Write for at least 30 minutes every day (Monday-Friday).

Final Draft

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

Response:

Weekly Writing Practice (40% of final grade)
The purpose of weekly writing assignments is to make small steps toward the larger draft and to assist you in developing the daily writing habit. Assignments will be based upon the topic of the week, and students will get upload proof of work.

Peer Review (20% of final grade)
Students will be assigned a partner for whom they will provide feedback on their initial draft. Students will submit a written peer review report that will be shared with their assigned partner. The assignment grade is based on the quality of feedback provided. Students will share feedback with the peers during class to exchange ideas and to offer improvements for their final drafts.

Scholarly Publication Final Draft (40% of final grade)
Building off the weekly writing practice and using the peer review feedback, you will submit a final draft of your scholarly publication. This assignment should be approximately 20-30 pages, not including title page and references; however, adjustments may be made based on the guidelines of the journal you selected for submission.

Assignment - Percentage of Final Grade
Weekly Writing Practice - 40%
Peer Review - 20%
Final Draft - 40%
TOTAL POSSIBLE POINTS - 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/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/.*

* *

Response:
Yes

Advanced Scholarly Writing for Publication
EDH 7XXX: Section XXXX
Class Period: Day, Period, Time
Class Location: _____
Academic Term: Fall 20XX
3 credit course

INSTRUCTOR CONTACT INFORMATION:
Name: _____
E-mail: _____
Office Phone: _____
Office Hours: __(day)_____ from __(time)_____. Others by appointment.
Office: Norman Hall _____

PROGRAM COORDINATOR CONTACT INFORMATION:
Name, Title, email, phone

COURSE DESCRIPTION:
Assists Higher Education Administration doctoral students with preparing their dissertations and scholarly publications. Explores how to transform doctoral research into publishable papers and conference presentations by drafting and revising their work with instructor and peer feedback.

PREREQUISITES:
Doctoral Candidacy

COURSE OBJECTIVES:
By the end of this course, students will be able to…
- Identify appropriate journals and conferences for research dissemination.
- Create a weekly writing schedule for themselves each semester.
- Prepare a journal-style draft of their research findings for instructor and peer review.
- Critique a peer's draft using both positive and constructive feedback.

TEXTBOOKS:
Required
- Belcher, W.B. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). University of Chicago Press.
- Additional course readings available on Canvas or via the university library.

Recommended
- Graduate School. (2021). *University of Florida guide for preparing theses and dissertations*. https://success.grad.ufl.edu/media/gradufledu/pdf/td-guide.pdf

SCHEDULE

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

This syllabus is subject to change at the discretion of the instructor.

Week	Topic	Reading Due	Assignment(s) Due
1	Course Introduction	Syllabus	
2	Writing Plan	Belcher (2019) Chapter 2- Week 1- Designing your plan for writing	Write for at least 30 minutes every day (Monday-Friday).
3	Journal Selection	Belcher (2019) Chapter 5- Week 4: Selecting a journal	Identify a journal and locate the "guidelines for authors" Write for at least 30 minutes every day (Monday-Friday).
4	Argument	Belcher (2019) Chapter 3- Week 2: Advancing your argument	Write for at least 30 minutes every day (Monday-Friday).
5	Making significant claims	Belcher (2019) Chapter 7- Week 6: crafting your claims for significance	Write for at least 30 minutes every day (Monday-Friday).
6	Analyzing your evidence	Belcher (2019) Chapter 8- Week 7: analyzing your evidence	Write for at least 30 minutes every day (Monday-Friday).
7	Presenting your evidence	Belcher (2019) Chapter 9- Week 8: presenting your evidence	Write for at least 30 minutes every day (Monday-Friday).
8	Strengthening your structure	Belcher (2019) Chapter 10- Week 9: strengthening your structure Wiley – How to peer review: https://authorservices.wiley.com/Reviewers/journal-reviewers/how-to-perform-a-peer-review/index.html	**Initial Draft due for Peer Review** Write for at least 30 minutes every day (Monday-Friday).
9	Introduction and conclusion	Belcher (2019) Chapter 11- Week 10: opening and concluding your article	Write for at least 30 minutes every day (Monday-Friday).
10	Abstract	Belcher (2019) Chapter 4- Week 3: abstracting your article	**Peer Review** Write for at least 30 minutes every day (Monday-Friday).
11	Works Cited	Belcher (2019) Chapter 6- Week 5: refining your works cited	Write for at least 30 minutes every day (Monday-Friday).
12	Editing	Belcher (2019) Chapter 12- Week 11: editing your sentences	Write for at least 30 minutes every day (Monday-Friday).
13	Submitting	Belcher (2019) Chapter 13- Week 12: sending your article!	Write for at least 30 minutes every day (Monday-Friday).
14	Revise and resubmit	Belcher (2019) Chapter 14- Week X: revising and resubmitting your article	Write for at least 30 minutes every day (Monday-Friday).
15			**Final Draft**

This syllabus is subject to change at the discretion of the instructor.

COURSE AND UNIVERSITY POLICIES:
Attendance, Make-Up Exams and Assignments
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with
university policies that can be found at: http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance

Grading/Feedback Plan
Discussion forums and quizzes will be graded within an estimated 5 business days after the due date. Longer assignments
(annotations, presentations, exams, etc.) will be graded within an estimated 10 business days after the due date.

COURSE ASSIGNMENTS:
Weekly Writing Practice (40% of final grade)
The purpose of weekly writing assignments is to make small steps toward the larger draft and to assist you in developing
the daily writing habit. Assignments will be based upon the topic of the week, and students will get upload proof of work.

Peer Review (20% of final grade)
Students will be assigned a partner for whom they will provide feedback on their initial draft. Students will submit a
written peer review report that will be shared with their assigned partner. The assignment grade is based on the quality of
feedback provided. Students will share feedback with the peers during class to exchange ideas and to offer improvements
for their final drafts.

Scholarly Publication Final Draft (40% of final grade)
Building off the weekly writing practice and using the peer review feedback, you will submit a final draft of your
scholarly publication. This assignment should be approximately 20-30 pages, not including title page and references;
however, adjustments may be made based on the guidelines of the journal you selected for submission.

GRADING:

Assignment	Percentage of Final Grade
Weekly Writing Practice	40%
Peer Review	20%
Final Draft	40%
TOTAL POSSIBLE POINTS	100%

Course Grading Scale
93.00-100% (A)
90.00-92.99% (A-)
87.00-89.99% (B+)
83.00-86.99% (B)
80.00-82.99% (B-)
77.00-79.99% (C+)
73.00-76.99% (C)
70.00-72.99% (C-)
67.00-69.99% (D+)
63.00-66.99% (D)
60.00-62.99% (D-)
    0-59.99% (E)
More information on UF grading policy may be found at:
http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades

CAMPUS POLICIES:
Accommodations for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should
connect with the Disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for

This syllabus is subject to change at the discretion of the instructor.

students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

UF Student Honor Code
University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

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

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

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

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

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

CAMPUS RESOURCES:

This syllabus is subject to change at the discretion of the instructor.

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 Shand's Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- 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: 1317 Turlington 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.

Student Complaint Process

The University of Florida believes strongly in the ability of students to express concerns regarding their experiences at the University. The University encourages its students who wish to file a written complaint to submit that complaint directly to the department that manages that policy.
- Information for residential courses can be found at https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Information for online courses can be found at http://distance.ufl.edu/student-complaint-process/

This syllabus is subject to change at the discretion of the instructor.

Course|New for request 20377

Info

Request: HFT 6XXX Advanced Strategic Event Management
Description of request: This is a request for a new course.
Submitter: Svetlana Stepchenkova svetlana.step@ufl.edu
Created: 9/27/2024 12:26:22 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:
    HFT

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:
    4/6

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

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

    Response:
    Objectives Undergrad:
    • Apply project management knowledge to plan and execute small to medium-sized events.
    • Illustrate key deliverables by creating a detailed project plan.
    • Explain economic, social, and political impacts of events.
    • Recognize the importance of fiscal management in event organization.

• Implement market segmentation strategies for targeting primary audience segments.
• Develop strategies to enhance event attendance and engagement.
• Execute risk management strategies for safe event operation.
• Evaluate ROI for events using financial metrics.
Objectives Grad:
• Demonstrate advanced understanding by developing comprehensive project plans.
• Analyze economic, social, and political impacts of events, considering long-term trends.
• Implement market segmentation strategies using advanced analytics.
• Develop comprehensive strategies to maximize attendance and enhance event experience.
• Execute advanced risk management for diverse and high-impact scenarios.
• Conduct advanced ROI evaluation using sophisticated financial models and criteria.
• Generate innovative and effective solutions to complex challenges in the event industry
Assessment Undergrad:
Event planning project 17 steps (varying pts) 77% (570 pts)
Quizzes 3 online quizzes (varying pts) 3%(25 pts)
Discussions 5 discussions at 10 pts each 7% (50 pts)
Exam 1 exam x 100 pts 13% (100 pts)
Total 100% (745 pts)
Assessment Grad:
Event planning project 17 steps (varying pts) 63% (570 pts)
Discussions 5 discussions at 10 pts each 6% (50 pts)
Event portfolio analysis 1 individual project 31% (280 pts)
Total 100% (900 pts)

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 should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
- Advanced Strategic Event Management

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:
Adv Strategic Event Mgmt

Rationale for Placement in the Curriculum

Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This new course request is in accordance with the upcoming request for name change of the MS degree from Tourism and Hospitality Management to Tourism, Hospitality and Event Management. The department expands its course offerings in the area of Event Management, consistent with the Dept. name of Tourism, Hospitality and Event Management.

An elective course for graduate students who pursue a Master's degree in Tourism and Hospitality Management

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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 routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

   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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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:
Delves into the strategic aspects of event planning and management, elevating students' understanding of the complexities involved in planning events on a global scale. Aligned with industry-leading frameworks such as the Event Management Body of Knowledge (EMBOK) model, Meeting and Business Events Competency Standards (MBECS), and Event Management International Competency Standards (EMICS), the curriculum empowers students with the expertise essential for thriving in event industry roles.

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. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
*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 written so that it can be enforced in the registration system. *
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).
• 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).
*

Syllabus Content Requirements
*Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) *
Before uploading, ensure that the syllabus contains:

• *Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.*
• *Required and recommended readings for the course.*
• *Name of instructor(s) or planned instructor(s). If unknown, list as TBD.*
• *Materials and Supplies fees, if any.*
• *Methods by which students will be graded*
• *The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.*
• *A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).*
• *A statement related to class attendance, make-up exams and other work such as: "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."*
• *A statement related to accommodations for students with disabilities such as: 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.*
• *A statement informing students of the online course evaluation process such as: "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."*

Response:
All Items Included

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/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/.

* *

Response:
Yes

UF | Department of Tourism, Hospitality and Event Management
College of Health and Human Performance
UNIVERSITY of FLORIDA

ADVANCED STRATEGIC EVENT MANAGEMENT

HFT 6XXX | 3 Credits | Spring 2025

Connect with HHP

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⊙ @ufhhp
🐦 @UF_HHP
in HHP LinkedIn

COURSE INFORMATION

Credits: 3
Meeting location and time:
MCCC 0100, Tuesday 3 pm -3:50 pm
FLG 270, Thursday 3 pm -4:55 pm

INSTRUCTOR INFORMATION

Dr. Oscar (Hengxuan) Chi
Assistant Professor
Office: FLG 190F
Phone: (352) 294-1651
Email: h.chi@ufl.edu
Office hours: M, W (12:30 PM to 2:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
Email: racheljuichifu@ufl.edu

Course Description:

Delves into the strategic aspects of event planning and management, elevating students' understanding of the complexities involved in planning events on a global scale. Aligned with industry-leading frameworks such as the Event Management Body of Knowledge (EMBOK) model, Meeting and Business Events Competency Standards (MBECS), and Event Management International Competency Standards (EMICS), the curriculum empowers students with the expertise essential for thriving in event industry roles. Graduates of this course will be well-equipped to pursue successful careers in event management.

Course Prerequisite: None

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

- Demonstrate advanced understanding by developing comprehensive project plans.
- Analyze economic, social, and political impacts of events, considering long-term trends.
- Implement market segmentation strategies using advanced analytics.
- Develop comprehensive strategies to maximize attendance and enhance event experience.
- Execute advanced risk management for diverse and high-impact scenarios.
- Conduct advanced ROI evaluation using sophisticated financial models and criteria.
- Generate innovative and effective solutions to complex challenges in the event industry.

Selected Course Materials:

Allen, Johny, et al. (2011). Festival & Special Event Management, 5th Edition. Australia: John Wiley & Sons, Inc.

Barth, Stephen. (2006). Hospitality Law-2nd Ed. Hoboken, NJ: John Wiley & Sons, Inc.

Berlonghi, A. (1990). The Special Event Risk Management Manual. Dana Point, CA: Alexander Berlonghi.

Convention Industry Council Manual (2014). A Working Guide for Effective Meetings and Conventions, 9th Edition. Convention Industry Council.

Columbus, G. (2011). The Complete Guide to Careers in Special Events: Step Toward Success, 1st Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Event Safety Alliance. (2014). The Event Safety Guide: A Guide to Health, Safety and Welfare at Live Entertainment Events in the United States. New York, NY: Skyhorse Publishing, Inc.

Goldblatt, J. (2014). Special Events: Creating and Sustaining a New World for Celebration, 7th Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Monroe, J.C. (2006). Art of the Event: Complete Guide to Designing and Decorating Special Events. Hoboken, NJ: John Wiley & Sons, Inc.

Professional Meeting Management: A Guide to Meetings, Conventions and Events, 6th Edition. USA: Agate B2. Publishing.

Rutherford-Silvers, J. (2012). Professional Event Coordination. New York, NY: John Wiley & Sons, Inc.

Russo, F. E., Esckilsen, L. A., & Stewart, R. J. (2009). Public Assembly Facility Management: Principles and Practices-2nd Ed. Coppell, TX: International Association of Venue Management.

Rutherford-Silvers, J. (2008). Risk Management for Meetings and Events. Burlington, MA: Elsevier, Ltd.

Skinner, B. (2002). Event Sponsorship. New York, NY: John Wiley & Sons, Inc.

Sonder, M. (2003). Event Entertainment and Production. New York, NY: John Wiley & Sons, Inc.

Stipanuk, D. M. (2006). Hospitality Facilities Management and Design-3rd Ed. Lansing, MI: American Hotel and Lodging Educational Institute.

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course.

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Students can earn 100 points (100%) in this class:

Assessment Tool		% value (Pt value)
Event planning project	17 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Event portfolio analysis	1 individual project	31% (280 pts)
Total		100% (900 pts)

Event planning project:

In this semester-long group project (limited to a maximum of 5 members), students will have the opportunity to select and plan a theoretical event aligned with their passions, ranging from nonprofit agency functions to large-scale music festivals. The comprehensive event planning process will unfold across 17 structured steps, covering everything from initial objective development to the critical post-event evaluation. Upon completion, each team will compile a thorough event planning package and present their theoretical event to the class.

Event Planning Project Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar	Good-quality writing with some minor issues in sentences, paragraphs,	Adequate quality of writing with noticeable issues in sentences, paragraphs,	Limited quality of writing with significant issues in sentences, paragraphs,	Poor quality of writing, lacking proper sentences, paragraphs, and containing

Event Planning Project Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	and spelling errors	grammar, and spelling	grammar, and spelling	grammar, and spelling	multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%					

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. **Further instructions for initial posts and reply posts are found on Canvas.**

Discussion Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding,	Shows solid understanding and analysis,	Provides a basic understanding with general	Analysis lacks depth and critical thinking,	Fails to provide depth or analysis;

	critical thinking, and original insights, well-supported by evidence and examples.	but lacks some depth or originality. Some examples present.	ideas and limited examples or evidence.	with minimal support or unclear ideas.	unsupported or underdeveloped ideas.
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Event Portfolio Analysis: The project entails a strategic task where students conduct a comprehensive analysis of a series of events organized by a specific organization (e.g., association, corporation). This analysis necessitates a thorough examination of the current event portfolio, aiming to identify and assess strengths, weaknesses, opportunities, and threats. Through a meticulous analysis process, students evaluate how well the portfolio aligns with the overarching strategic goals of the organization:

Components of the analysis include:

- Event Inventory: Cataloging all events within the portfolio, including their type, scale, frequency, and target audience.
- Strategic Fit Analysis: Evaluating how each event supports the organization's mission, values, and strategic objectives.
- Financial Analysis: Reviewing the budgetary aspects of each event for profitability and cost-effectiveness.
- Risk Assessment: Identifying potential risks associated with each event and the portfolio as a whole.
- Sustainability Assessment: Considering the environmental, social, and economic impacts of the events and suggesting sustainable practices.
- Recommendations: Providing strategic recommendations for enhancing the portfolio, such as introducing new events, phasing out underperforming ones, or modifying existing events for greater impact.

Event Portfolio Analysis Rubric

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	Rating (Points)				
Event Inventory 10%	Thorough cataloging of all events, including type, scale, frequency, and target audience	Comprehensive cataloging with minor omissions	Adequate cataloging with notable gaps	Limited cataloging, significant omissions	Minimal or no event inventory
Strategic Fit Analysis 15%	Exceptional evaluation of how each event aligns with the organization's mission, values, and strategic objectives	Good evaluation with some aspects for improvement	Adequate evaluation with noticeable gaps	Limited evaluation, significant oversights	No evidence of strategic fit analysis
Financial Analysis 15%	In-depth review of the budgetary aspects of each event, considering profitability and cost-effectiveness	Solid review with some areas for improvement	Basic review with notable gaps	Limited review, significant oversights	No evidence of financial analysis
Risk Assessment 15%	Comprehensive identification of potential risks associated with each event and the portfolio	Good identification with some aspects for improvement	Adequate identification with noticeable gaps	Limited identification, significant oversights	No evidence of risk assessment
Sustainability Assessment 15%	Thoughtful consideration of environmental, social, and economic impacts, with practical suggestions for sustainable practices	Good consideration with some aspects for improvement	Adequate consideration with noticeable gaps	Limited consideration, significant oversights	No evidence of sustainability assessment
Recommen-dations 20%	Strategic and well-supported recommendations for enhancing the portfolio, including new events, phasing out underperforming ones, or modifying existing events	Good recommendations with some aspects for improvement	Adequate recommendations with noticeable gaps	Limited recommendations, significant oversights	No evidence of strategic recommend-ations
Overall Impression 10%	Outstanding effort with exemplary analysis and presentation of findings	Good effort with commendable analysis and presentation	Adequate effort with some areas for improvement	Limited effort, with significant improvements needed	Minimal or no effort with substantial improvements needed

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0)   = 94% & above;   A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%;   B (3.0) = 83% to 86.99%;   B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%;   C (2.0) = 73% to 76.99%;   C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%;   D (1.0) = 63% to 66.99%;   D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

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• Actively participate in the course at all times. Active participation includes asking thoughtful questions, contributing knowledge and ideas relevant to the topic, volunteering answers to questions, and sharing relevant material from other readings, classes, newspapers, and media sources.

• Be punctual with regards to course due dates.

• Be prepared to participate in discussions. Students are required to read all assigned materials prior to class.

• Be courteous and respectful to your peers and the instructor.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Attendance & Late Assignment Policy: Late work is not allowed unless in alignment with the UF make-up policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the University's policies. For more information about UF's policies, please consult (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.)

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Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Violation of the UF Academic Honor Code will incur serious consequences. Any act of academic dishonesty will be reported to the Dean of Students Office. Plagiarism and cheating may be punished by failure on the exam, assignment, or project; failure in the course; and/or expulsion. There are no exceptions to this policy. For more information about UF's policy, please consult https://policy.ufl.edu/regulation/4-040/ .

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/ .

Additional Resources:

- Office of Academic Support can be found at https://oas.aa.ufl.edu/
- UF Tutoring offers various forms of academic support to help students succeed in their studies. All tutoring services are free to UF students. https://teachingcenter.ufl.edu/tutoring/
- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/
- U Matter We Care: This initiative aims to assist the community with care related resources that focus on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates
Week 1	1	Introduction Events Industry Overview	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2	2	Market Segments	Due Sunday: Discussion, Assignment
Week 3	3	Maximizing Event Attendance	Due Sunday: Discussion, Assignment
Week 4	4	Objectives	Due Sunday: Assignment
Week 5	5	Budget	Due Sunday: Assignment
Week 6	6	Timeline	Due Sunday: Assignment
Week 7	7	Site Selection	Due Sunday: Assignment
Week 8	8	Vision Board	Due Sunday: Discussion, Assignment
Week 9	9	Marketing	Due Sunday: Assignment
Week 10		SPRING BREAK- NO CLASS	
Week 11	10	Venue Layout	Due Sunday: Assignment
Week 12	11	Risk Management	Due Sunday: Assignment
Week 13	12	Production Schedule	Due Sunday: Assignment
Week 14	13	Promotional Video	Due Sunday: Assignment
Week 15	14	Event Overview/Evaluation	Due Sunday: Assignment
Finals Week	15	Recorded Final Presentations Submitted	

ADVANCED STRATEGIC EVENT MANAGEMENT

HFT 4754 | 3 Credits | Spring 2025

COURSE INFORMATION

Credits: 3
Meeting location and time:
    MCCC 0100, Tuesday 3 pm -3:50 pm
    FLG 270, Thursday 3 pm -4:55 pm

INSTRUCTOR INFORMATION

Dr. Oscar (Hengxuan) Chi
Assistant Professor
Office: FLG 190F
Phone: (352) 294-1651
Email: h.chi@ufl.edu
Office hours: M, W (12:30 PM to 2:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
                          Email: racheljuichifu@ufl.edu

Course Description:

Delves into the strategic aspects of event planning and management, elevating students' understanding of the complexities involved in planning events on a global scale. Aligned with industry-leading frameworks such as the Event Management Body of Knowledge (EMBOK) model, Meeting and Business Events Competency Standards (MBECS), and Event Management International Competency Standards (EMICS), the curriculum empowers students with the expertise essential for thriving in event industry roles.

Graduates of this course will be well-equipped to pursue successful careers in event management.

Course Prerequisite: HFT2750 – Event Management

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

- Apply project management knowledge to plan and execute small to medium-sized events.
- Illustrate key deliverables by creating a detailed project plan.
- Explain economic, social, and political impacts of events.
- Recognize the importance of fiscal management in event organization.
- Implement market segmentation strategies for targeting primary audience segments.

- Develop strategies to enhance event attendance and engagement.
- Execute risk management strategies for safe event operation.
- Evaluate ROI for events using financial metrics.

Selected Course Materials:

Allen, Johny, et al. (2011). Festival & Special Event Management, 5th Edition. Australia: John Wiley & Sons, Inc.

Barth, Stephen. (2006). Hospitality Law-2nd Ed. Hoboken, NJ: John Wiley & Sons, Inc.

Berlonghi, A. (1990). The Special Event Risk Management Manual. Dana Point, CA: Alexander Berlonghi.

Convention Industry Council Manual (2014). A Working Guide for Effective Meetings and Conventions, 9th Edition. Convention Industry Council.

Columbus, G. (2011). The Complete Guide to Careers in Special Events: Step Toward Success, 1st Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Event Safety Alliance. (2014). The Event Safety Guide: A Guide to Health, Safety and Welfare at Live Entertainment Events in the United States. New York, NY: Skyhorse Publishing, Inc.

Goldblatt, J. (2014). Special Events: Creating and Sustaining a New World for Celebration, 7th Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Monroe, J.C. (2006). Art of the Event: Complete Guide to Designing and Decorating Special Events. Hoboken, NJ: John Wiley & Sons, Inc.

Professional Meeting Management: A Guide to Meetings, Conventions and Events, 6th Edition. USA: Agate B2. Publishing.

Rutherford-Silvers, J. (2012). Professional Event Coordination. New York, NY: John Wiley & Sons, Inc.

Russo, F. E., Esckilsen, L. A., & Stewart, R. J. (2009). Public Assembly Facility Management: Principles and Practices-2nd Ed. Coppell, TX: International Association of Venue Management.

Rutherford-Silvers, J. (2008). Risk Management for Meetings and Events. Burlington, MA: Elsevier, Ltd.

Skinner, B. (2002). Event Sponsorship. New York, NY: John Wiley & Sons, Inc.

Sonder, M. (2003). Event Entertainment and Production. New York, NY: John Wiley & Sons, Inc.

Stipanuk, D. M. (2006). Hospitality Facilities Management and Design-3rd Ed. Lansing, MI: American Hotel and Lodging Educational Institute.

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course.

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Student can earn 100 points (100%) in this class:

Assessment Tool		% value (Pt value)
Event planning project	17 steps (varying pts)	77% (570 pts)
Quizzes	3 online quizzes (varying pts)	3%(25 pts)
Discussions	5 discussions at 10 pts each	7% (50 pts)
Exam	1 exam x 100 pts	13% (100 pts)
Total		100% (745 pts)

Event planning project:

In this semester-long group project (limited to a maximum of 5 members), students will have the opportunity to select and plan a theoretical event aligned with their passions, ranging from nonprofit agency functions to large-scale music festivals. The comprehensive event planning process will unfold across 17 structured steps, covering everything from initial objective development to the critical post-event evaluation. Upon completion, each team will compile a thorough event planning package and present their theoretical event to the class.

Event Planning Project Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations

Event Planning Project Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	justifying all answers				justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%					

Quizzes:

Three (3) quizzes based on the material presented in lectures will be provided. Students will demonstrate their mastery of the class content by completing quizzes. These quizzes are closed-book and closed-notes. Students will have only one attempt.

Exam: One exam is administered during the semester based on the lectures, discussions, activities, readings, videos, presentations, and supplemental materials. The exam is cumulative and includes multiple choice, true/false, and short answers. Make-up exams are NOT permitted unless absences are in accordance with the University's Make-Up Policy. Refer to the Tentative Course Schedule for exam dates.

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound

foundational knowledge of event management to the discussion topics on Canvas. Further instructions for initial posts and reply posts are found on Canvas.

Discussion Rubric					
	Rating (Points)				
Criteria and Weight	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

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• Be punctual with regard to course due dates.

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- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/
- U Matter We Care: This initiative aims to assist the community with care-related resources focusing on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates
Week 1	1	Introduction Events Industry Overview	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2 (Jan 16 – Jan 20)	2	Market Segments	Due Sunday: Discussion, Assignment
Week 3	3	Maximizing Event Attendance	Due Sunday: Discussion, Assignment
Week 4	4	Objectives	Due Sunday: Assignment
Week 5	5	Budget	Due Sunday: Assignment
Week 6	6	Timeline	Due Sunday: Assignment
Week 7	7	Site Selection	Due Sunday: Assignment
Week 8	8	Vision Board	Due Sunday: Discussion, Assignment
Week 9	9	Marketing	Due Sunday: Assignment
Week 10	SPRING BREAK- NO CLASS		
Week 11	10	Venue Layout	Due Sunday: Assignment
Week 12	11	Risk Management	Due Sunday: Assignment
Week 13	12	Production Schedule	Due Sunday: Assignment
Week 14	13	Promotional Video	Due Sunday: Assignment
Week 15	14	Event Overview/Evaluation and Final Presentations	Due Sunday: Assignment
Finals Week	16	Final Exam	

Course|New for request 20626

Info

Request: HSA 6XXX Long-Term Care Management
Description of request: Request to create new course HSA 6XXX: Long-Term Care Management.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/11/2024 11:17:48 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:
> HSA

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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Long-Term Care Management

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:
Long-Term Care Management

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
HB - Hybrid Blend (50-79% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
2026

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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 provides an in-depth exploration of long-term care (LTC) facility administration and management. It covers various aspects of long-term care, including regulatory requirements, financial management, human resources, quality assurance, and ethical considerations. The course will equip students with the skills and knowledge necessary to lead and manage long-term care organizations effectively.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
HSA 6115 Introduction to Management of Health Services Organizations

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).
• 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).
*

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

Response:
none

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Long-Term Care Management (3 credit hours)
Semester: Fall 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA
Room Number: HPNP 3106
Email Address: keithbenson@phhp.ufl.edu
Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment
Phone Number: 352-273-6069
Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:
TBD

Prerequisites: HSA 6115 Introduction to Management of Health Services Organizations

PURPOSE AND OUTCOME

Course Overview

This course provides an in-depth exploration of long-term care (LTC) facility administration and management. It covers various aspects of long-term care, including regulatory requirements, financial management, human resources, quality assurance, and ethical considerations. The course will equip students with the skills and knowledge necessary to lead and manage long-term care organizations effectively.

Course Objectives and/or Goals and Relation to Program Outcomes

Upon completing the course, students will be able to understand the structure and function of different types of long-term care facilities, analyze the regulatory environment and compliance requirements, and develop strategies for effective financial management and budgeting in long-term care settings.

Specific Course Objectives:

1. Classify the various types of long-term residences, their purposes, and clients.
2. Identify the components of long-term care residence services for a fulfilling residential experience.
3. Summarize the ethical issues associated with delivering long-term care residency services.
4. Interpret quality assurance (QA) and continuous quality improvement (CQI) programs in long-term care facilities and suggest strategies for meeting quality expectations in the delivery of residence services.
5. Compare and contrast the outcomes-based and process-based measures and the advantages and disadvantages of each.
6. Formulate the criteria for designing or evaluating current and future long-term care systems.

Since this is an elective course, no MHA program competencies are assessed following the Commission on Accreditation in Healthcare Management Education (CAHME) guidelines. However, the following MHA program competencies are covered in this course:

1. **HEC-2 –** Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment

2. **HOP-1** – Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations

Blended Learning

This is a six-week blended learning class with twelve in-person contact hours at the beginning and six in-person hours at the end. The rest of the course is a combination of synchronous and asynchronous learning. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content the instructor would traditionally present during a live class lecture is provided online before the live class takes place. This allows face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health administrators.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings
1	TBD	Overview of Long-Term Care	Read McSweeney-Feld and Molinari, Chapters 1, 2, & 7
2	TBD	Care Settings for Long-Term Care Services	Read McSweeney-Feld and Molinari, Chapters 3, 4, 5, & 6
3	TBD	Management Issues of LTC	Read McSweeney-Feld and Molinari, Chapters 10, 11, and 12 Read Benson et al., Using LMX-Based Classroom Exercises to Reduce Turnover of Low-Wage Earners in Post-Acute Care Facilities. https://www.ingentaconnect.com/contentone/aupha/jhae/2021/00000038/00000002/art00008?crawler=true&mimetype=application/pdf
4	TBD	Financing LTC Services	Read McSweeney-Feld and Molinari, Chapters 15 & 16
5	TBD	Regulatory and Compliance of LTC	Read McSweeney-Feld and Molinari, Chapters 13 & 14
6	TBD	Project Presentation and Exam	

Course Materials and Technology
Textbooks
1. (Required) McSweeney-Feld, M.H and Molinari, C.A. Dimensions of Long-Term Care Management: An Introduction, Third Edition, HAP Press (2023) ISBN: 978-1-64055-367-5. https://www.ache.org/learning-center/publications/books/2476i

Other readings
     1.   Additional readings may be distributed through the course website through CANVAS.

Technology

    Required Equipment: Computer with high-speed internet access, webcam, microphone, and a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

    For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1	In-class discussions, Case Study – Community Asset Mapping, Homework
Week 2	In-class discussions, Presentations on various LTC facilities, Discussion on LTC versus PAC
Week 3	In-class discussions, LMX Exercise, Case study on licensing requirements by state
Week 4	In-class discussions, Budgeting homework, Case study on LTC Insurance
Week 5	In-class discussions, Exercise on understanding the five-star rating

	system
Week 6	Final Project Presentations & Papers
Week 6	Final Exam

Final Project

The project will involve a team to deliver a final project at the end of the semester. The project focuses on building or acquiring various LTC facilities to complement UF Health's Integrated Care Continuum. The team will develop a strategic management plan for long-term care facilities that addresses key operational, financial, and quality improvement aspects while considering the unique needs of aging populations. Through the project, students will gain experience managing selected long-term care facilities' planning, implementation, and evaluation activities. services organizations. Details of each deliverable will be provided throughout the semester. A rubric for the final project will be provided in Canvas.

Homework

Homework will be assigned weekly and completed homework uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted in Canvas

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

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

Example:

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

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

Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
https://gradcatalog.ufl.edu/graduate/regulations/#Grades
Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions
Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. . You should e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies.

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- **Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.**

- **The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following**

- **Charge your device fully before coming to class.**

- **Set your laptop volume control to mute or off before coming to class.**

- **Remember to always keep your laptop closed during presentations and other specific in-class activities.**

- **During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.**

- **The expectation is any use of technology will be conducted professionally and appropriately.**

Zoom Etiquette

When attending a Zoom class or meeting:

- **Do not share your Zoom classroom link or password with others.**

- **Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.**

- **Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.**

- **When in doubt, use a virtual background.**

    - **If you choose to use one, you should test the background first to ensure your device can support it.**

    - **Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.**

- **Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.**

- **If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.**

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers
If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance
Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work
Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule are subject to revision, so remember to always check Canvas for updates if you miss class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

 "**We, the members of the University of Florida community, pledge to hold ourselves and our**

peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ http://gradschool.ufl.edu/students/introduction.html

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

Recording Within the Course:

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

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES
Accommodations for Students with Disabilities

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

Counseling and Student Health

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

- *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.
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.

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

Inclusive Learning Environment

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

Course|New for request 20623

Info

Request: HSA 6XXX Management of Artificial Intelligence in Healthcare
Description of request: Request to create new course HSA6XXX Management of Artificial Intelligence in Healthcare.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/11/2024 10:51:20 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:
HSA

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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Management of Artificial Intelligence in Healthcare

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:
Mgmt of AI in Healthcare

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
HB - Hybrid Blend (50-79% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
2026

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

    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 comprehensively explores the application and management of artificial intelligence (AI) in health services organizations. Students will learn about the fundamental concepts of AI, its transformative potential in healthcare, and the strategic, ethical, and operational considerations for its implementation and management. The course discusses AI technologies and decision support systems, and their impact on clinical and administrative processes.

Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

    Response:
    HSA 6196 Healthcare Data Analytics

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).
• 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).
*

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

Response:
none

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:

All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Management of Artificial Intelligence in Healthcare (3 credit hours)
Semester: Spring 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA
Room Number: HPNP 3106
Email Address: keithbenson@phhp.ufl.edu
Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment
Phone Number: 352-273-6069
Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:
TBD

Prerequisites: HSA 6196 Healthcare Data Analytics

PURPOSE AND OUTCOME

Course Overview
This course comprehensively explores the application and management of artificial intelligence (AI) in health services organizations. Students will learn about the fundamental concepts of AI, its transformative potential in healthcare, and the strategic, ethical, and operational considerations for its implementation and management. The course discusses AI technologies and decision support systems, and their impact on clinical and administrative processes. Practical applications will equip students with the skills needed to lead AI initiatives in healthcare settings.

Course Objectives and Goals and Relation to Program Outcomes

Upon completing the course, students can manage the planning, design, implementation, and evaluation of various artificial intelligence applications in health services organizations.

Specific Course Objectives:

1. Describe the principles and technologies underlying AI and machine learning.
2. Analyze the potential applications of AI in various healthcare contexts.
3. Appraise the benefits and challenges of implementing AI in health services organizations.
4. Identify ethical, legal, and regulatory issues related to AI in healthcare.
5. Assess the impact of AI on patient outcomes, healthcare delivery, and organizational efficiency.

Since this is an elective course, no MHA program competencies are assessed following the Commission on Accreditation in Healthcare Management Education (CAHME) guidelines. However, the following MHA program competencies are covered in this course:

1. **HOP-4 –** Understand and articulate the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy, and systems security for the enterprise.
2. **HOP-1** – Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations

Blended Learning

This is a six-week blended learning class with twelve in-person contact hours at the beginning and six in-person hours at the end. The rest of the course is a combination of synchronous and asynchronous learning. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content the instructor would traditionally present during a live class lecture is provided online before the live class takes place. This allows face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health administrators.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings
1	TBD	Introductions, Introduction to AI and AI in Healthcare; Review Data Analytics and Machine Learning	Read the Introduction and Part 1 of Mollick's Co-Intelligence Read Chapter 1 of De Cremer The AI- Savvy Leader Read Ali et al. A systematic literature review of artificial intelligence in the healthcare sector: Benefits, challenges, methodologies, and functionalities https://www.sciencedirect.com/science/article/pii/S2444569X2300029X?via%3Dihub Read DiCuonzo et al. Healthcare system: Moving forward with artificial intelligence https://www.sciencedirect.com/science/article/pii/S0166497222000578?via%3Dihub Read Tahir and Khan Big Data: The Fuel for Machine Learning and AI Advancement (found in Canvas) Read Jimma Artificial Intelligence in Healthcare: A bibliometric analysis https://www.sciencedirect.com/science/article/pii/S2772503023000014?via%3Dihub
2	TBD	AI Applications in Clinical Settings • Diagnostic tools and imaging technologies • Personalized medicine and treatment planning Ethical, Legal, and Regulatory Considerations • Ethical implications of AI	Read the Part 2 # 4 of Mollick's Co-Intelligence Read Chapters 2 and 7 of De Cremer The AI-Savvy Leader Read Gupta and Kumar Perspective of artificial intelligence in healthcare data management: A journey towards precision medicine https://www.sciencedirect.com/science/article/pii/S0010482523005164?via%3Dihub

		in healthcare • Data privacy and security issues	Read Kumar et al. Artificial Intelligence in Healthcare: Review, Ethics, Trust Challenges & Future Research Directions https://www.sciencedirect.com/science/article/pii/S0952197623000787?via%3Dihub Read Alowis et al., Revolutionizing healthcare: the role of artificial intelligence in clinical practice https://link.springer.com/article/10.1186/s12909-023-04698-z
3	TBD	Project Management and Implementation • Planning and managing AI projects • Budgeting and resource allocation for AI initiatives	Read the Part 2 # 5 of Mollick's Co-Intelligence Read Chapters 3 and 4 of De Cremer The AI-Savvy Leader Read Jarrahi et al. Artificial intelligence and knowledge management: A partnership between human and AI https://www.sciencedirect.com/science/article/pii/S0007681322000222?via%3Dihub
4	TBD	AI in Health Administration • Operational efficiencies through AI • AI in supply chain management and logistics • Enhancing patient engagement and experience with AI	Read the Part 2 # 6 and 7 of Mollick's Co-Intelligence Read Chapters 8 and 5 of De Cremer The AI-Savvy Leader Read Namvar et al. Beyond effective use: Integrating wise reasoning in machine learning development https://www.sciencedirect.com/science/article/pii/S0268401222001001?via%3Dihub Read Lee et. Al The implementation of artificial intelligence in organizations: A systematic literature review https://www.sciencedirect.com/science/article/pii/S0378720623000642?via%3Dihub
5	TBD	Strategic Management of AI Initiatives • Developing AI strategies for healthcare organizations • Change management and stakeholder engagement Future Trends and Innovations • Emerging AI technologies in healthcare • The future of AI in health services organizations • Preparing for continuous innovation and adaptation	Read the Part 2 # 8 and 9 of Mollick's Co-Intelligence Read Chapters 6 and 9 of De Cremer The AI-Savvy Leader Read Wang and Hsu Integrating Artificial Intelligence and Wearable IoT System in Long-Term Care Environments https://www.mdpi.com/1424-8220/23/13/5913 Read Kumar et al. Artificial intelligence (AI)-enabled CRM capability in healthcare: The impact on service innovation https://www.sciencedirect.com/science/article/pii/S0268401222001323?via%3Dihub
6	TBD	Project Presentation and Exam	

Course Materials and Technology

Textbooks
1. (Required) Mollick, Ethan (2024). Co-Intelligence, Portfolio, ISBN 9780593716717
2. De Cremer, David (2024) The AI-Savvy Leader: Nine Ways to Take Back Control and Make AI Work. Harvard Business Review

Other readings
1. Additional readings will be distributed through the course website and in the readings

section.

Technology
    Required Equipment: Computer with high-speed internet access, webcam, microphone, and a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

    For technical support for this class, please get in touch with the UF Help Desk at:
    ● helpdesk@ufl.edu
    ● (352) 392-HELP - select option 2
    ● https://helpdesk.ufl.edu/

Additional Academic Resources

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1	In-class discussions, Complete the LinkedIn Learning AI Complete the LinkedIn Learning Fundamentals of Machine Learning for Healthcare https://www.linkedin.com/learning/machine-learning-fundamentals-for-healthcare/applications-of-machine-learning-in-healthcare?autoSkip=true&resume=false&u=41282748; Presentations on assigned readings
Week 2	In-class discussions, Complete the LinkedIn Learning AI https://www.linkedin.com/learning/responsible-ai-principles-and-practical-applications/ai-in-healthcare?u=41282748. Presentations on assigned readings; Case study on precision medicine
Week 3	In-class discussions, Complete the LinkedIn Learning An Introduction to How Generative AI Will Transform Healthcare https://www.linkedin.com/learning/an-introduction-to-how-generative-ai-will-transform-healthcare/gpt-passes-medical-exams-

	breakthrough-or-hype?autoSkip=true&resume=false&u=41282748 Presentations on assigned readings; Exercise on knowledge management and AI.
Week 4	In-class discussions, presentations on assigned readings, and exercises on AI implementation are based on the Lee et al. article (Figure 1). In this exercise, students will work in teams examining and apply AI applications in selected clinical departments.
Week 5	In-class discussions, Complete the LinkedIn Learning How to Boost Your Productivity with AI Tools https://www.linkedin.com/learning/how-to-boost-your-productivity-with-ai-tools/ai-is-a-dream-for-productivity?u=41282748 Presentations on assigned readings; Exercise on AI and IoT
Week 6	Final Case Presentations & Papers
Week 6	Final Exam

Project

The project will involve a team to deliver a final project at the end of the semester. The project focuses on the Humber River Health Hospital https://www.hrh.ca/ and Dicuonzo et al. article. The team will analyze the AI at Humber Health and then make recommendations for a health system/hospital in Florida. Through the project, students will gain experience managing the planning, analysis, design, implementation, support, and evaluation activities of artificial intelligence solutions for health services organizations. Details of each deliverable will be provided throughout the semester in Canvas.

Homework

Homework will be assigned weekly and completed homework uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted in Canvas

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework &	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

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

Example:

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

Please be aware that a C- is not acceptable for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C would count toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

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

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number from the help desk when the problem was reported. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty to request a make-up.

Late Submissions
Late submissions are not encouraged but will be accepted for up to 7 days but with the following policies and penalty schedule:

You must check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. This is particularly important if you are absent for a test because approved makeup tests are on the next scheduled testing date if you contact the instructor. It would be best to e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade

3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog
https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies.

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before class.
- Remember to keep your laptop closed during presentations and other in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette

When attending a Zoom class or meeting:
- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
    - If you choose to use one, you should test the background first to ensure your device can support it.
    - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response**.**

Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule is subject to revision, so remember to always check Canvas for updates if you missed class

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

Recording Within the Course:

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

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- *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.

- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy,

which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Course|New for request 20624

Info

Request: HSA 6XXX Revenue Cycle Management in Healthcare Organizations
Description of request: Request to create new course HSA 6XXX: Revenue Cycle Management in Healthcare Organizations
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/11/2024 11:07:57 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:
> HSA

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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Revenue Cycle Management in Healthcare Organizations

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

Response:
Rev Cycle Mgmt in Hlthcare Org

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
HB - Hybrid Blend (50-79% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
2026

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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 provides an in-depth exploration of revenue cycle management (RCM) in healthcare organizations. It covers the entire revenue cycle process from patient registration to final payment, focusing on strategies to optimize revenue, ensure compliance, and improve financial performance. The course also addresses current challenges and trends in RCM, including the impact of technology and regulatory changes.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
HSA 6177 Healthcare Finance

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).
• 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).
*

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

Response:
none

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:

All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Revenue Cycle Management in Healthcare Organizations (3 credit hours)
Semester: Spring 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA
Room Number: HPNP 3106
Email Address: keithbenson@phhp.ufl.edu
Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment
Phone Number: 352-273-6069
Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:
  TBD

Prerequisites: HSA 6177 Healthcare Finance

PURPOSE AND OUTCOME

Course Overview
This course provides an in-depth exploration of revenue cycle management (RCM) in healthcare organizations. It covers the entire revenue cycle process from patient registration to final payment, focusing on strategies to optimize revenue, ensure compliance, and improve financial performance. The course also addresses current challenges and trends in RCM, including the impact of technology and regulatory changes.

Course Objectives and Relation to Program Outcomes

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

1. Describe the key components of the healthcare revenue cycle.
2. Evaluate revenue cycle management processes associated with billing processes and procedures.
3. Analyze the impact of regulations and compliance requirements on revenue cycle management.
4. Develop strategies to optimize revenue cycle processes and improve financial performance.
5. Appraise the role of technology and data analytics in enhancing RCM.
6. Illustrate shared challenges and barriers to effective revenue cycle management.
7. Implement best practices for patient billing, coding, and collections.

Since this is an elective course, no MHA program competencies are assessed following the Commission on Accreditation in Healthcare Management Education (CAHME) guidelines. However, the following MHA program competency is covered in this course:

1. **BAT-2 –** Assess multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations.

Blended Learning

This is a six-week blended learning class with twelve in-person contact hours at the beginning and six in-person hours at the end. The rest of the course is a combination of synchronous and asynchronous learning. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you

maximize your learning. Knowledge content the instructor would traditionally present during a live class lecture is provided online before the live class takes place. This allows face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health administrators.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings
1	TBD	Introductions, Introduction to Revenue Cycle Management,	Read Castro and White Chapters 1,2,3 & Appendix G
2	TBD	Reimbursement methodologies and payment systems	Read Castro and White Chapters 4-8, and 15.
3	TBD	Revenue Cycle Processes	Read Castro and White Chapters 9-11, and Appendix G
4	TBD	Coding and Clinical Documentation,	Read Castro and White Chapters 12 & 13
5	TBD	Revenue Cycle Analysis	Read Castro and White Chapters 14
6	TBD	Project Presentation and Exam	

Course Materials and Technology

Textbooks
1.   (Required) Castro, A and S. White, Principles of Healthcare Reimbursement and Revenue Cycle Management (2024) AHIMA Press, ISBN 978-1-58426-915-1

Other readings
1.   Additional readings will be distributed through the course website in CANVAS.

Technology
Required Equipment: Computer with high-speed internet access, webcam, microphone, and use of a supported browser and Microsoft excel program. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1	In-class exercises, Appendix G Problems
Week 2	In-class exercises, Presentations on reimbursement systems for Acute Inpatient hospital care, SNF care, Outpatient care, and Physician (Provider) care.
Week 3	In-class exercises, Appendix D and E Homework
Week 4	In-class exercises, Chapter exercises
Week 5	In-class exercises, Chapter exercises
Week 6	Final Project Presentation & Paper
Week 6	Final Exam

Final Project
The final project will involve a team to deliver a final project at the end of the semester. The project focuses on Revenue Integrity: Leveraging Data to Enhance Collaboration Across the Revenue Cycle (RC). A rubric will be posted on Canvas.

Key deliverables include a PPT and paper with an executive summary that includes:

A plan for UF Health Physician Practice to identify and systematically address revenue challenges.
1. Review the current revenue cycle model (RCM) operations for RCM Leakage
2. Opportunities for provider reimbursement enhancement
3. Ensuring appropriate reimbursement for all services
4. Managing patient data at various points of access
5. Use of AI to enhance RCM

Homework

Homework will be assigned weekly (See the assignment table above) and uploaded via

Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted on Canvas.

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

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

Example:

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

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days but with the following policies and penalty schedule:

You must check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should e-mail both the instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog
https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies.

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, attending all classes, taking detailed notes, and actively participating in class and group discussions is essential. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette
When attending a Zoom class or meeting:
- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
    - If you choose to use one, you should test the background first to ensure your device can support it.
    - Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Communication Guidelines
For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers
If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance
Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Your individual responsibility is to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Handbook for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
https://graduateschool.ufl.edu/work/handbook/

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

Recording Within the Course:

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

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

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.
Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- *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.**
- *GatorWell Health Promotion Services*: **For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-2734450.**

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

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal

and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Course|New for request 20625

Info

Request: HSA 6XXX Value-Based Care
Description of request: Request to create new course HSA 6XXX: Value-Based Care.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/11/2024 11:07:57 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:
    HSA

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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

>   Response:
>   Value-Based Care

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:
>   Value-Based Care

Delivery Method
Indicate the primary intended delivery method for this course.

>   Response:
>   HB - Hybrid Blend (50-79% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
>   2026

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

>   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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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 explores value-based care models' principles, implementation, and impact in healthcare. It covers the shift from volume to value-based reimbursement system, key components of value-based care, payment models, performance metrics, and strategies for successful implementation. Students will understand how value-based care aims to improve patient outcomes and the population's health while reducing costs.

Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
HSA 6126 U.S. Health Insurance System

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).
• 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).
*

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

Response:
none

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Value-Based Care (3 credit hours)
Semester: Spring 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA
Room Number: HPNP 3106
Email Address: keithbenson@phhp.ufl.edu
Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment
Phone Number: 352-273-6069
Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:
TBD

Prerequisites: HSA 6126 U.S. Health Insurance System

PURPOSE AND OUTCOME

Course Overview
This course explores value-based care models' principles, implementation, and impact in healthcare. It covers the shift from volume to value-based reimbursement system, key components of value-based care, payment models, performance metrics, and strategies for successful implementation. Students will understand how value-based care aims to improve patient outcomes and the population's health while reducing costs.

Course Objectives and/or Goals and Relation to Program Outcomes

Upon successfully completing the course, students can articulate and apply various value-based care mechanisms in health services organizations. And gain insights into improving patient outcomes, reducing costs, and enhancing quality through value-based care strategies.

Specific Course Objectives:

1. Identify the fundamentals and policies of value-based care.
2. Analyze various value-based payment models and their implications.
3. Formulate performance metrics and quality measures used in value-based care.
4. Design strategies for implementing and managing value-based care initiatives.
5. Calculate the impact of value-based care on patients, providers, and healthcare systems.
6. Illustrate challenges and barriers to the adoption of value-based care.

Since this is an elective course, no MHA program competencies are assessed following the Commission on Accreditation in Healthcare Management Education (CAHME) guidelines. However, the following MHA program competencies are covered in this course:

1. **BAT-2 –** Assess multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations.
2. **HEC-2** – Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment

Blended Learning

This is a six-week blended learning class with twelve in-person contact hours at the beginning and six in-person hours at the end. The rest of the course is a combination of synchronous and asynchronous learning. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content the instructor would traditionally present during a live class lecture is provided online before the live class takes place. This allows face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking, problem-solving, and collaboration. Competency in these skills is critical for today's health administrators.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers, facilitating mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings
1	TBD	Introductions, Introduction to Value-based Care (VBC) Moving from a volume-based reimbursement to a value-based healthcare system	Read Porter & Lee's The Strategy That Will Fix Health Care, Harvard Business Review, Oct 2013 https://hbr.org/2013/10/the-strategy-that-will-fix-health-care Read Terrell and Bobbitt, Chapters 1 & 2
2	TBD	Understanding Value-based Payment Models Financial Management of VBC	Read Terrell and Bobbitt, Chapter 5 Read Scott et al., Financial Incentives to Encourage Value-Based Health Care https://journals.sagepub.com/doi/full/10.1177/1077558716676594
3	TBD	Implementation Strategies for VBC VBC Quality Metrics and Performance Measurement	Read Terrell and Bobbitt, Chapters 3, & 4 Read Teisberg et al., Defining and Implementing Value-Based Health Care: A Strategic Framework https://journals.lww.com/academicmedicine/FullText/2020/05000/Defining_and_Implementing_Value_Based_Health_Care_.14.aspx
4	TBD	Technology and Innovation in Value-Based Care Regulatory and Ethical Considerations	Read Terrell and Bobbitt, Chapter 6 Read Sheikh et al., Health information technology and digital innovation for national learning health and care systems https://www.thelancet.com/journals/landig/article/PIIS2589-7500(21)00005-4/fulltext
5	TBD	Future trends of VBC and	Read Terrell and Bobbitt, Chapter 7

		Population Health Management	Read Tinetti et al., Moving From Disease-Centered to Patient Goals–Directed Care for Patients With Multiple Chronic Conditions Patient Value-Based Care https://jamanetwork.com/journals/jamacardiology/article-abstract/2503084
6	TBD	Project Presentation and Exam	

Course Materials and Technology

Textbooks
1. (Required) Terrell G. and Bobbitt, J.D., Jr. Value-Based Healthcare and Payment Models: Including Frontline Strategies for 20 Clinical Subspecialties https://www.physicianleaders.org/publications/books/value-based-healthcare-and-payment-models-including-frontline-strategies-for-20-clinical-subspecialties?v=31483214757959

Other readings
1. Additional readings will be distributed through the course website and in the readings section.

Technology
Required Equipment: Computer with high-speed internet access, webcam, microphone, and use of a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1	In-class discussions, Presentations on assigned readings, Presentations on comparing volume-based care to value-based care
Week 2	In-class discussions: Complete the homework analysis comparing fee for service, prospective, and capitation payment models. Presentations on assigned readings; Case study on value-based payment models.
Week 3	In-class discussions, Exercise on Social determinants of health and value-based care. Reflection Paper for homework.
Week 4	In-class discussions, Presentations on assigned readings, Exercise on EHR applications and VBC.
Week 5	In-class discussions, Guest speaker on ethical considerations of VBC. Presentations on assigned readings.
Week 6	Final Project Presentations & Papers
Week 6	Final Exam

Project

This project aims to focus on implementing and assessing value-based care programs in a community-based health system in an assigned region. This project should equip students with a comprehensive understanding of the strategic, operational, and financial aspects of implementing a successful value-based care strategy within a healthcare organization.

Background:

In the rapidly evolving landscape of healthcare delivery, the shift from free-for-service to value-based care is paramount. Healthcare costs continue to rise, necessitating a paradigm shift towards a more sustainable and patient-centric approach. The value-based care model aligns healthcare incentives with patient outcomes, focusing on preventative care, chronic disease management, and overall population health. By strategically implementing value-based care, the healthcare organization can not only enhance patient well-being but also optimize financial sustainability through improved efficiency and a reduction in unnecessary services.

A successful team will:
1. Understand various entity structures associated with the delivery of value-based care (ACO, PHO, etc.)
2. Understand the importance of risk scoring appropriately for a defined beneficiary population
3. Demonstrate the importance of patient retention as it pertains to participation in value-based care programs/agreements
4. Highlight PCP differentiation
5. Successfully outline potential cost-of-care reductions
6. Be able to forecast and trend the long-term impacts of the implementation of value-based care initiatives across an assigned market
7. Communicate all the above in a 20-minute presentation

Organizational Context:
- UF Health Jacksonville
- UF Health Central Florida
- UF Health St. Johns

Deliverables:
1. Literature Review: 1-2 slides
   a. Explore existing literature on value-based care in healthcare
   b. Identify successful models and strategies implemented in community-based hospital settings, also taking into consideration related ancillary facilities
   c. Understand the financial implications of risk-scoring and how it impacts reimbursement to hospitals
2. Current State Analysis & Stakeholder Engagement: 2-3 slides
   a. Conduct a needs assessment within the community to understand healthcare demands, demographics, and prevalent health issues
   b. Identify key stakeholders, including patients, healthcare providers, payors, and community leaders
   c. Develop a plan for engaging stakeholders in value-based care initiatives
3. Payor Strategy – 1 slide
   a. Develop a strategy to engage payors in value-based care arrangements
   b. Describe what a value-based care arrangement with a payor might look like for an assigned market
4. Metrics and Measurement – 1-2 slides
   a. Define key performance and quality indicators aligned with value-based care principles
   b. Develop a data collection and measurement plan to assess the impact on patient outcomes, cost reduction, and overall healthcare quality

5. Value-Based Care Framework/PCP Strategy 1-2 slides
   a. Develop a customized value-based care framework tailored to the community's needs, including care coordination, patient engagement, and outcome measurement.
   b. Consider the role of care teams and interdisciplinary collaboration
   c. Develop a PCP strategy for the assigned market
6. Financial Modeling/Cost Control 1-2 slides
   a. Create a financial model to demonstrate the potential cost-effectiveness of the proposed value-based care initiatives
   b. Create a cost-benefit analysis demonstrating the allocation of resources for value-based care initiatives (consider staffing (analytics, care management etc.), data storage, etc.)
   c. Create a projection over three years demonstrating the cost of care for the defined beneficiary population
7. Implementation Plan: 2-3 slides
   a. Develop a phased implementation plan outlining the steps and timeline for introducing value-based care practices
   b. Include strategies for overcoming potential barriers and challenges
   c. Establish mechanisms for continuous monitoring and evaluation of the program
8. Patient Retention Strategy: 1 slide
   a. Develop a plan to engage and retain assigned beneficiaries
   b. Create a sample personalized care plan for a patient who would be an assigned beneficiary
   c. Discuss various ways in which the organization can successfully retain and engage patients

A rubric for the project is provided in Canvas

Homework

Homework will be assigned weekly (See the assignment table above) and uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted on Canvas.

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

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

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%

Total		100%	

Example:

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

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

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

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade

3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies.

Policy on Collaboration
Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:
Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- **Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.**

- **The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following**

- **Charge your device fully before coming to class.**

- **Set your laptop volume control to mute or off before coming to class.**

- **Remember to always keep your laptop closed during presentations and other specific in-**

class activities.

- **During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.**

- **The expectation is any use of technology will be conducted professionally and appropriately.**

Zoom Etiquette

When attending a Zoom class or meeting:

- **Do not share your Zoom classroom link or password with others.**

- **Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.**

- **Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.**

- **When in doubt, use a virtual background.**

    - **If you choose to use one, you should test the background first to ensure your device can support it.**

    - **Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.**

- **Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.**

- **If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.**

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance
Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule is subject to revision, so remember to always check Canvas for updates if you missed class

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ https://graduateschool.ufl.edu/work/handbook/

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

Recording Within the Course:

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

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

Student Conduct Code.

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

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

Counseling and Student Health

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

- *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.**

- *GatorWell Health Promotion Services*: **For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell**

[website](#) **or call 352-2734450.**

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

Inclusive Learning Environment

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

Course|New for request 20550

Info

Request: PHC 6XXX Applying a One Health Framework to Public Health Issues
Description of request: Request to create new course PHC6XXX Applying a One Health Framework to Public Health Issues New Course

Submitter: April Oneal apriloneal3@ufl.edu
Created: 9/13/2024 11:13:06 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:
PHC

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

Response:
6

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Applying a One Health Framework to Public Health Issues

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:
Applying One Health Framework

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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 routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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 is designed to provide students with critical thinking and integrative skills necessary to understand contemporary One Health problems, and apply multidisciplinary one health approaches to solve these problems.

Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
PHC 6326 and PHC 6446 or by permission of the instructor

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).
• 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).
*

Co-requisites

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

> Response:
> None

Rationale for Placement in the Curriculum

Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

> Response:
> This new course, applying a one health framework to public health issues, provides students with the opportunity utilize a one health approach to solving complex public health issues. This course will be the third in a series of one health courses (taken after PHC 6326: Environmental and one health and PHC 6446: Systems thinking in one health) that take students from foundational concepts in one health all the way through application. After approval, this course will become a required course for all one health programs at UF (one health certificate, MHS in Environmental and Global Health, One Health Concentration, and PhD in Public Health, One Health Concentration).

Syllabus Content Requirements

<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
PHC6XXX: Applying a One Health Framework to Public Health Issues (3 credit hours)
Semester: Summer 2025
Hyflex Synchronous Format

Instructor Information
   Michael von Fricken, MPH, PhD
   Associate Professor & Director, One Health Center of Excellence,
   Department of Environmental and Global Health
   2055 Mowry Rd,
   Gainesville, FL 32610
   352-273-5254
   Mvonf@ufl.edu
   Office Hours: TBD
   Teaching Assistants: TBD
   Preferred Course Communications: canvas

Prerequisites
PHC 6326 Environmental and One Health
PHC 6446 Systems Thinking in One Health

PURPOSE AND OUTCOME
Course Overview
This course is designed to provide students with critical thinking and integrative skills necessary to understand contemporary One Health problems. In this course, students will learn to apply the multidisciplinary One Health concepts taught in PHC 6326 and PHC 6446 to address wicked problems. Students will learn how multisector collaboration and communication can effectively take place to solve problems using the One Health framework. Furthermore, students will learn to address and overcome the barriers faced in multi-sectoral collaborative work.

Course Objectives and/or Goals
Upon completion of this course, students will be able to:
1. Evaluate and discuss seven in-depth case studies related to One Health by identifying key issues, stakeholder impacts, and intervention strategies. Critically assess these case studies through a series of structured discussions, incorporating peer feedback for continuous improvement.
2. Craft a comprehensive communication strategy on a selected complex One Health issue. Produce a strategy that identifies stakeholders at multiple levels, addresses social, economic, and cultural factors, and proposes evidence-based solutions/strategies.
3. Organize and lead one interdisciplinary discussion on best One Health practices for an assigned scenario. Facilitate integration of multiple disciplinary perspectives by preparing and presenting discussion materials, engaging participants in critical analysis, and summarizing key insights and consensus points.

4. Develop and propose thoughtful questions for One Health case scenario discussions. Be able to both prepare and respond to comprehensive questions that address the practical application of the One Health framework.

Instructional Methods
1. Lectures. General orientation material presented.
2. Readings and Resources. In addition to the required text, supplementary readings and resources will be posted in the course. The reading list may be supplemented during the course.
3. Assessments: A variety of assessments will be used in this course, including but not limited to leading and participating in case studies, class activities and exams.

DESCRIPTION OF COURSE CONTENT

Complex One health issues require training students capable of working together to address the risks posed by emerging infectious pathogens, chemical pollutants, and other public health threats. Proficiency in comprehending an evolving array of investigative methodologies used to successfully deploy a One Health approach will better prepare our students to conduct One Health research and work effectively on multi-disciplinary teams. This course is designed to provide students with critical thinking and integrative skills necessary to understand contemporary One Health problems, understanding existing literature, best practices, current research landscape for One Health, and engage with leading experts in the field. The goal of this class is to go beyond theory and build upon competencies gained in previous class work targeting the interface of human, animal, and environmental health. Students will participate each week by developing critical research questions, participating in discussions, and gaining hands on field experiences to the extent possible. Other departmental researchers and faculty who are actively involved in related work will contribute to session to enrich the course experience. Each student will be expected to actively participate in all discussions and to lead one scenario.

The course is not intended to be exhaustive in its coverage of methods or one health problems. Instead, this course will use a case study/scenario approach where scenarios are selected based on the ways in which different system components interact, successes and failures in One Health historically, and how new or multiple methods can be employed to:
- One Health framework and applications.
- Introducing spatial analysis and modeling that capture drivers of risk for human/animal diseases against the background of rapidly changing climates.
- How tools like transmission modeling, vector-borne disease dynamics, and social determinants of health can inform our understanding of risk and policy interventions.
- Molecular methods commonly used across studies and strengths and weaknesses of different techniques.
- Human-animal interactions and their health implications at individual, household, community and societal levels.
- Chemical and infectious hazards and interactions.

In addition to these content and thematic areas the course will also help develop professional skills through target activities and discussion relating to:
- Critically reviewing literature and research studies.
- Developing research questions and hypotheses that center on a One Health approach.

- Practicing communication skills by leading group and class discussions.
- Addressing ethical questions regarding human and animal protection in research.
- Exploring field study design to empirically address problems with a One Health approach.

Topical Outline/Course Schedule

Week	Date	Module	Topic	Assignments
1	5/13	**Introduction**	Introduction to the Course. General concepts definitions: A history and overview of One Health	None
2	5/20	**One Health Application**	Walking through Case Study scenarios, rubric, and expectations followed by group breakouts	**None**
3	5/27	**Mitigating steps and tools of the trade**	Study design, program considerations, policy, and creating a One Health toolkit.	None
4	6/3	**Case Study 1 (instructor led)**	Agriculture/CAFOs and antibiotic resistance	Quiz Scenario Participant Assignment
5	6/10	**Case Study 2**	Designing ethical surveillance systems	Scenario participant assignment
6	6/17	**Case Study 3**	Globalization, high threat pathogens, and the next "big epidemic"	Scenario participant assignment
7	6/24	Summer Break		
8	7/1	**Case Study 4**	Stopping Spillover Events	Scenario participant assignment
9	7/8	**Case Study 5**	Diseases of economic importance	Scenario participant assignment
10	7/15	**Case Study 6**	Climate and coastal ecosystems and human health	Scenario participant assignment
11	7/22	**Case Study 7**	Life at the watering hole	Scenario participant assignment
12	7/29	**Case Study 8**	Changing environments, globalization, and environmental exposures	Scenario participant assignment
13	8/5	**Careers in One Health and Professional Development**		Group evaluations due

Course Materials and Technology
Required text: There is no required textbook for this class.

Required Hardware: Webcam and microphone are required. You may use laptop built-in webcams, but you must be able to move the camera during use for exams. A headset microphone is required for any live sessions/debates. Additional technical requirements are outlined at http://publichealth.phhp.ufl.edu/tech/.

e-Learning in Canvas site: There will be an online site for this course in Canvas, the learning management system supported by the University. Log in at https://lss.at.ufl.edu/ and go to course site for PHC6XXX: Critical Thinking in Applied One Health, Spring 20XX. Here, we will post the syllabus, lecture presentations, assignments and allow for discussions/chats among the students and course leaders. You will also turn in assignments through Canvas. Once the course begins, all communication will take place through the e-Learning in Canvas site. This includes all emails. This will eliminate any issues with students not getting emails due to connection problems. It will be your responsibility to check the site on a routine basis to keep up with announcements, emails, and course modifications.
For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/

Additional Academic Resources

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

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

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

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

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

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

ACADEMIC REQUIREMENTS AND GRADING

General information

Assignments are to be turned in as a Word document, text entry, video upload, or PowerPoint file as directed, unless otherwise indicated. They may be returned to you with comments, as applicable. If you have unexpected issues with Canvas, you may email the assignment to the course TA and professor directly and submit on Canvas once the issues are resolved. Assignments are normally intended as individual projects unless otherwise directed. Shared work may be treated as a form of plagiarism. Assignments may be required to be submitted via Turnitin in this course (this will be done automatically in the Canvas Assignment upload, as appropriate). This tool will pick up any passages in students' work that come from another source (e.g., websites or other students). Be sure to adequately cite your sources/references for these assignments to avoid plagiarism (see format below). Do your best to write content from outside sources into your own words and cite the source using an in-text citation.

The Canvas assignment tool may notify you confirming the submission of your assignment. PLEASE check your UFL email at http://webmail.ufl.edu on a regular basis for these and other email notices from the course site. If you do not receive an email confirmation within 2 hours of submission, please return to the site and resubmit your assignment. It is a student's responsibility to verify that they turn in assignments on time and that they turn in the CORRECT assignment attachment. Please take a few moments to open your submitted attachment and verify that you have submitted to correct file.

You will be graded in the course through the use of different learning assessments which are as follows:

1. **Quiz (20 points total, 8% of final grade):** 1 quiz will be given to test your general knowledge of One Health concepts that are discussed in the first few modules in preparation of the case study discussions.

2. **Scenario Lead (100 points total, 40% of final grade):** Each group will complete one scenario lead assignment during the semester. You will be assigned to one scenario at the beginning of the semester. Your scenario will be presented during the in-class/synchronous meetings following the schedule above.

   There will be 2 components towards your grade when you directly lead a scenario:

   (a) **Presentation (50 points):** For this part of the assignment, you will be graded as a group on your knowledge and presentation. The structure and points to cover will be explained in more detail for each case study. The presentation will occur live in class. Each student will upload one PowerPoint presentation file into the Canvas assignment submission page for grading. Your team must also work with the instructor to provide 3-5 critical thinking questions related to your presentation. For example -if a group case study is discussing viral spillover from bats related to guano harvesting from caves their questions could be as follows –

   - "What alternative approaches could have been deployed to mitigate risks of viral spillover within communities adjacent to cave x?"

   - "Please provide an illustrative example of a policy or social program that aims to reduce access and exposure to bat guano with citations."

   - "Create a communication tool/infograph that aims at modifying community behaviors in a way that is culturally relevant".

   - "Develop an active surveillance plan that monitors virus X in both bats and humans, what techniques would you deploy."

   - "If your team was asked to respond to this scenario, who would you include on your rapid response team and why?"

   (b) **Written assignment (50 Points):** For this part of the assignment, each individual student will prepare and submit approximately a 5-6 page, 11-point font, double-spaced word essay describing how One Health applies to this scenario across human, animal, and environmental health, while deploying concepts that were covered earlier in the course. This written assignment will be due on the day of your presentation.

   The following reference list format is to be used:
   Sabo-Attwood T, Ramos-Nino ME, Eugenia-Ariza M, et al. Osteopontin modulates inflammation, mucin production, and gene expression signatures after inhalation of asbestos in a murine model of fibrosis. Am J Pathol 2011;178:1975-85.

   In-text reference format: (Sabo-Attwood et al., 2011)

   You will only be required to participate in ONE group scenario lead in this course. But, you will be required to respond to other student scenarios and participate actively in class. <u>All materials are to be submitted prior to the presentation in class and the case scenario presentation will be recorded and shared with students at the end of class.</u>

3. **Scenario participant (10 points per case study, 7 case studies total: 70 points, 28% of final grade).** In the weeks when your group is not presenting, you will act as a participant for the other scenarios.

This is an opportunity for students to apply their knowledge gained in the modules and apply them to a proposed scenario. Scenario groups will break out after viewing the case study presentation and answer a series of questions designed in tandem between the presenting group and the instructor, which will be turned in at the end of class. If a student misses another group presentation, they must complete the assigned questions alone. After 1 hour of working on case specific questions, the groups will be brought back from break out sessions and have an open discussion about key takeaways, what they thought worked well, what could be strengthened, etc.

4. **One Health Communication Strategy (50 points, 20% of final grade):** Each individual student will choose one scenario for which they will develop a communication strategy for local, national and regional response on policies or behaviors that can be implemented to reduce the health and social impact of the problem. The policies and behaviors should be appropriate for the population level you are working with, and the products should provide the right level of information and content. The communication strategy should include at least one infographic that provides a visual summary of the problem and proposed solutions as well as a concise narrative that describes the one health approach that will be used. The communication strategy should be 2 single spaced pages, 11-point font, with no more than ½ page taken by the infographic.

5. **Group Evaluation (10 points, 4% of final grade):** In the final week of class, students will be given an opportunity to provide feedback about their group members including constructive feedback what your contributions were, what worked, what didn't, and if there were any individuals that failed to pull their weight. Each member of your group will be rated on a 1-10 scale and the average score for each member with be used for the group evaluation score.

Grading

Requirement	Due date	Points (% of final grade
Quiz	See course schedule	20 points (8% of final grade)
Scenario Lead	See course schedule	100 points (40% o final grade)
Scenario Participant	See course schedule	70 points (28% o final grade)
Communication Strategy	See course schedule	50 points (20% o final grade)
Group evaluation	See course schedule	10 points (4% o final grade)
TOTAL	**See course schedule**	**250 points**

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

Example:

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

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

Letter Grade	Grade Points
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.0
WF	0.0
I	0.0
NG	0.0
S-U	0.0

More information on UF grading policy may be found at: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/
https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Exam Policy

Policy Related to Make up Exams or Other Work
Late Assignments and Make Up Work
Assignments turned in up to 24 hours late will be discounted **10%** of the grade that they would otherwise receive. Assignments turned in more than 24 hours late will **not** be graded and will contribute zero points toward your final grade, unless arrangements have been made in advance with the instructor or in the case of extenuating circumstances. Extenuating circumstances will be addressed on a case-by-case basis. Missed assignments will contribute zero points toward your final grade.

Special Circumstances. In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided that you have sufficient documentation.

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

Policy Related to Required Class Attendance
Students are expected to attend all synchronous class meetings. However, if circumstances arrive that preclude your attendance, please contact the instructor to discuss alternative options for participation.

Please note all faculty are bound by the UF policy for excused absences.
Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies). Additional information can be found here: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
You are expected to maintain a civil tone and respect the opinions of others. While commenting on others' statements and ideas is encouraged, aggressive or patronizing tone and language are unacceptable and may result in the loss of your posting and discussion privileges. This type of unacceptable behavior and penalty may impact course and assignment grades, as applicable.

Privacy
If we move to online synchronous meetings, 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.

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

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

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

Communication Guidelines
You are encouraged to contact the instructor and the TA by email using the "Inbox" in Canvas for clarification and assistance with the course material and the assignments, and for special issues that may arise. Weekday daytime (US Eastern Time) emails have the best chances of being answered quickly.   Please only use the Canvas "Inbox" to communicate with the course instructor and/or TA. While the instructors and TAs will check their UFL email regularly, they will not be held responsible for canvas communication sent directly to their UFL addresses. The goal is to receive a reply within 48 hours during the work week (Monday through Friday) or a reply to a weekend email after the next week begins. Please do not anticipate replies to email during the weekend.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

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

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

Policy Related to Guests Attending Class:

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

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

SUPPORT SERVICES

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

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

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

- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

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

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

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

Course|New for request 20657

Info

Request: PHC 6XXX Public Health Methods 1: Quantitative Foundations
Description of request: Request to create new course PHC6XXX Public Health Methods 1: Quantitative Foundations
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/25/2024 2:49:04 PM
Form version: 1

Responses

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

 Response:
 PHC

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

 Response:
 6

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Public Health Methods 1: Quantitative Foundations

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

Response:
Public Health Methods 1

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PD - Primarily Distance Learning (80-99% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
2025

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. 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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

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 is the first of two courses that focuses on public health/global health research and practice methods. This course, taken in conjunction with a lab, focuses on principles of epidemiology and biostatistics, emphasizing application of epidemiological methods, quantitative data collection, and quantitative data analysis and interpretation.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
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).
• 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).
*

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:
PHC 6XXX Public Health Methods 1 Lab: Applying Statistical Methods

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This is the first of two courses that focuses on public health/global health research and practice using both quantitative and qualitative methods. Taken in conjunction with a PH Statistical Programming Lab, this course focuses on principles of epidemiology and biostatistics, emphasizing application of epidemiological methods, quantitative data collection, and quantitative data analysis and interpretation.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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.”

Response:
All Items Included

<div align="center">

University of Florida
College of Public Health and Health Professions
PHC 6XXX: Public Health Methods 1: Quantitative Foundations (3 credits)
Semester: Fall 2025
Delivery Format: Blended Learning

</div>

Instructor Name: Jonathan Fischer
Class Location: TBD
Office Location: CTRB 5223
Phone Number: 352-294-5453
Email Address: jfischer1@ufl.edu
Office Hours: Tuesdays & Thursdays, 1pm-2pm ET; others by appointment
Teaching Assistants: TBD
Preferred Course Communications: Canvas messaging

Prerequisites: None
Corequisites: PHC XXXX Public Health Methods 1 Lab: Applying Statistical Methods

I. **PURPOSE & OUTCOME**

Course Overview
This is the first of two courses that focuses on public health/global health research and practice methods. This course, taken in conjunction with a lab, focuses on principles of epidemiology and biostatistics, emphasizing application of epidemiological methods, quantitative data collection, and quantitative data analysis and interpretation.

Relation to Program Outcomes
This course is associated with the following MPH core competencies as outlined by the Council on Education for Public Health (CEPH, 2024, Section D2):

- Core 1: Apply epidemiological methods to the breadth of settings and situations in public health practice.

- Core 2: Select quantitative and qualitative data collection methods appropriate for a given public health context.

- Core 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

- Core 4: Interpret results of data analysis for public health research, policy, or practice.

Course Objectives/Outcomes
1. Identify basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of data.
2. List, define, and calculate basic epidemiology measures of disease frequency and comparisons of disease risk between populations.
3. Select a study design, data collection methods, and data analysis to appropriately address a specific research question and/or hypothesis.

4. Differentiate among different sampling methods and discuss their strengths and limitations within the context of study design.
5. Evaluate the quality of data for purposes of data analysis, interpretation, and reporting.
6. Use biostatistics, computer-based programming, and/or software for data input, management, summarization, visualization, and analysis.
7. Assess the validity of data analysis methods.
8. Interpret results of quantitative data analysis for public health research, policy, or practice.
9. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening.

Instructional methods

1. Readings: Required readings are assigned for each module. Students are responsible for this material and will complete weekly quizzes based on that week's readings. These are indicated in the schedule below.

2. Lectures: Lecture presentations

3. SPSS Resources: Software tutorials regarding the use of SPSS will be provided through Canvas in the BOLT (see required texts).

4. Labs: Part of class time each week will be devoted to guided activities requiring students to work through exercises based on the current module. These can be completed in groups or individually (see assignments section below).

5. Assessments: Students will be evaluated using several different assignment types, including weekly homeworks and two exams in addition to the aforementioned quizzes and labs (see assignments section below).

Blended Learning

What is blended learning and why is it important?
A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

II. DESCRIPTION OF COURSE CONTENT, FORMAT, & ACCESS
Topical Outline/Course Schedule

Wk	Topic(s)	Homework Assignments	Readings
1	Introduction to Biostatistics & Epidemiology • Sources of data • Elements of descriptive epi	M1: Fundamentals of epi and biostats	BOLT Introduction, EEPH Chapters 1, 4 Suggested: Merrill Ch 1, Introduction
2	Variables and data, random samples	M2: Variable types; populations vs. samples	BOLT Sections 1.1-1.3, 2.1 Suggested: Merrill Ch 2, Data & Descriptive Measures
3	Probability, independence and disjointness	M3: Applying probability rules, independence & disjointness	BOLT Section 3.1 Suggested: Merrill Ch 6, Probability
4	Random variables and distributions	M4: Identifying & applying distributions	BOLT Sections 3.2 – 3.3 Suggested: Merrill Ch 7, Random Variables & Probability Distributions
5	Point and interval estimation	M5: Computing & interpreting basic statistics	BOLT Sections 4.1.1 – 4.1.4
6	Hypothesis testing	M6: Writing hypotheses & interpreting results	BOLT Sections 4.1.5-4.1.7 Suggested: Merrill Ch 8, Estimation & Hypothesis Testing
7	Calculating measures • Populations in Epidemiology • Ratio, Proportion, Rate • Prevalence	M7: Risk, prevalence, & z-tests	EEPH Chapter 2
8	Calculating measures • Rates: Mortality rate, survival rate, attack rate, case fatality rate • Incidence	M8: Rates, incidence, & t-tests	EEPH Chapter 3
9	Comparing measures • Comparison of disease frequency • Measures of association • Attributable risk • Attributable proportion • Relative risk • Standardization	M9: Compare frequencies & chi-square tests	EEPH Chapter 3 Suggested: Merrill Ch 3, Standardizing Rates Suggested: Merrill Ch 11, Statistical Measures of Association Among Variables
10	Midterm exam (weeks 1-9)		

Wk	Topic(s)	Homework Assignments	Readings
11	Screening • Screening methods • Primary, secondary, & tertiary prevention • Characteristics that make a disease appropriate for screening • Sensitivity, specificity, and positive and negative predictor values of a screening test Potential for bias in screening programs	M11: Screening & disease probabilities	EEPH Chapter 16
12	Experimental studies • Epidemiologic studies • Experimental study designs • Key features of conducting randomized controlled trials	M12: Scenario – designing an experimental study	EEPH Chapter 6 Suggested: Merrill Ch 12, Experimental Studies
13	Cohort studies • Cohort study designs • Strengths & limitations of cohort study designs	M13: Scenario – designing a cohort study	EEPH Chapter 8 Suggested: Merrill Ch 10, Study Designs (p. 207-209)
14	Case-Control studies • Case-control study designs • Measures of association: Odds ratios • Ecologic study design • Comparison of study design	M14: Scenario – designing a case-control study	EEPH Chapter 9 Suggested: Merrill Ch 10, Study Designs (p. 201-207)
15	Bias, confounding, and causation • Bias • Confounding • Causation	M15: Critique an epidemiological study	EEPH Chapters 10, 11, and 13 Suggested: Merrill Ch 10, Study Designs (p. 209-214) Suggested: Merrill Ch 14, Cause and Effect
Finals	Cumulative final (emphasis on 2nd half)		

Course Materials & Technology

This course will use the statistical software program SPSS. You can either purchase SPSS or use it for free via UFApps. These options are described below.

- Direct student leasing is available for use on personally-owned computers. It can be purchased ON CAMPUS at the UF Computing Help Desk located at 132 HUB Stadium Road (Information Technology - University of Florida). The most current version is

SPSS v29. SPSS is available for both Windows and Mac OS. Please let the Help Desk know if you require additional media for a non-Windows install. Currently, it is not possible to obtain this software remotely (off main campus).

- All UF students located away from the main campus should refer to the IBM® SPSS® educational sales program with ONTHEHUB – http://www.onthehub.com/spss/. The version available through UF is less expensive than the versions you can buy elsewhere; however, if you buy this software from another source be sure to obtain either the STANDARD GRADUATE PACK (GRADPACK) or PREMIUM GRADUATE PACK. The BASE or other versions may not have enough functionality for this course.
- SPSS is also available on UFApps for students, (https://info.apps.ufl.edu). Besides SPSS, this free Apps server also provides various other applications such as Microsoft Office. This works at any time and on any operating system as long as you have internet access and log in with your GatorLink Credentials. Many students have been successful at using this system for their assignments in this course. I highly recommend storing your files on the M: drive (can also be found in UFApps) because it provides the best performance when working with files in UFApps.

Laptops will be required for some course meetings. These days will be announced in advance on the course Canvas page.

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

Required Materials
(BOLT) – The Biostatistics Open Learning Textbook is a Canvas shell containing readings and tutorials developed by the UF Department of Biostatistics.

Required Textbook:
(EEPH) - Essentials of Epidemiology in Public Health, 4th Edition by Ann Aschengrau, ScD, and George Seage III, DSc. Copyright 2020, ISBN:978-1284128352.

Optional textbook and reference materials:
- Merrill, R. M. (2012): Fundamentals of Epidemiology & Biostatistics. Jones & Bartlett Learning.
- Daniel, W.D. (2013): Biostatistics: A Foundation for Analysis in the Health Sciences. 10th Edition, Wiley.
- Agresti, A. (2013): The Art and Science of Learning from Data. 4th Edition, Pearson.

Additional Academic Resources (see Section V for additional student services)
- Career Connections Center: Reitz Union 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Receive assistance in using the libraries or finding resources.
- Teaching Center: General study skills and tutoring
  1317 Turlington Hall, 352-392-2010; or, to make a tutoring appointment: 352-392-6420.
- Writing Studio: Help with brainstorming, formatting, and writing papers. 2215 Turlington Hall, 352-846-1138.
- Student Complaints On-Campus: Visit the Student Honor Code & Student Conduct Code page for more info.
  On-Line Students Complaints: View the Distance Learning Student Complaint Process.

III. Academic Requirements & Grading

Assignment type	Percent	Notes
Quizzes (14 at 1-point each)	14	Weekly
Homework (14 at 1.5 pts each)	21	Weekly
Methods Labs (14 at 1.5 pts each)	21	Weekly
Midterm exam	21	Week 9
Final exam	23	Finals Week
Total	**100**	

Grading Scale

Percent Earned	[93, 100]	[90, 93)	[87,90)	[83, 87)	[80,83)	[77,80)	[73,77)	[70,73)	[67, 70)	[63,67)	[60, 63)	< 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

Please be aware that grades of C- (or below) are not acceptable for graduate students. Graduate students' GPA must be at least 3.0 in all graduate courses (≥5000 level). A grade of C will count toward the graduate degree only if there are sufficient credits in graduate courses earned with a B+ or higher. Information on current UF grading policies can be found at:
https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Description of Course Assessments

- **Module Quizzes** are taken via Canvas weekly for a total of 14 quizzes (including a syllabus quiz). These short quizzes are completed after performing each week's required reading and BEFORE attending class. These quizzes designed to make sure students are comfortable with each week's content before applying them in longer assignments. Quizzes are open-book, open-note and can be taken up to three times with the highest score counting.
- **Methods labs** will be completed weekly and provide an opportunity for students to engage in in-depth tutorials to practice, explore, and master each week's material. Labs are completed in-person during synchronous class sessions and are submitted via Canvas. Each lab will be tailored to meet the learning objectives for each week. Labs will be graded on the basis of completion and correctness and are due at midnight after the final class meeting of the week.
- **Homework assignments** will be assigned weekly and evaluated for both completion and correctness. These may consist of short answer questions, calculations of various measures of risk and association, data analysis in SPSS, and interpretation of results. In general, homework assignments will build on the work done in lab assignments. Details and rubrics for each assignment will be provided in Canvas, and students will submit assignments using Canvas. These are due at midnight the Tuesday after the module was covered in class.
- There are **two** closed-book **exams** taken in-person. One will be a midterm exam taking place after the first eight weeks and the other a cumulative final exam which focuses more on the material following the midterm. Both exams are proctored in-class and taken on Canvas.

These exams will consist of a mix of calculations, interpretation of results, and short answer questions.

IV. CLASS POLICIES

Academic & Personal Integrity: I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you 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 honesty and integrity by abiding by the Honor Code."* 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."*

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. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

Attendance Policy: Attendance is required. Students must notify the instructor via email about upcoming absences, late arrival, or if they will need to leave class early as soon as they become aware of potential conflicts. If you miss class without notification or you provide an unacceptable excuse, you will be counted as absent and will not be allowed to make-up assignments missed. Excused absences must be consistent with university policies in the Graduate Catalog.

Course Evaluations: I value your professional and respectful feedback on the quality of instruction in this course. Please complete the evaluation for this course via the Canvas 'GatorEvals' tab or through https://ufl.bluera.com/ufl/. You will be notified when the evaluation period opens. UF provides guidance on how to give feedback in a professional and respectful manner. You can also view public summaries of course and instructor evaluation results.

Policy Related to Make up Exams or Other Work: Please notify me as soon as possible if unanticipated circumstances arise which interfere with your ability to complete an assignment on-time. Late work without prior notification and approval (unless there is an emergency) will receive a zero. Late work with prior approval (or due to an emergency) will be eligible for full credit. Any requests for make-ups due to technical issues must be accompanied by the ticket number received from e-learning support when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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

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

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

Title IX: University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

V. STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:
- Complete all work as assigned.
- Take responsibility for the quality of your learning experience.
- Build on one another's comments/ideas; seek to understand others' perspectives.
- Respectfully provide and receive specific, solution-oriented feedback.
- Communicate with your instructor and with your group members.
- Only use electronic devices for course purposes during class meetings.
- Please also refer to academic and personal integrity section under Class Policies.

Netiquette, Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. I will not tolerate improper language and disparaging comments; these actions will result in disciplinary action. Review this resource for information on the expected behavior of students when communicating with peers and instructors online.

VI. SUPPORT SERVICES

Accommodations for Students with Disabilities or Different Abilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your

learning, please reach out to the [Disabilities Resource Center (DRC)](). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other needs that may affect your performance in the course, tell me and I will help you.

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

- [Counseling and Wellness Center](): Individual counseling, group counseling, and online resources are available to UF students at no charge. Also psychological assessment, intervention, and assistance for math and test anxiety. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and ank to speak to the counselor on call.
- [GatorWell Health Promotion services](): GatorWell provides health-related resources, information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).
- The [Student Health Care Center]() , 352-392-0627, at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center.
- [UMatter, We Care](): Available for students who are experiencing personal life disruptions that may affect their academics. UMatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), [umatter@ufl.edu]()
- [University Police Department](): Visit their website or call 352-392-1111 (or 9-1-1 for emergencies).
- [Alachua County Crisis Center](): Visit the website or call the hotline - 352-264-6789
- [Meridian Behavioral Healthcare](), 352-374-5600
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

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

Inclusive Learning Environment: Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal

opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Course|New for request 20622

Info

Request: PHC 6XXXL Public Health Methods Statistical Programming Lab
Description of request: Request to create a new course Public Health Methods Statistical Programming Lab.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/11/2024 9:29:28 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:
PHC

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

Response:
6

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should 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:
L

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Public Health Methods Statistical Programming Lab

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:
PH Statistical Programming Lab

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
HB - Hybrid Blend (50-79% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

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:
2025

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

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. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
1

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. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

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. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
2

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

Response:
This one-credit course trains students to perform basic exploratory data analysis and biostatistical inference procedures in SAS or R. It is required for MPH students and appropriate for other students who need a brief introduction to either of these software packages.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*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 written so that it can be enforced in the registration system. *
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).
• 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).
*

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:
PHCXXXX Public Health Methods I

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be taken in the first semester of the MPH program alongside the Public Health Methods I course. The intention of the course is to provide application/practice opportunity in tandem with the topics discussed in the Public Health Methods I course. Students who successfully pass one course but not the other will be allowed to retake only the course that they did not pass. It is important for students to be exposed to statistical analysis procedures early in their program as it lays the foundation for activities in other required courses.

NOTE: Although the course will have 2 contact hours per week, students will be expected to complete a total of 3-hours work per week (2-hours in the classroom, and 1-hour out of the classroom). This is in keeping with UF policy that 1-credit hour should result in a total of 3-hours work per week (no matter the designation of in-class or out-of-class). Please see email attachment.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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.”

Response:
All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6XXX-L Public Health Methods 1 Lab: Statistical Applications
1 credit, Fall 2025
Delivery Format: On-Campus   Canvas: http://elearning.ufl.edu

Instructor: Dr. Jonathan Fischer
Class location:
Office: CTRB 5223
Phone Number: 352-294-5459
Email Address: jfischer1@ufl.edu
Office Hours: Mon 4-5pm; Thurs 12:30-1:30pm; or by appointment
Teaching Assistants: TBD
Preferred Course Communications: Canvas messages

Prerequisite/corequisite: *PHCXXXX Public Health Methods I or permission of instructor.*

I. PURPOSE AND OUTCOME

Course Overview
This one-credit course trains students to perform basic exploratory data analysis and biostatistical inference procedures using SAS or R software. This course, taken in conjunction with PHC 6XXX, allows students to apply epidemiological and biostatistical concepts emphasized in both courses. Examples are drawn from public health, clinical, and biomedical settings.

Relation to Program Outcomes
This course is required for MPH students and appropriate for other students who need a brief introduction to SAS or R.
This course is associated with the following MPH core competencies as outlined by the Council for Education in Public Health (CEPH, 2021):

- Core 2: Select quantitative and qualitative data collection methods appropriate for a given public health context.

- Core 3: Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.

- Core 4: Interpret results of data analysis for public health research, policy, or practice.

Course Objectives and/or Goals
Upon completion of the course, students will be able to:
1. Demonstrate competence with the basic functions of an advanced statistical software package. This includes importing and exporting data, basic data visualization and manipulation, and statistical analysis.
2. Select and implement appropriate methods from descriptive statistics to summarize data both numerically and graphically.
3. Select and implement appropriate methods from inferential statistics to analyze data. In particular, these methods include the chi-square test, t-test, ANOVA, and linear regression, among others.

4. Interpret the statistical and practical significance of procedures based on software output.

Instructional Methods
Each class session will last for 2 class periods and will consist of a brief review of the assigned reading material before continuing to the lab assignment. During this portion of the session, students will work with guidance from the instructor to complete the lab using R or SAS. All necessary data sets, code, and lecture notes will be made available to students in Canvas. Examples are drawn primarily from public health, clinical, and biomedical settings.

II. **DESCRIPTION OF COURSE CONTENT, FORMAT, & ACCESS**

Topical Outline/Course Schedule

Week	Unit	Topics	Readings
1	Introduction	Software setup, importing data	BOLT Tutorial Topic 1
2	Introduction	Programming fundamentals	BOLT Tutorial Topic 0
3	Exploratory data analysis	EDA for categorical variables	BOLT Section 1.1.1
4	Exploratory data analysis	EDA for a quantitative and categorical variable	BOLT Sections 1.2.1, 1.4.1
5	Exploratory data analysis	EDA for two quantitative variables	BOLT Section 1.6.1
6	Inference	Z-test for proportions	BOLT Sections 4.1.8-4.1.11
7	Inference	One-sample t-test	BOLT Sections 4.1.12-4.1.14
8	Inference	Chi-square test of independence and Fisher's exact test	BOLT Section 4.3
9	Inference	Two-sample t-test (independent and paired samples)	BOLT Sections 4.2.1 – 4.2.4
10	Inference	ANOVA	BOLT section 4.2.5
11	Inference	Pearson and Spearman correlation	BOLT section 4.4
12	Inference	Simple linear regression	BOLT section 4.4
13	Inference	Multiple linear regression	BOLT section 4.4
14	Data preparation	More on data presentation/visualization	BOLT Tutorial Topic 3
15	Data preparation	Basic data set manipulation	BOLT Tutorial Topic 2
Exam week		Final project submission	

Course Materials and Technology
Texts: There are no required texts for this course, and necessary course materials will be provided by the instructors. Below are several additional optional reference materials.

Statistics resources:
- Daniel, W.D. (2013): Biostatistics: A Foundation for Analysis in the Health Sciences. 10th Edition, Wiley.
- Agresti, A. (2013): The Art and Science of Learning from Data. 4th Edition, Pearson.

SAS resources:

- The Little SAS Book: A Primer 5th ed., by Lora Delwiche and Susan Slaughter, SAS Institute: Cary, NC (2012).
- SAS Statistics by Example, by Ron Cody, SAS Institute: Cary, NC (2011).

R resources:
- Basic Statistics with R: Reaching Decisions with Data 1st ed., by Stephen C. Loftus, Academic Press (2021).
- Statistics with R: A Beginner's Guide, 2nd edition by Robert Stinerock. SAGE Publications (2022).

Software: Students will need to use R or SAS depending on the section in which they are enrolled. R and RStudio can be downloaded free from https://www.r-project.org/ and https://posit.co/. SAS can be accessed for free using SAS OnDemand for Academics (https://www.sas.com/en_us/software/on-demand-for-academics.html) or purchased for installation on a PC. Please consult with the course staff if you are interested in purchasing a copy since it will not work on every operating system and we don't want you to waste your money!

Students are expected to bring their laptops to class.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

III. ACADEMIC REQUIREMENTS AND GRADING

Requirement	Percent	Notes
Pre-lab quizzes	15	Weekly
Lab assignments	60	Weekly
Code/output for project	12.5	Finals week
Interpretation for project	12.5	Finals week
Total	100	

Assessments
- There are 15 **quizzes** on a weekly basis during the semester. These open-note, open-book quizzes are short and are designed to make sure students are comfortable with the fundamentals of the content being presented that week. They are based on the assigned reading to be completed prior to the weekly class session. These are due via Canvas prior to the beginning of each class session and may be taken up to three times with the highest score recorded.

- Weekly **lab assignments** will be evaluated for both completion and correctness. These consist of guided statistical analyses using software and provided data sets and will be worked on during class sections. Details and rubrics for each assignment are outlined in Canvas and discussed thoroughly during each class session. These are due via Canvas submission the day after the conclusion of each class session.
- There is a **final project** consisting of a data analysis using the methods covered in this course. Students will be able to choose from among several data sets provided by the instructor. This project will be due during final exam week and students will have several weeks over which to complete it. The end result will be a short, well-formatted output from the appropriate statistical software performing all requested analyses along with code. Students will also answer a series of questions describing their output and the appropriate conclusions.

Grading

Percent Earned	[93,100]	[90,93)	[87,90)	[83,87)	[80,83)	[77,80)	[73,77)	[70,73)	[67,70)	[63,67)	[60,63)	< 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0

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

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

IV. **CLASS POLICIES**

Policy Related to Make up Exams or Other Work
Please notify me as soon as possible if unanticipated circumstances arise which interfere with your ability to complete an assignment on-time. Late work without prior notification and approval (unless there is an emergency) will receive a zero. Late work with prior approval (or due to an emergency) will be eligible for full credit. Any requests for make-ups due to technical issues must be accompanied by the ticket number received from e-learning support when the problem was reported to them. The ticket number will document the time and date of the problem. You must e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Approved late work must be submitted within 1-week of the original deadline, unless otherwise indicated by the instructor.

Policy Related to Required Class Attendance
Attendance is required. Students must notify the instructor via email about upcoming absences, late arrival, or if they will need to leave class early as soon as they become aware of potential conflicts. If you miss class without notification or you provide an unacceptable excuse, you will be counted as absent and may not be allowed to make-up assignments missed. We will follow the UF Attendance

Policy. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog.

V. STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
Students are expected to show up for class prepared and on-time. Cell phones are to be silenced during class unless there is an emergency, in which case please inform the instructor prior to class. Students are expected to actively engage in the course throughout the semester; and to keep up with course lectures and assignments each week.

Communication Guidelines
Please see the guidelines linked here: http://biostat.ufl.edu/current-students/e-learning-resources/e-learning-basics/etiquette-online/.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

 "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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

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

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

Policy Related to Guests Attending Class:
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. 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.

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

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

- You Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from:
  Alachua County Crisis Center:
  (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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

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

Course|New for request 19933

Info

Request: POS 6XXX Professional Development in Political Science
Description of request: New course request - Professional Development in Political Science (POS6XXX). This is a 0 credit course, due to the graduate appointment hours. This course will appear on student transcripts with the intention to be repeatable. The goal of the course is to contribute to the professional development of PhD students in Political Science.
Submitter: Hannah Alarian halarian@ufl.edu
Created: 10/6/2024 5:28:10 PM
Form version: 6

Responses

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

    Response:
    POS

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:

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:
> Professional Development in Political 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:
> Professional Development

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:
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:
No

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student.

Response:
4

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:

0

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:
Yes

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:
1

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:

Professional development for a graduate career in Political Science. Covers the research process, emerging issues, developing a professional scholarly identity, and careers. Required course for graduate students in their first year.

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:
PCL grad students required

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 a repeatable course with the intention for students to take the course a maximum of four times. This is a new course that will aid in the professional development of Political Science graduate students.

The rationale for the 0 credits is due to the tuition waiver, which is provided to the majority of our students. This course will appear on student transcripts and will provide contact hours to the instructor. The content delivered will vary by semester to ensure a range of professional development topics. These topics are developed based on field standard professional

development topics (see https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/abs/teaching-the-hidden-curriculum-in-political-science/CDF4DD8FC2BD36FDDBE04210C52C200F)

Assignments are included as measurable outcomes of graduate student professional development. They also will be useful for the students in developing their professional careers in political science.

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

Response:
Specifically, through participation in the course, the graduate political science student will:
1. Interact with prominent speakers from the UF campus and wider profession.
2. Demonstrate intellectual curiosity through exploration of scholarly topics in political science.
3. Refine skills required for participation in civil, professional discourse that is essential to academic and non-academic careers.

These will be measured through a series of assignments and participation in course seminars and departmental research seminars. For clarity, the RSP (Research Seminar in Politics) are our departmental seminars, which all students are expected to attend. The instructor will observe participation and attendance in the course, and the broader department will observe participation and attendance within departmental seminars (RSPs).

Measurable outcomes related to the course assignments include creating a scholarly identity worksheet, a CV, a research pipeline, and completing IRB training.

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

Response:
None

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

Response:
Building your Academic Footprint; Academic Conferences and Presentations; Academic CVs; IRB, Grants, and Fieldwork

In the Spring, these topics will include: Academic Publishing; Non-Academic Careers; Project & Time Management; and The Academic Job Market

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 Assessment

(1) Seminar attendance: 30%

(2) Seminar participation: 25%

(3) Take-Home Assessments: 20%

(4) Research Seminar in Politics (RSP) Attendance: 25%

Seminar attendance –30%
Students are expected to attend each seminar meeting in its entirety. Seminars will be scheduled 3-4 times per semester, for 1.5-2 hours each time. Attendance evaluation includes timeliness. Prompt attendance is expected as a demonstration of professional commitment. Acceptable reasons for seminar absences are discussed in the syllabus.

Seminar participation – 25%
This seminar relies heavily on student participation. Students should attend seminars ready to discuss the topic and any reading assigned.

Students are also expected to be active participants during the seminar. This includes listening carefully, taking notes, and engaging in questioning and discussing each topic. The quality of participation is assessed—not necessarily the quantity. I understand some students may feel uncomfortable speaking in class, but the class and I benefit from hearing a wide range of perspectives. If you are a frequent contributor to class discussion, I urge you to be considerate of your classmates and encourage an open conversation for those who wish to speak.

Participation will be assessed according to the following components. Broadly, a grade of Satisfactory indicates strong performance or needs development in most categories. An Unsatisfactory is Unsatisfactory in some or nearly all categories.

Strong Listening: Actively and respectfully listens to peers and instructor
Needs Development Listening: Respectful but not engaged by comments of others

Unsatisfactory Listening: Projects lack of interest or disrespect for others (including browsing other materials during class, not taking notes, or leaving without explanation)

Strong Preparation: Arrives fully prepared with all assignments completed, and notes on reading, observations, and questions
Needs Development Preparation: Sometimes arrives with only superficial preparation

Unsatisfactory Preparation: Arrives unprepared and with little evidence of having completed or thought about assigned material or topic

Strong Quality of contributions: Comments are relevant and reflect an understanding of assignments and topics and insights about assigned material
Needs Development Quality of contributions: Comments occasionally show lack of preparation or understanding

Unsatisfactory Quality of contributions: Comments reflect little understanding of either the assignment or topic

Strong Impact on class: Comments frequently help move discussion forward

Needs Development Impact on class: Comments keep the conversation on track, but do little to move it forward
Unsatisfactory Impact on class: Comments do not advance the conversation or are actively harmful to it

Strong Frequency of participation: Actively participates at appropriate times

Needs Development Frequency of participation: Participates when called upon, but no more

Unsatisfactory Frequency of participation: Seldom participates and is generally disengaged

Take-Home Assignments– 20%
Each assignment will be submitted on Canvas and will be worth 10% of your total grade. Policies on Grade Adjustments, Late or Make-up Assignments, Grading, and Academic Integrity appear in the syllabus.

Assignment 1: Scholarly Identity Exercise.
Identify five scholars in your chosen subfield working at universities at which you would want to work and who have been hired within the last 5 years. These will preferably be scholars whose work you think of highly.

Your written response should identify:
1) Each scholar's scholarly identity;
2) the rationale for selecting each scholar;
3) themes you identify within their CVs collectively (e.g., where are they publishing? What did they publish in graduate school? How many publications? How many co-authored senior/junior scholars? etc.)

Assignment 2: Academic CV
Prepare a professional, academic CV. CVs can be created in Word or LaTeX and should conform to the expectations discussed within the CV seminar.

Research Seminar in Politics (RSP) Attendance – 25%
The Research Seminars in Politics (RSP)s are our departmental seminars, which all students are expected to attend. Enrolled students are expected to attend four Research Seminar in Politics (RSP) scheduled at the class time (12:50-2:30pm on Fridays) in their entirety. RSPs will be scheduled throughout the semester by the RSP coordinator and will be communicated via your university email. Acceptable reasons for absences from RSPs appear within the syllabus.

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

Response:
Hannah Alarian

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/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/.

* *

Response:
Yes

Professional Development in Political Science
Fall 2024 – POS 6XXX

Professor: Hannah M. Alarian (she/her/hers)   **Class**: F 12:50 PM – 2:50 PM
Email: halarian@ufl.edu   **Location**: Anderson 216
Office: Anderson Hall 004
Office Hours: F 9:45–11:45am, on Calendly   **Website:** hannahalarian.com

Course Description
Professional development for a graduate career in Political Science. Covers the research process, emerging issues, developing a professional scholarly identity, and careers. Required course for graduate students in their first year.

Required Texts
There are no required books for this course.

Course Goals
Through full participation in this course, the graduate political science student will:
1. Interact with prominent speakers from the UF campus and wider profession.
2. Demonstrate intellectual curiosity through exploration of scholarly topics in political science.
3. Refine skills required for participation in civil, professional discourse that is essential to academic and non-academic careers

Course Assessment

(1) Seminar attendance: 30%

(2) Seminar participation: 25%

(3) Take-Home Assessments: 20%

(4) Research Seminar in Politics (RSP) Attendance: 25%

Seminar attendance –30%
Students are expected to attend each seminar meeting in its entirety. Seminars will be scheduled 3-4 times per semester, for 1.5-2 hours each time. Attendance evaluation includes timeliness. Prompt attendance is expected as a demonstration of professional commitment. Acceptable reasons for seminar absences are discussed below.

Seminar participation – 25%
This seminar relies heavily on student participation. Students should attend seminars ready to discuss the topic and any reading assigned.

Students are also expected to be active participants during the seminar. This includes listening carefully, taking notes, and engaging in questioning and discussing each topic. The quality of participation is assessed—not necessarily the quantity. I understand some students may feel uncomfortable speaking in class, but the class and I benefit from hearing a wide range of perspectives. If you are a frequent contributor to class discussion, I urge you to be considerate of your classmates and encourage an open conversation for those who wish to speak.

Participation will be assessed according to the following components. Broadly, a grade of Satisfactory indicates strong performance or needs development in most categories. An Unsatisfactory is Unsatisfactory in some or nearly all categories.

	Strong	**Needs Development**	**Unsatisfactory**
Listening	Actively and respectfully listens to peers and instructor	Respectful but not engaged by comments of others	Projects lack of interest or disrespect for others (including browsing other materials during class, not taking notes, or leaving without explanation)
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, and questions	Sometimes arrives with only superficial preparation	Arrives unprepared and with little evidence of having completed or thought about assigned material or topic
Quality of contributions	Comments are relevant and reflect an understanding of assignments and topics and insights about assigned material	Comments occasionally show lack of preparation or understanding	Comments reflect little understanding of either the assignment or topic
Impact on class	Comments frequently help move discussion forward	Comments keep the conversation on track, but do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Participates when called upon, but no more	Seldom participates and is generally disengaged

Take-Home Assignments– 20%
Each assignment will be submitted on Canvas and will be worth 10% of your total assessment. See policies on [Grade Adjustments](#) and [Late or Make-up Assignments](#) below. Additionally, review the policies on [Grading](#) and [Academic Integrity](#).

Assignment 1: Scholarly Identity Exercise.
Identify five scholars in your chosen subfield *working at universities at which you would want to work* and who have *been hired within the last 5 years*. These will preferably be scholars whose work you think of highly.

Your written response should identify:
1) Each scholar's scholarly identity;
2) the rationale for selecting each scholar;
3) themes you identify within their CVs collectively (e.g., where are they publishing? What did they publish in graduate school? How many publications? How many co-authored senior/junior scholars? etc.)

Assignment 2: Academic CV
Prepare a professional, academic CV. CVs can be created in Word or LaTeX and should conform to the expectations discussed within the CV seminar.

Research Seminar in Politics (RSP) Attendance – 25%
The Research Seminars in Politics (RSP)s are our departmental seminars, which all students are expected to attend. Enrolled students are expected to attend **four** Research Seminar in Politics (RSP) scheduled at the class time (12:50-2:30pm on Fridays) in their entirety. RSPs will be scheduled throughout the semester by the RSP coordinator and will be communicated via your university email. Acceptable reasons for [absences](#) from RSPs appear below.

Grading Scale

Percent	Grade
70.0 – 100.0	S
0.0 – 69.9	U

Class Policies

Syllabus
This syllabus is a living document. This means that the schedule of events is subject to change. All potential changes will be communicated to you in our class meetings and on Canvas. Grading schemes and course objectives will not be modified.

Email
Your UFL email account is the official email address the University uses for official correspondence. Important communication regarding this course may also take place via email, and your UFL email address will be used. All students need to regularly check their email, at least once per day. Make checking it part of your daily routine.

Grade adjustment policy
I do not round or adjust grades. This policy holds all students in equal standing.

Absences
Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.

For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.

The university recognizes the right of the instructor to make attendance mandatory and require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class. After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Late or Make-up Assignments
Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities for the above reasons. Late or Make-up assignments will not be permitted beyond university-approved absences.

Contacting the Professor
Students should use their university email to contact me. You may also contact me via Canvas. Students should plan to visit my office during office hours, which are available through Calendly.

Referencing the Professor
Often, students have questions about proper naming or titling etiquette for communicating with their professors. To remove this confusion and reduce email anxiety, you may use any of the following acceptable references in all communication with me throughout our course.
- Professor Alarian
- Dr. Alarian
- Prof. A.
- Dr. A.

Email/Messaging Hours
You may email me at any time that is convenient for you. I will respond within one business day between 8 a.m. and 5 p.m. Please resend your message if you do not receive my reply after 48 hours. Although I may sometimes reply outside these designated hours, responses cannot be guaranteed after 5 p.m. on weekdays, weekends, or holidays. Please plan accordingly to have your questions answered in advance of assignment and exam deadlines.

Inclusion, Equality, and Respect
Many topics covered in the seminar may be controversial, divisive, or difficult. Creating an inclusive, respectful, and safe classroom environment is integral to the success of this course. To this end, all students are expected to treat each other at all times with respect, courtesy, tolerance, fairness, and justice. We will work together as a class on this goal, and I will continuously check in to ensure all students can be heard and respected and consider new theories and ideas without prejudice.

Academic Integrity
The University of Florida is an institution of learning, research, and scholarship that is strengthened by the existence of an environment of integrity. All members of the University must practice academic integrity and accept individual responsibility for their work and actions. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction and referral to the university's Academic Integrity Committee, which may impose additional sanctions. 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."

Per the University of Florida policy on cheating, a student shall not use or attempt to use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:
> 1. Using any materials or resources prepared by another person or Entity without the other person or Entity's express Consent or without proper attribution to the other person or Entity.

An entity includes but is not limited to generative artificial intelligence, large language models, content generation bots, or other non-human intelligence or digital tools.

The Honor Code also specifies a number of other behaviors that are in violation of this code and the possible sanctions (sccr.dso.ufl.edu/process/student-conduct-code). Violations of the Honor Code are unacceptable and devalue the teaching and learning experience for the entire community. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Should you have questions regarding academic integrity and honesty, I suggest reviewing the policies found on the University website and/or speaking with me during office hours.

UF Grading Policies
Current UF grading policies can be found at
https://catalog.ufl.edu/UGRD/academicregulations/grades-grading-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, 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 guest 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.

Course Resources

Accessibility Services
If you have (or suspect you have) a learning or other disability that requires academic accommodations, you should contact the UF Disability Resource Center (DRC) as soon as possible (dso.ufl.edu/drc). Please be sure that necessary accommodations are properly documented by the UFDRC. To obtain a classroom accommodation, you must first pre-register with the DRC (352.392.8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to their instructors when requesting an accommodation. I am always happy to make whatever accommodations you need to succeed in the course.

Technology Resources
The UF Computing Help Desk can assist you with any of your technical issues. You can access the Help Desk 24/7 at https://helpdesk.ufl.edu/, 352-392- HELP (4357), or helpdesk.@ufl.edu. If you use email, write from your gatorlink@ufl.edu email address, or include your UFID and/or GatorLink username (NOT your password!) in the body of the email. Provide complete information regarding the course and content to which you are referring.

Academic Resources
You should take advantage of many other campus, academic resources throughout the semester. These include:

- *E-learning technical support:* Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources. teachingcenter.ufl.edu
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. teachingcenter.ufl.edu
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio Now offering online consultation.
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code
- *On-Line Students Complaints*: https://distance.ufl.edu/getting-help/student-complaint-process/.

Crisis Resources

If you or someone you know is struggling with any crisis including but not limited to gender, sexual, racial, or domestic violence, there are many community and University of Florida resources available. Some of these include:
- *U Matter, We Care* (umatter@ufl.edu, 352-392-1575, umatter.ufl.edu)
- *RESPECT – UF Division of Student Affairs* (respect.ufsa.ufl.edu)
- *Counseling and Wellness Center – available 24/7* (352-392-1575, counseling.ufl.edu)
- *Student Health Care Center* (352-392-1161, shcc.ufl.edu)
- *Multicultural & Diversity Affairs* (352-392-1217, multicultural.ufl.edu)
- *Hitchcock Field & Fork Pantr**y**- Assisting members of our campus community who experience food insecurity - pantry.fieldandfork.ufl.edu
- *UF Health Shands Emergency Room / Trauma Center* (352-733-0111)
- *Gainesville Police Department* (non-emergency #: 352-955-1818, gainesvillepd.org)

My office door is also always open to you. Please keep in mind I am a Title IX mandatory reporter.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. I take these evaluations very seriously and expect students to provide honest, constructive feedback. These evaluations are conducted online at: evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: evaluations.ufl.edu/results.

Semester Schedule

Date	Topic/Assignment
August 30	Building your Academic Footprint • Green, Amelia. 2013. How to Read Political Science: A Guide in Four Steps. • Hatemi, Peter K., and Rose McDermott. "Strategies for Picking the Right Adviser." *PS: Political Science & Politics* 55.4 (2022): 793-798 • Hill, Kim Quaile. "Research Career Paths Among Political Scientists in Research Institutions." *PS: Political Science & Politics* 54.2 (2021): 271-275.
September 13	*Assignment 1:* Scholarly Identity Exercise. Due by 5pm
September 27	Academic Conferences and Presentations • Kim, Seo-Young Silvia, Hannah Lebovits, and Sarah Shugars. "Networking 101 for Graduate Students: Building a Bigger Table." *PS: Political Science & Politics* 55.2 (2022): 307-312 • Pole, Antoinette, and Sangeeta Parashar. "Am I pretty? 10 tips to designing visually appealing slideware presentations." *PS: Political Science & Politics* 53.4 (2020): 757-762
October 18	Academic CVs • Review in detail the CVs identified from the Scholarly Identity Exercise • Kim, Hannah June, and Bernard Grofman. "Who Creates a Google Scholar Profile?." *PS: Political Science & Politics* 53.3 (2020): 515-520.
November 1	*Assignment 2:* Academic CV. Due by 5pm.
November 15	IRB, Grants, and Fieldwork • Fujii, Lee Ann. "Research ethics 101: Dilemmas and responsibilities." *PS: Political Science & Politics* 45.4 (2012): 717-723. • Jensenius, Francesca Refsum. "The fieldwork of quantitative data collection*." PS: Political Science & Politics* 47.2 (2014): 402-404. • Amano, Kenya, et al. "Field Research When There Is Limited Access to the Field: Lessons from Japan." *PS: Political Science & Politics* 56.1 (2023): 99-105

Course|New for request 20294

Info

Request: TSL 6XXX Technology for Language and Reading Education
Description of request: Requesting a permanent number for a graduate level course.
Submitter: Alyson Adams adamsa@coe.ufl.edu
Created: 8/23/2024 3:20:50 PM
Form version: 2

Responses

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

Response:
TSL

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:
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:
> Technology for Language and Reading 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:
> Tech for Lang and Read 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:
> On-Campus, Online

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

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the

department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

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

Response:
Earliest Available

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

Response:
No

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

Response:
No

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

Response:
3

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

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

> Response:
> Regularly Scheduled

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

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

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

> Response:
> Lecture

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

> Response:
> 3

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

> Response:
> Explores foundational issues at the intersection of technology and language and reading education. Prepares students to research, create, and evaluate technologically-enhanced instruction and assessment for foreign language education (FLE), English for speakers of other languages (ESOL), and reading education in K-20 contexts.

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:
> Admission to a UF graduate program

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 elective graduate level course introduces graduate students in the areas of Language Education and Reading/Literacy to technologies for teaching and learning and associated research methods. Currently, we have no other graduate courses with an explicit focus on technology for language education, yet this is highly emphasized area of language education research today. This course will serve multiple programs as a required course and will serve as an elective to any other graduate student at UF.

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. Demonstrate ability to critically reflect upon and analyze research and theory in language education and reading education.
> 2. Use technology to facilitate communication in first and additional languages.
> 3. Use technology to gain knowledge and understanding of other cultures.
> 4. Use technology to develop insight into the nature of language, literacy, and culture through comparisons.
> 5. Use technology to experience multilingual communities at home and around the world.
> 6. Demonstrate operational familiarity with a wide variety of technologies, including software and hardware, for language and reading teaching and learning purposes.

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:

Chapelle, C. A., & Sauro, S. (Eds.). (2017). The Handbook of Technology and Second Language Teaching and Learning. John Wiley & Sons.

Gillespie, R. (2022). SAMR: The Power of a Useful Technology Integration Model. Technology and the Curriculum: Summer 2022.

Park, S. (2018). Virtual pedagogical agents for English language teaching and learning. The TESOL Encyclopedia of English Language Teaching, 1-9.

Birr Moje, E., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. Harvard educational review, 78(1), 107-154.

Smith, S. A., Hadley, E., & García Plaza, E. (2023). What motivates multilingual children and youth to read? A systematic review of the research. Journal of Language, Identity & Education, 1-20.

Smith, S. A., & Li, Z. (2022). Closing the enjoyment gap: heritage language maintenance motivation and reading attitudes among Chinese-American children. International Journal of Bilingual Education and Bilingualism, 25(3), 1070-1087.

Smith, S. (2019). Current trends and future directions in ELT: Digital environments and motivation among young ESL learners. The TESOL Encyclopedia of English Language Teaching. J. Liontas (Ed.). Wiley/Blackwell Publishers: Hoboken, NJ. DOI: 10.1002/9781118784235.eelt0960

Wise, B., Cole, R., Van Vuuren, S., Schwartz, S., Snyder, L., Ngampatipatpong, N., ... & Pellom, B. (2023). Learning to read with a virtual tutor: Foundations to literacy. In Interactive Literacy Education (pp. 31-76). Routledge.

Smith, S., Carlo, M. S., Plaza, E. G., Santiago, C. Z., & Young, D. J. (2023). Leveraging technology to increase access to differentiated instruction: A case study of a synchronous remote delivery dual language intervention for English learners. Journal of Interactive Learning Research, 34(1), 121-151.

Verhoeven, L., & Charles, K. K. (2023). Introduction: Facilitating Literacy Education Through Technology. In Interactive Literacy Education (pp. 1-12). Routledge.

Kendrick, M., Early, M., Michalovich, A. and Mangat, M. (2022), Digital Storytelling With Youth From Refugee Backgrounds: Possibilities for Language and Digital Literacy Learning. TESOL J, 56: 961-984. https://doi.org/10.1002/tesq.3146

Rowe, L.W. (2022), Google Translate and Biliterate Composing: Second-Graders' Use of Digital Translation Tools to Support Bilingual Writing. TESOL J, 56: 883-906. https://doi.org/10.1002/tesq.3143

Wang, C. pang, Lan, Y. J., Tseng, W. T., Lin, Y. T. R., & Gupta, K. C. L. (2019). On the effects of 3D virtual worlds in language learning – a meta-analysis. Computer Assisted Language Learning, 33(8), 891–915. https://doi.org/10.1080/09588221.2019.1598444

Parmaxi, A. (2023). Virtual reality in language learning: A systematic review and implications for research and practice. Interactive learning environments, 31(1), 172-184.

Krokos, E., Plaisant, C. & Varshney, A. Virtual memory palaces: immersion aids recall. Virtual Reality 23, 1–15 (2019). https://doi.org/10.1007/s10055-018-0346-3

Fan, M., Antle, A. N., & Warren, J. L. (2020). Augmented reality for early language learning: A systematic review of augmented reality application design, instructional strategies, and evaluation

outcomes. Journal of Educational Computing Research, 58(6), 1059-1100.

Smith, S. A., Carlo, M. S., Park, S., & Kaplan, H. (2023). Exploring the Promise of Augmented Reality for Dual Language Vocabulary Learning Among Bilingual Children: A Case Study. CALICO Journal, 40(1).

Smith, S. A. (2018). Dynamic assessment for ESL. The TESOL encyclopedia of English language teaching, 1(1), 1-7

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 - Module Name: Introduction, orientation, meeting classmates, basic concepts. Module Description: This module introduces our course content, structure and course expectations; creates opportunities to meet and get to know fellow classmates. Readings: Textbook Chapter 1; Assignments: Class Orientation Quiz; Technology Familiarity Survey: Week 1 Digital Story

Week #2 - Module Name: Foundational ideas and history Module Description: This module introduces the basic concepts and terms relevant to technology for language and reading education and the history of technology for language education. Readings: Textbook Chapter 2; Gillespie, R. (2022). SAMR: The Power of a Useful Technology Integration Model. Technology and the Curriculum: Summer 2022.; Park, S. (2018). Virtual pedagogical agents for English language teaching and learning. The TESOL Encyclopedia of English Language Teaching, 1-9. Assignment: Week 2 Digital Story

Week #3 - Module Name: Motivation Module Description: This module introduces basic concepts related to language learning motivation and reading motivation and discusses how technology can be used to enhance learning and enjoyment, both in and outside of the classroom context. Reading: Birr Moje, E., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. Harvard educational review, 78(1), 107-154. Smith, S. A., Hadley, E., & García Plaza, E. (2023). What motivates multilingual children and youth to read? A systematic review of the research. Journal of Language, Identity & Education, 1-20. Smith, S. A., & Li, Z. (2022). Closing the enjoyment gap: heritage language maintenance motivation and reading attitudes among Chinese-American children. International Journal of Bilingual Education and Bilingualism, 25(3), 1070-1087. Smith, S. (2019). Current trends and future directions in ELT: Digital environments and motivation among young ESL learners. The TESOL Encyclopedia of English Language Teaching. J. Liontas (Ed.). Wiley/Blackwell Publishers: Hoboken, NJ. DOI: 10.1002/9781118784235.eelt0960. Assignment: Week 3 Digital Story

Week #4 - Module Name: "The Basics" Module Description: This module addresses how technology can be used to teach beginner vocabulary and reading. Reading: Verhoeven, L., & Charles, K. K. (2023). Introduction: Facilitating Literacy Education Through Technology. In Interactive Literacy Education (pp. 1-12). Routledge.; Textbook Chapter 4; Textbook Chapter 5; Wise, B., Cole, R., Van Vuuren, S., Schwartz, S., Snyder, L., Ngampatipatpong, N., … & Pellom, B. (2023). Learning to read with a virtual tutor: Foundations to literacy. In Interactive Literacy Education (pp. 31-76). Routledge. Smith, S., Carlo, M. S., Plaza, E. G., Santiago, C. Z., & Young, D. J. (2023). Leveraging technology to increase access to differentiated instruction: A case study of a synchronous remote delivery dual language intervention for English learners. Journal of Interactive Learning Research, 34(1), 121-151. Assignment: Week 4 Digital Story

Week #5 - Module Name: Using technology for creative student projects and teaching culture. Module Description: In this module, we will discuss ways to use technology to teach through creative projects that also teach culture. We will explore how technology can facilitate communication and teaching culture, going beyond traditional national and language boundaries. Reading: Textbook Chapter 9. Kendrick, M., Early, M., Michalovich, A. and Mangat, M. (2022), Digital Storytelling With Youth From Refugee Backgrounds: Possibilities for Language and Digital

Literacy Learning. TESOL J, 56: 961-984. https://doi.org/10.1002/tes q.3146. Assignment: Week 5 Digital Story

Week #6 - Module Name: Using technology for teaching writing. Module Description: In this module, we will discuss ways to use technology to teach writing. We will talk about how new technologies are altering writing practices in important ways and how to go beyond traditional writing tasks, for example through social media and blogs. Reading: Textbook Chapter 6. Rowe, L.W. (2022), Google Translate and Biliterate Composing: Second-Graders' Use of Digital Translation Tools to Support Bilingual Writing. TESOL J, 56: 883-906. https://doi.org/10.1002/tes q.3143. Assignment: Week 6 Digital Story

Week #7 - Module Name: Virtual worlds Module Description: In this module, we will learn about the exciting and ever evolving field of virtual worlds for language learning. Reading: Textbook Chapter 13. Wang, C. pang, Lan, Y. J., Tseng, W. T., Lin, Y. T. R., & Gupta, K. C. L. (2019). On the effects of 3D virtual worlds in language learning – a meta-analysis. Computer Assisted Language Learning, 33(8), 891–915. https://doi.org/10.1080/09 588221.2019.1598444 Assignment: Week 7 Digital Story

Week #8 - Module Name: Gaming. Module Description: In this module, we will discuss games as authentic, multilingual cultural products that afford focus on both form and meaning. Reading: Textbook Chapter 14 Assignment: Week 8 Digital Story

Week #9 - Module Name: Extended Realities (XR); VR. Module Description: In this module, we will expand our reality to talk about extended realities (XR) and Virtual Reality (VR) and how these enhanced, immersive technologies can be used in language and reading teaching and learning. Reading: Parmaxi, A. (2023). Virtual reality in language learning: A systematic review and implications for research and practice. Interactive learning environments, 31(1), 172-184. Krokos, E., Plaisant, C. & Varshney, A. Virtual memory palaces: immersion aids recall. Virtual Reality 23, 1–15 (2019). https://doi.org/10.1007/s10055-018-0346-3 Assignment: Week 9 Digital Story.

Week #10 - Module Name: Extended Realities (XR); AR. Module Description: In this module, we will expand our talk about extended realities (XR) to include Augmented Reality (AR). Reading: Fan, M., Antle, A. N., & Warren, J. L. (2020). Augmented reality for early language learning: A systematic review of augmented reality application design, instructional strategies, and evaluation outcomes. Journal of Educational Computing Research, 58(6), 1059-1100. Smith, S. A., Carlo, M. S., Park, S., & Kaplan, H. (2023). Exploring the Promise of Augmented Reality for Dual Language Vocabulary Learning Among Bilingual Children: A Case Study. CALICO Journal, 40(1). Assignment: Week 10 Digital Story

Week #11 - Module Name: Learner autonomy and self-regulated learning. Module Description: In this module, we will talk about using technology for self-directed learning, and topics related to learner autonomy, lifelong language learning, and self-regulated learning. Book Chapters 8 and 12 Assignment: Week 11 Digital Story

Week #12 - Module Name: Research approaches. Module Description: In this module, we will talk about using technology for researching language and reading education and we will learn about one method, eye-tracking. Reading: Book Chapter 26. Assignment: Week 12 Digital Story

Week #13 - Module Name: Assessing with technology. Module Description: In this module, we will address how to assess learning using technology, including by providing the means for delivering, scoring, reporting, and collecting data from students. We will talk about how to use technology to integrate assessment with instruction. We will discuss technology-mediated high-stakes testing and consider issues that pertain to technology use in language testing. Reading: Textbook Chapters 20 & 21, Smith, S. A. (2018). Dynamic assessment for ESL. The TESOL encyclopedia of English language teaching, 1(1), 1-7. Assignment: Week 13 Digital Story; Language Lab Proposal

Week #14 –Module Name: Bringing it all together! Module Description: In this module, we will bring together the knowledge from this course and apply this knowledge in your final assignments. Readings: None. Assignments: Final Project Presentation, Final Digital Story, Final Project

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:
1. Digital Story. Each week you will create reflections (audio, visual) connecting course content, teaching philosophy/pedagogy reflections, and individual experiences will be used as a bridge to create a multimodal autoethnographic digital story (DS) that demonstrates student reflexive practices and development.

The creation of the DS includes multiple drafts that take peer (and instructor) feedback into consideration and combines audio, visuals, and word-based text into a cohesive, expressive, 5-minute minimum sharable video. Each week you will make a video, animation, "podcast" style audio, etc. to share with your classmates reflecting on the topics of the week and directly addressing implications for your future; if you are a teaching focused scholar, how will this impact your teaching? If you are a research scholar (i.e. doctoral students), how will this impact your research?

Each of these 13 videos (and you providing feedback to your peers) is worth 4%; at the end of the course, you will edit these drafts and submit your final 5-minute or longer video (4%). Your final video must also include reflection on your "Personal Practical Knowledge on Tech Use" (PPK on Tech Use) – this means you should reflect on your own use of technology in your daily and academic life, present a summary of changes you implement based on the knowledge gained in this course. (Grading rubric provided)

2. Language Lab Proposal. Propose an ideal language lab or tech-infused classroom based on the knowledge from this course. Evidence/justification for each suggestion and recommendation is required (Why do you think this technology is needed? What is the evidence that this technology supports learning? How will this technology be used and for what types of lessons or skill development?). Provide evidence or justification throughout using course resources. Minimum 5 pages. APA citation (including internal citations) required. (Grading rubric provided)

3. Final Project. Multi-Lesson Unit plan. Use your ideas from our weekly DS posts to create a Multi-Lesson Unit Plan incorporating technology-related or infused modifications. Your lesson plan must have a minimum of 3 lessons with learning objectives, aligned activities, and assessments. Provide supporting evidence for the efficacy of each technology. For each lesson, clearly identify where each technology element falls in the SABR model and ensure that each lesson contains at least two technologies at two different levels (i.e. S and R; A and B). All levels must be represented in the unit. Upload your written description of your Multi-Lesson Unit Plan, using the lesson planning template, your video presentation and handouts that accompanied your presentation. (Grading rubric provided)

4. Final Project Presentation. You will post a video to present your Final Project (must be audio/video, not text alone) and any corresponding written handouts.

Grade Breakdown:
Weekly Digital Story (13 posts x 4 pts per post)   52 pts
Final Digital Story   10 pts
Language Lab/Tech-Infused Classroom Proposal   10 pts
Final Project Presentation   4 pts
Final Project (Multi-Lesson Unit Plan)   24 pts
TOTAL   100

Grading Scale
Your final grade will be determined based on the following scale:
A = > 92

A- = 90-92
B+= 87-89
B = 83-86
B- = 80-82
C+= 77-79
C = 73-76
C- = 70-72
D+= 67-69
D = 63-66
D- = 60-62
E=< 59

Rubric for Weekly Digital Story
Criteria 1: Relevance
Makes relevant comments and/or asks relevant questions about the materials read or viewed in the lecture videos. Focuses on specific points in the reading/lecture videos that demonstrates in depth engagement with weekly content, not just the general ideas or key words. Avoids posting off-topic messages. The postings are thoughtful reflections on the discussion question(s). Shows knowledge of details in the weekly reading assignment.
1pt

Criteria 2: Development, extending the discussion
Supporting comments with specific personal or meaningful examples or references are provided. Offers knowledge and experience that teammates may not have. Provides detail and novel or personal insights.
1pt

Criteria 3: Collaboration, participation, modality
Post is in audio/video format, uploaded to YouTube with closed captions. Shows evidence of having read teammates' previous postings. Posts messages that are responsive to comments already made. The timeliness of postings respectfully gives colleagues ample opportunity to read, reflect, and respond to posts. Posts regularly and frequently. The postings include examples of both original ideas early in the discussion as well as reflective responses to the postings of two colleagues later in the discussion.
1pt

Criteria 4: Analysis
Demonstrates ability to make inferences, synthesize information, analyze, compare/contrast, apply knowledge, and other forms of thinking. Goes beyond the obvious and/or what was already stated in the readings and videos.
1pt
Total points: 4

Rubric for Final Digital Story
Criteria 1: Makes relevant comments and/or asks relevant questions about the materials read or viewed in the lecture videos. Focuses on specific points in the reading/lecture videos that demonstrates in depth engagement with weekly content, not just the general ideas or key words. Avoids posting off-topic messages. The postings are thoughtful reflections on the discussion question(s). Shows knowledge of details in the weekly reading assignments.
2pts

Criteria 2: Development, extending the discussion
Supporting comments with specific personal or meaningful examples or references are provided. Offers knowledge and experience that teammates may not have. Provides detail and novel or personal insights.
2pts

Criteria 3: Collaboration, participation, modality
Post is in audio/video format, uploaded to YouTube with closed captions. Shows evidence of having read teammates' previous postings and responds to teammates' feedback on own posts during the duration of the course. Posts messages that are responsive to comments already made. The timeliness of postings respectfully gives colleagues ample opportunity to read, reflect,

and respond to posts. The postings include examples of both original ideas early in the discussion as well as reflective responses to the postings of two colleagues later in the discussion.
2 pts

Criteria 4: Analysis
Demonstrates ability to make inferences, synthesize information, analyze, compare/contrast, apply knowledge, and other forms of thinking. Goes beyond the obvious.
2 pts

Criteria 5: Reflection on the whole course (PPK)
Tell us about the lessons you learned over the course, and what technology you tried and would use or would not use in your classroom. Describe why did or did not like the tools. Explain any shifts in opinion or perspective when interacting with these tools. Presents a summary of changes you implement based on the knowledge gained in this course.
2pts

Total Points: 10

Rubric for Language Lab Proposal
Criteria 1: Collaboration and/or Social Interaction
Identifies and applies at least one technology-mediated language teaching tool to promote learning through collaboration and/or social interaction.
2 pts
Criteria 2: Research-based Selection of Technologies
Critically reflects upon and analyzes research relevant to selecting effective technology for language and reading education.
2 pts

Criteria 3: Evaluates technology for classroom/lab use
Describes and applies appropriate criteria for evaluating technology for classroom use and use in instruction of language and reading.
2 pts

Criteria 3: Connection between technologies and outcomes
Describes how each technology will be used and for which types of lessons or skill development.
2 pts

Criteria 4: Clear communication skills.
Models clear communication skills in a well-written document with appropriate citations with references to relevant course content.
2 pts

Total Points: 10

Rubric for Final Project Multi-Lesson Unit Plan
Criteria 1: Instructional Resources and Technology
Apply instructional resources and technology to plan classroom instruction in a supportive learning environment for all students and demonstrate effective use of resources and technologies.
4pts

Criteria 2: Effective Use of Technologies for Assessment
Demonstrates the ability to select appropriate formative and summative assessments to monitor learning and applies technology to organize and integrate assessment information.
4pts

Criteria 3: Current information & technologies.
Integrates current information & communication technologies.
4pts

Criteria 4: Apply varied technology-enhanced instructional strategies.
Applies varied technology-enhanced instructional strategies to teach for student understanding.

4pts

Criteria 5: Designs instruction based on research and theory.
Demonstrates ability to apply concepts from research-evidence and theories to design instruction for students to achieve mastery.
4pts

Criteria 6: Clear communication skills.
Model clear communication skills in a unit plan that includes well-written lesson plan outlines that communicates learning goals, aligned with content standards or comparable.
4pts

Total Points: 24

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:

• *<a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx"*
target="_blank">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/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/.*

* *

Response:
Yes

Technology for Language and Reading Education
EDG 6931   Fall 2024

Instructor: Dr. Sara Smith
Meeting Times: Online
Meeting place: Canvas
Email: smithsara@coe.ufl.edu
Office Hours: Wednesdays 1:00-2:45pm
                    or by appointment for meetings in person or via zoom

Course Description and Goals: Course Description and Goals: This graduate level course will explore foundational issues at the intersection of technology and language and reading education. This course prepares students to research, create, and evaluate pedagogically sound and technologically enhanced instruction and assessment for foreign language education (FLE), English for speakers of other languages (ESOL), and reading education in K-20 instructional situations. It is also for students interested in researching technology for teaching and learning. Students will develop technology skills and knowledge that reflect latest research and theory in Second Language Acquisition (SLA) and apply this to the FLE/ESOL and reading contexts.

- Demonstrate ability to critically reflect upon and analyze research and theory in language education and reading education.
- Use technology to facilitate communication in first and additional languages.
- Use technology to gain knowledge and understanding of other cultures.
- Use technology to develop insight into the nature of language, literacy, and culture through comparisons.
- Use technology to experience multilingual communities at home and around the world.
- Demonstrate operational familiarity with a wide variety of computer software and hardware for language and reading teaching and learning purposes.

Required Texts:

- Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The Handbook of Technology and Second Language Teaching and Learning*. John Wiley & Sons.

- Article readings for this course are posted on Canvas.

Assignments

Below are general descriptions of the assignments for this course. More detailed information will be provided for each assignment on Canvas.

Important Note: This syllabus, along with course assignments and due dates, is subject to change. Any changes will be clearly noted in course announcements on Canvas or in class.

1. Digital Story. Each week you will create reflections (audio, visual) connecting course content, teaching philosophy/pedagogy reflections, and individual experiences will be used as a bridge to create a multimodal autoethnographic digital story (DS) that demonstrates student reflexive practices and development.

The creation of the DS includes multiple drafts that take peer (and instructor) feedback into consideration and combines audio, visuals, and word-based text into a cohesive, expressive, 5-minute minimum sharable video. Each week you will make a video, animation, "podcast" style audio, etc. to share with your classmates reflecting on the topics of the week and directly addressing implications for your future; if you are a teaching focused scholar, how will this impact your teaching? If you are a research scholar (i.e. doctoral students), how will this impact your research?

Each of these 13 videos (and you providing feedback to your peers) is worth 4%; at the end of the course, you will edit these drafts and submit your final 5-minute or longer video (4%). Your final video must also include reflection your "Personal Practical Knowledge on Tech Use" (PPK on Tech Use) – this means you should reflect on your own use of technology in your daily and academic life, present a summary of changes you implement based on the knowledge gained in this course.

2. Language Lab/Tech-Infused Classroom Proposal. 1) Propose an ideal language lab or tech-infused classroom based on the knowledge from this course OR 2) investigate an existing lab (Check out the IALT!) describe what it offers and exactly how you would use this facility. You can also provide recommendations for improvement. Evidence/justification for each suggestion and recommendation is required (Why do you think this technology is needed? What is the evidence that this technology supports learning? How will this technology be used and for what types of lessons or skill development?). Provide evidence or justification throughout using course resources. Minimum 5 pages. APA citation (including internal citations) required.

3. Final Project.
(a) Option 1, for practice/teaching focused scholars: **Multi-Lesson Unit plan.** Use your ideas from our weekly DS posts to create a Multi-Lesson Unit Plan incorporating technology-related or infused modifications. Your lesson plan must have a minimum of 3 lessons with learning objectives, aligned activities, and assessments. For each lesson, clearly identify where each technology element falls in the SABR model and ensure that each lesson contains at least two technologies at two different levels (i.e. S and R; A and B). All levels are represented within the unit. Upload your written description of your Multi-Lesson Unit Plan, using the lesson planning template, your video presentation and handouts that accompanied your presentation.

(b) Option 2, for research-focused scholars: **Tech-Based Research Literature Review.** Select five articles from online journals that focus on a specific technology topic. For each article, submit the full APA reference and write a two to three paragraph summary. For full credit, select articles that present contrasting results, conflicting results, address two different sides of a controversy, or present a recent update that changes historical knowledge. (Approximately 5 pages total.)

(c) Option 3, for research-focused scholars: **Research Project.** If you would like, you have the option to work on a self-designed research project that addresses language learning or reading and technology, and/or current events in instructional technology. This can be a topic of you chose, just make sure you contact me and get approval first. We will work together to design a project that aligns with your interests and your goals.

4. **Final Project Presentation**. You will post a video to present your Final Project (must be audio/video, not text alone) and any corresponding written handouts.

Task	Points
Weekly Digital Story (13 posts x 4 pts per post)	52
Final Digital Story	10
Language Lab/Tech-Infused Classroom Proposal	10
Final Project Presentation	4
Final Project (Multi-Lesson Unit Plan, Literature Review or Research Project)	24
TOTAL	100

- All assignments must be completed on time for full credit.
- Late assignments (with permission) will result in losing 1/3 credit for each week that it is late.
- All assignments must be completed by the end of the semester.

Course Schedule

Module	Description, readings	Assignments
Module #1 - Module Name: Introduction, orientation, meeting classmates, basic concepts. Start Date: 08/26/2024 End Date: 09/01/2024	Module Description: This module introduces our course content, structure and course expectations; creates opportunities to meet and get to know fellow classmates. Textbook Chapter 1	Class Orientation Quiz Technology Familiarity Survey Week 1 Digital Story
Module #2 - Module Name: Foundational ideas and history Start Date: 09/02/2024 End Date: 09/09/2024	Module Description: This module introduces the basic concepts and terms relevant to technology for language and reading education and the history of technology for language education. Textbook Chapter 2 Gillespie, R. (2022). SAMR: The Power of a Useful Technology Integration Model. Technology and the Curriculum: Summer 2022. Park, S. (2018). Virtual pedagogical agents for English language teaching and learning. The TESOL Encyclopedia of English Language Teaching, 1-9.	Week 2 Digital Story
Module #3 - Module	Module Description: This module introduces	Week 3 Digital

Name: Motivation Start Date: 09/09/2024 End Date: 09/15/2024	basic concepts related to language learning motivation and reading motivation and discusses how technology can be used to enhance learning and enjoyment, both in and outside of the classroom context. Birr Moje, E., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard educational review*, *78*(1), 107-154. Smith, S. A., Hadley, E., & García Plaza, E. (2023). What motivates multilingual children and youth to read? A systematic review of the research. *Journal of Language, Identity & Education*, 1-20. Research scholars: Smith, S. A., & Li, Z. (2022). Closing the enjoyment gap: heritage language maintenance motivation and reading attitudes among Chinese-American children. *International Journal of Bilingual Education and Bilingualism*, *25*(3), 1070-1087.	Story
Module #4 - Module Name: "The Basics" Start Date: 09/16/2024 End Date: 09/22/2024	Module Description: This module addresses how technology can be used to teach vocabulary and reading. Verhoeven, L., & Charles, K. K. (2023). Introduction: Facilitating Literacy Education Through Technology. In Interactive Literacy Education (pp. 1-12). Routledge. Depending on your focus: Textbook Chapter 4 (Vocabulary) OR Textbook Chapter 5 (L2 reading) Research scholars select one article aligned with your focus: Wise, B., Cole, R., Van Vuuren, S., Schwartz, S., Snyder, L., Ngampatipatpong, N., ... & Pellom, B. (2023). Learning to read with a virtual tutor: Foundations to literacy. In	Week 4 Digital Story

	Interactive Literacy Education (pp. 31-76). Routledge. Smith, S., Carlo, M. S., Plaza, E. G., Santiago, C. Z., & Young, D. J. (2023). Leveraging technology to increase access to differentiated instruction: A case study of a synchronous remote delivery dual language intervention for English learners. *Journal of Interactive Learning Research*, *34*(1), 121-151.	
Module #5 - Module Name: Using technology for creative student projects and teaching culture. Start Date: 09/23/2024 End Date: 09/29/2024	Module Description: In this module, we will discuss ways to use technology to teach through creative projects that also teach culture. We will explore how technology can facilitate intercultural communication and teaching culture, going beyond traditional national and language boundaries. Textbook Chapter 9 Kendrick, M., Early, M., Michalovich, A. and Mangat, M. (2022), Digital Storytelling With Youth From Refugee Backgrounds: Possibilities for Language and Digital Literacy Learning. TESOL J, 56: 961-984. https://doi.org/10.1002/tesq.3146	Week 5 Digital Story
Module #6 - Module Name: Using technology for teaching writing Start Date: 09/30/2024 End Date: 10/06/2024	Module Description: In this module, we will discuss ways to use technology to teach writing. We will talk about how new technologies are altering writing practices in important ways and how to go beyond traditional writing tasks, for example through social media and blogs. Textbook Chapter 6 Rowe, L.W. (2022), Google Translate and Biliterate Composing: Second-Graders' Use of Digital Translation Tools to Support Bilingual Writing. TESOL J, 56: 883-906. https://doi.org/10.1002/tesq.3143	Week 6 Digital Story
Module #7 - Module Name: Virtual worlds Start Date:	Module Description: In this module, we will learn about the exciting and ever evolving field of virtual worlds for learning.	Week 7 Digital Story

10/07/2024 End Date: 10/13/2024	Textbook Chapter 13 Wang, C. pang, Lan, Y. J., Tseng, W. T., Lin, Y. T. R., & Gupta, K. C. L. (2019). On the effects of 3D virtual worlds in language learning – a meta-analysis. *Computer Assisted Language Learning*, *33*(8), 891–915. https://doi.org/10.1080/09588221.2019.1598444	
Module #8 - Module Name: Gaming Start Date: 10/14/2024 End Date: 10/20/2024	Module Description: In this module, we will discuss games as authentic, multilingual cultural products that afford focus on both form and meaning. Textbook Chapter 14	Week 8 Digital Story
Module #9 - Module Name: Extended Realities (XR); VR. Start Date: 10/21/2024 End Date: 10/27/2024	Module Description: In this module, we will expand our reality to talk about extended realities (XR) and Virtual Reality (VR) and how these enhanced, immersive technologies can be used in language and reading teaching and learning. Parmaxi, A. (2023). Virtual reality in language learning: A systematic review and implications for research and practice. *Interactive learning environments*, *31*(1), 172-184. Krokos, E., Plaisant, C. & Varshney, A. Virtual memory palaces: immersion aids recall. *Virtual Reality* **23**, 1–15 (2019). https://doi.org/10.1007/s10055-018-0346-3	Week 9 Digital Story
Module #10 - Module Name: Extended Realities (XR); AR. Start Date: 10/28/2024 End Date: 11/03/2024	Module Description: In this module, we will expand our talk about extended realities (XR) to include Augmented Reality (AR). Fan, M., Antle, A. N., & Warren, J. L. (2020). Augmented reality for early language learning: A systematic review of augmented reality application design, instructional strategies, and evaluation outcomes. *Journal of Educational Computing Research*, *58*(6), 1059-1100. Smith, S. A., Carlo, M. S., Park, S., & Kaplan,	Week 10 Digital Story

	H. (2023). Exploring the Promise of Augmented Reality for Dual Language Vocabulary Learning Among Bilingual Children: A Case Study. *CALICO Journal*, *40*(1).	
Module #11 - Module Name: Learner autonomy and self-regulated learning Start Date: 11/04/2024 End Date: 11/10/2024	Module Description: In this module, we will talk about using technology for self-directed learning, and topics related to learner autonomy and self-regulated learning. Book Chapters 8 and 12	Week 11 Digital Story
Module #12 - Module Name: Research approaches Start Date: 11/11/2024 End Date: 11/17/2024	Module Description: In this module, we will talk about using technology for research and learn about one method, eye-tracking. Book Chapter 26 E-resource: ADDIE	Week 12 Digital Story
Module #13 - Module Name: Assessing with technology Start Date: 11/18/2024 End Date: 11/25/2024	Module Description: In this module, we will address how to assess learning using technology, including by providing the means for delivering, scoring, reporting, and collecting data from students. We will talk about how to use technology to integrate assessment with instruction. We will discuss technology-mediated high-stakes testing and consider issues that pertain to technology use in language testing. Textbook Chapters 20 & 21 Smith, S. A. (2018). Dynamic assessment for ESL. *The TESOL encyclopedia of English language teaching*, *1*(1), 1-7	Week 13 Digital Story Language Lab Proposal
Module #14 – Thanksgiving Break Start Date: 11/26/2024	NO CLASS	NO CLASS

End Date: 12/01/2024		
Module #15 - Module Name: Bringing it all together! Start Date: 12/02/2024 End Date: 12/08/2024	Module Description: In this module, we will bring together the knowledge from this course and apply this knowledge in your final assignments.	Final Project Final Project Presentation Final Digital Story

Important notes

Attendance and Assignments: Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. You are required to attend class. Excused absence requires **prior** approval from the instructor. In case of an emergency, written documentation must be furnished at the time you return to class. **Assignments submitted past the due dates will not be evaluated.**

Academic Integrity: All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." 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: http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php. 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: Students with academic concerns related to this course should contact the instructor in person or via email. Students 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: Alachua County Crisis Center: (352) 264-6789.

Resolving Technical Difficulties If technical difficulties arise, please contact the help desk at
http://helpdesk.ufl.edu

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