

Graduate Curriculum Committee

Minutes

December 12, 2024

Meeting Materials

Voting Conducted
via Zoom

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

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

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.

MED – Health Outcomes and Biomedical Informatics

1. GMS 6846 *Systematic Review and Meta-Analysis in Clinical, Health Services Research and Public Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20696>

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

PHHP – Health Science

2. PHC 6149 *Public Health Leadership*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20694>

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

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.

SFRC – Fisheries, Aquatic Sciences, and Geomatics

1. FAS 6XXXC *Fish & Limnology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20034>

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

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

COE – School of Human Development and Organizational Studies in Education

1. EDF 7XXX *Natural Language Processing in Education Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19061>

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

2. EDH 6XXX *Data Management and Quantitative Workflow in Education Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/18439>

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

CBA – Finance, Insurance and Real Estate

3. FIN 6XXX *Behavioral Finance*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20098>

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

4. FIN 6XXX *Decentralized Finance Project*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20135>

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

5. FIN 6XXX *Financial Intermediation, Financial Services and Technology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20100>

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

6. FIN 6XXX *Financial Modeling for Investments*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20237>

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

7. FIN 6XXX *Introduction to Blockchain and Cryptocurrencies*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20126>

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

8. FIN 6XXX *Natural Language Processing & Generative AI for Finance*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20236>

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

CLAS – Geological Sciences

9. GLY 6XXX *Survey of Geobiology and Astrobiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20157>

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

DCP – Interior Design

10. IND 6973 *Project in Lieu of Thesis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20560>

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

CLAS – Jewish Studies

11. JST 6XXX *The Holocaust in the Courtroom*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20616>

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

COE – School of Teaching and Learning

- 12.MAE 6XXX *Mathematics Teaching and Learning in Higher Education*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20683>

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

PHHP – Public Health

- 13.PHC 6XXX *Public Health Methods 1: Quantitative Foundations*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20700>

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

- 14.PHC 6XXX *Public Health Methods II: Applications for Practice*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20702>

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

CLAS – Political Science

- 15.POS 6XXX *Maximum Likelihood Estimation*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20041>

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

CALS – Soil and Water Science

- 16.SWS 6XXX *Intro Modeling Soil, Water, and Ecosystem Processes*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20601>

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

vi. Information Items:

1. [CRW 6130](#) – 20592 – Change maximum repeatable credit
2. [DEN 6905](#) – 20748 – Change maximum repeatable credit
3. [DEN 6935](#) – 20746 – Change maximum repeatable credit
4. [DEN 6942](#) – 20743 – Change maximum repeatable credit
5. [FAS 6355C](#) – 20080 – Change course description

6. [FYC 6901](#) – 20318 – Change maximum repeatable credit
7. [GIS 6103](#) – 20065 – Change prerequisites
8. [GLY 6931](#) – 20609 – Change maximum repeatable credit
9. [GLY 6932](#) – 20608 – Change maximum repeatable credit
10. [PLP 6932](#) – 20547 – Change maximum repeatable credit
11. [VME 6140](#) – 20243 – Change course title from “Mucosal Immunology” to “VMS Graduate Journal Club: Mucosal Immunology” and change maximum repeatable credit

Graduate Curriculum Committee

Agenda

January 9, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

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 to address the credit hours and revisions to the course description and description of course assignments. The Committee requested that this proposal be re-reviewed once it was revised. The unit has since revised the attached submission materials, which are attached here.

PHHP – Environmental and Global Health

2. PHC 6XXX *Applying a One Health Framework to Public Health Issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20550>

GCC requested to address the credit hours and revisions to the course description and schedule. The Committee requested that this proposal be re-reviewed once it was revised. The unit has since revised the attached submission materials, which are 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.

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 courses submitted through the 5XXX path 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.

ENG – Agricultural and Biological Engineering

1. ABE 5XXX *Advanced Life Cycle Assessment in Water-Energy-Food Systems*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20545>

Introduction and application of life cycle assessment (LCA) to evaluate the environmental impacts of various products, processes, or services related to the water-energy-food nexus. Additional topics include planetary boundaries, systems thinking, circular economy, mass and energy balances, life-cycle costing, social LCA and sensitivity and uncertainty analysis. This is an interdisciplinary course open to students from any major.

2. ABE 6XXX *Agent Based Modeling in Biological Systems*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20403>

An introductory class in Agent-Based Models (ABMs) intended for advanced undergraduates and graduate students in engineering, environmental, ecological, biological, and social sciences. The class is designed to introduce students to the use of ABMs including the concepts of complexity and emergence, ABM advantages and limitations, why and when they are useful, the use of software (Netlogo and Python) to build ABMs and perform simulations of students' own research interests and how to analyze and

3. ABE 6XXX *Decision and Risk Analysis for Complex Biological Systems*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20404>

An introductory class intended for advanced undergraduates and graduate students in the engineering, environmental, ecological, biological, and social sciences. The class covers basic risk analysis, structured decision-making, complexity, and resilience concepts. The course will use both quantitative and qualitative techniques of risk/decision analysis with specific emphasis on practical concepts and tools to be used in graduate research and institutional decision making.

CALS – Agricultural Education and Communication

4. AEC 6XXX *Participatory Arts-Based Research in Agriculture and Natural Resources*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20314>

This course introduces the qualitative research paradigm of participatory arts-based research (ABR). Students will learn about different ABR methods and designs, explore various ABR studies, develop their own conceptualization of an ABR research study in their field, and participate in ABR data analysis.

5. AEC 6XXX *Partisanship in Agriculture and Natural Resources*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20235>

Stakeholder conflict and political division contribute to and impede the resolution of agriculture and natural resources issues. Students will learn the aspects of human nature that promote division and conflict and how to use those natural inclinations to promote communication and collaboration toward agricultural and environmental objectives. In addition, students will gain cultural domain analysis research skills for evaluating stakeholders' mental models of partisan issues.

CALS – Agronomy

6. AGR 7XXX *Multi-Omic Integration for Applied Prediction Breeding*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20430>

This course is intended for students in Plant and Animal Sciences with emphasis on breeding applications. Students will learn the basis for modeling trait performance of genotypes assisted by the integration of multiple data types 'omics' under different approaches (parametric, nonparametric AI). Relevant topics for private industry and research institutions will be covered (AI methods implemented for genomic prediction GP, G×E Interactions, multi-trait prediction, sparse testing designs, etc.).

ENG – Civil and Coastal Engineering

7. CWR 6XXX *Advanced Urban Stormwater Systems Design*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20156>

Stormwater system design including: time of concentration, peak runoff rate, open-channel flow, gravity storm sewer, culvert, stormwater pumping, filtration systems, hydrograph generation, flood routing, site layout, site grading and permitting.

COE – School of Human Development and Organizational Studies in Education

8. EDA 6XXX *Education Policy in a Democratic Society*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20775>

Examines the development, implementation, and analysis of educational policy in democratic contexts. Explores varying definitions of democracy, their application to policy, and methods for evaluating policies against democratic principles. Key topics include the aims of public education and the tensions among equality, efficiency, security, and liberty in shaping and analyzing policy.

9. EDA 6XXX *Legal Methods and Research in Education*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20774>

Focuses on legal theory, the development of education law in American society, and contemporary methods of legal research related to education. Students will learn to apply legal research methods to laws, policies, and practices within education to inform educational research and influence policy and practice.

10.EDA 7XXX *Advanced School Law for Educational Leaders*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20773>

Provides an advanced exploration of the law influencing K-12 public education. Develops educators' understanding of the law, their ability to anticipate and proactively address current and emerging legal issues, and their ability to influence the development of the law. Explores how education law grapples with fundamental questions regarding the role of education in a democratic society and the relationship between parents, students, and the state.

CALS – Entomology and Nematology

11.ENY 6XXXL *Invasive Ant Boot Camp*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20125>

Three-day hands-on, workshop-style course focused on learning to recognize the world's most invasive and problematic ant species in the laboratory and the field. Topics include threats posed by invasive ants to agriculture, the economy, and the environment; collection techniques; identification resources; regulation and policy; and monitoring, management, and control of invasive ants.

HHP – Tourism, Hospitality, & Event Management

12.HFT 6XXX *Event Technology and Digital Marketing*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20382>

This course bridges the gap between traditional event planning and the digital innovations transforming the industry, offering a comprehensive overview of the technologies and digital strategies that are reshaping how events are conceptualized, marketed, and executed.

13.HFT 6XXX *Event Venue Sales and Services*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20248>

Introduces students to the mechanics of event sales and operations from a venue's perspective. Emphasis is placed on mastering the event sales process, effective contract authoring and negotiation, and detailed planning for event execution, including group resumes and Banquet Event Orders (BEOs).

14.HFT 6XXX *Risk, Liability, & Contract Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20369>

A comprehensive study of risk and contract management, emphasizing risk identification, analysis, strategic planning, security orchestration, and emergency response for various event sizes. The curriculum extends to contract scrutiny, negotiation tactics, and advancement of negotiation skills as a component of strategic risk and liability management. Incorporates content for financial, ethical, and legal compliance.

CALS – Microbiology and Cell Science

15.MCB 7XXX *Final Assessment - Literature Review*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19690>

Critical presentation and synthesis of recent original articles in the microbiological literature. Specifically, this course will help students prepare and generate their literature review for the final MS program assessment.

PHPH – Health Science

16.PHC 7XXX *Advanced Psychotherapy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20829>

This course is intended for third, fourth, and fifth year graduate students in Clinical and Health Psychology who wish to advance their intervention competencies with adult patients with complex comorbid mental/behavioral disorders and physical health conditions. The course is appropriate for students who have met expectations on all core assessment competencies and have begun to develop advanced intervention competencies.

CLAS – Political Science

17.POS 6XXX *Election Data Science*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20441>

Introduction to basics of data science including programming for data analytics, file management, relational databases, visualizations, geographic information systems, and web development with application to large-scale election databases.

vi. Information Items:

1. [DEP 6059](#) – 20268 – Change maximum repeatable credit
2. [EAB 6937C](#) – 20270 – Change maximum repeatable credit and prerequisite
3. [EAB 6939](#) – 20271 – Change maximum repeatable credit
4. [GIS 6325](#) – 20711 – Change prerequisites
5. [MAE 5347](#) – 20570 – Change to course title, transcript title, and prerequisites
6. [PSY 6930](#) – 20272 – Change maximum repeatable credit

PHA 6XXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science (19609)

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

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

- 1) The credit hours need to be corrected. 3 weekly contact hours are insufficient for a 3-credit course over 10 weeks. Typical semesters are 15 weeks of instruction (with the 16th week for final examinations), and a 3-credit course should have a total of 45 contact hours. You should add more time to the weekly contact hours to make up for the missing weeks if the course is only taught for 10. The syllabus lists 9 modules in 10 weeks.
- 2) The course description needs minor revisions.
 - a) The first sentence of the course description seems strange and does not align with any course objectives. Recommend removing: "Familiarize students with the procedures for using online resources for communication and educational purposes"
 - b) Suggest removing the first part, starting with "introduces" and adding "in Pharmaceutical and Forensic Science" after statistics are done.
 - c) Ensure that the course description on the submitted form and syllabus match.
- 3) Under "Instructional Method," remove the parenthetical "in most courses" since the description should be specific to this course.
- 4) Request a better description of course assignments.

Course|New for request 19609

Info

Request: PHA 6XXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

Description of request: New Courses Request PHA 6XXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

Submitter: Emely McKitrick emely.mckitrick@ufl.edu

Created: 12/6/2024 8:24:25 AM

Form version: 7

Responses

Recommended Prefix

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

Response:

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:
Provides students with the basic knowledge of how scientific evidence is classified and how statistical procedures are utilized to analyze data. This encompasses common descriptive measures such as the mean, standard deviation, and uncertainty of measurements as well as comparative statistics that aim to compare two or more population means or perform simple linear regression. These basic statistical operations are important for everyday tasks conducted in an analytical laboratory.

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

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

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

Response:

Yes

Accommodations

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

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

• Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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>

<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

PHAXXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

PHAXXX 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 Medicinal Chemistry
University of Florida College of Pharmacy
E-mail: ntoffolo@ufl.edu

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

Office Hours: on request

Pre-Requisites:

None

Co-Requisites:

None

Course Objectives

Provides students with the basic knowledge of how scientific evidence is classified and how statistical procedures are utilized to analyze data. This encompasses common descriptive measures such as the mean, standard deviation, and uncertainty of measurements as well as comparative statistics that aim to compare two or more population means or perform simple linear regression. These basic statistical operations are important for everyday tasks conducted in an analytical laboratory.

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

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- 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, 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.

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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 - [dessa@ahc.ufl.edu](mailto: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**

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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	3.0
	Assignment	Module 1 Assignment, 25 points – short answer essays, research skills using online resources, analyze a data set chosen through research and summarize appropriately.	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	3.0
	Assignment	Module 2 Assignment, 25 points – short answer essays; conduct calculations on data set presented and then analyze and summarize appropriately.	2.0
Week 3	Module 3	Probability	
	Readings	Introductory Statistics Text: Chapter 4, Probability Readings in Canvas, pages 1 - 7	3.0
	Assignment	Module 3 Assignment, 25 points – short answer essays; complete calculations on a partial data set presented and then analyze and summarize appropriately.	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	3.0
	Assignment	Module 4 Assignment, 25 points – short answer essays; complete calculations on information presented and then analyze appropriately.	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	3.0

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	Assignment	Module 5 Assignment, 25 points – short answer essays; complete calculations on information presented and then analyze appropriately.	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	3.0
	Assignment	Module 6 Assignment, 25 points – short answer essays; complete calculations on information presented and then analyze appropriately. Provide and defend hypotheses as indicated.	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	3.0
	Assignment	Module 7 Assignment, 25 points – short answer essays; complete calculations on information presented and then analyze appropriately. Provide conclusions and reasoning for results.	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	3.0
	Assignment	Module 8 Assignment, 25 points - complete calculations on a partial data set presented and then analyze and summarize appropriately. Provide a written essay conclusion 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	3.0
	Assignment	Module 9 Assignment, 25 points - complete calculations on data set presented and then analyze and summarize appropriately. Provide a detailed written essay summarizing the conclusion on results. Present calculations properly using suitable computer program.	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.

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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

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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

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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

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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.

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-

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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, 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.

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***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 you 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.

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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

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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 support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

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

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

PHAXXX Applied Statistics for Data Analysis in Pharmaceutical and Forensic Science

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>.

PHC 6XXX Applying a One Health Framework to Public Health Issues (20550)

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

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

- 1) Clarify or correct the contact hours. This program has a unique structure that should be explained further.
 - a) You have listed 3 credits/3 weekly contact hours for 13 weeks.
 - b) Typical semesters are 15 weeks of instruction (with the 16th week for final examinations), and a 3-credit course should have a total of 45 contact hours. You should add more time to the weekly contact hours to make up for the missing weeks.

The course is offered in the summer; this has been updated in the academic approval system.

- 2) The course description needs minor revisions.
 - a) Delete preliminary words to reduce unneeded introductions to simply begin at "Provides students with critical thinking..."
 - b) Change from course overview to course description on the syllabus.
 - c) Ensure that the course description on the submitted form and syllabus match.

All changes made as requested. Revised syllabus has been uploaded in the academic approval system

- 3) In the course schedule, is it intended to mean module instead of week? The schedule would be easier to understand if the reading schedule and assignment schedule were combined.

Removed the word module and now have topic in 3rd column and description in 4th column which should reduce confusion.

- 4) Revise the course syllabus to show all weeks in the semester and associated topics. Request the inclusion of the reading list in alignment with the developed schedule on the syllabus.

Reading list will be made as I build the course out this spring, where readings will help fill gaps or illustrate takeaway points by section.

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: 12/10/2024 9:21:09 AM

Form version: 3

Responses

Recommended Prefix

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

Response:

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. nbsp;

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:
Summer

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 *on average* 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:
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-se

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

- Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math

classes.

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

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 curricula.

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

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 *observable*, *measurable* 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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive

from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.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 description

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	Topic	Description	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	<u>Quiz</u> <u>Scenario Participant Assignment</u>
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. 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. 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.

- 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 will 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% of final grade)
Scenario Participant	See course schedule	70 points (28% of final grade)
Communication Strategy	See course schedule	50 points (20% of final grade)
Group evaluation	See course schedule	10 points (4% of 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 20545

Info

Request: ABE 5XXX Advanced Life Cycle Assessment in Water-Energy-Food Systems

Description of request: This is a permanent course number request for a graduate course in Agricultural and Biological Engineering. The course covers the topic of life cycle assessment in relation to water-energy-food systems. This course has been taught as a special topics course for four semesters and satisfies elective requirements within the Biological Engineering graduate curriculum.

Submitter: Ana Martin-Ryals admartin@ufl.edu

Created: 10/24/2024 4:35:50 PM

Form version: 4

Responses

Recommended Prefix

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

Response:

ABE

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:

This course will be taught as a dual listed undergraduate/graduate level course in Agricultural and Biological Engineering. The course covers the topic of life cycle assessment in relation to water-energy-food systems. This course has been taught as a special topics course for four semesters and satisfies elective requirements within the Biological Engineering graduate curriculum. Life cycle assessment is a method and skill that many graduate students in Agricultural and Biological Engineering (and other disciplines) need training in to support their graduate research. A new course request has also been submitted for the undergraduate version of this course. The graduate version will include an additional advanced project assignment that students enrolled in the graduate course will be required to complete.

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:

Advanced Life Cycle Assessment in Water-Energy-Food Systems

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 LCA in Water Energy Food

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:
Spring

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 *on average* 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 hours

Course Description

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

Response:

Introduction and application of life cycle assessment (LCA) to evaluate the environmental impacts of various products, processes, or services related to the water-energy-food nexus. Additional topics include planetary boundaries, systems thinking, circular economy, mass and energy balances, life-cycle costing, social LCA and sensitivity and uncertainty analysis. This is an interdisciplinary course open to students from any major.

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:
Knowledge of calculus.

Completing Prerequisites:

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

Example:

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

Rationale 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 requests are required to add a course into program curricula.

Response:
Graduate, Agricultural and Biological, Elective

Syllabus Content Requirements

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 *observable*, *measurable* 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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.

• 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

Advanced Life Cycle Assessment in Water-Energy-Food Systems

ABE 5XXX Section: in-person

Class Periods: MWF Period 3, 9:35 – 10:25 am

Location: Frazier Rogers Hall Rm. 211

Academic Term: Spring 202X

Instructors:

Dr. Ana Martin-Ryals

admartin@ufl.edu

(352) 294-6708

Dr. Ziyne Boz

ziynetboz@ufl.edu

(352) 294-7690

Office Hours: Friday 10:30-11:30 am or by appointment.

Course Description

Introduction and application of life cycle assessment (LCA) to evaluate the environmental impacts of various products, processes, or services related to the water-energy-food nexus. Additional topics include planetary boundaries, systems thinking, circular economy, mass and energy balances, life-cycle costing, social LCA and sensitivity and uncertainty analysis. This is an interdisciplinary course open to students from any major. (3 credits)

Course Pre-Requisites / Co-Requisites - Knowledge of calculus.

Course Objectives

After completing this course students will be able to:

- Recognize global sustainability challenges within the water-energy-food nexus.
- Explain what life cycle assessment is and how it is applied.
- Investigate the environmental impacts of a product, process or service within water-energy-food systems using life cycle assessment, including sensitivity and uncertainty analysis.
- Analyze, evaluate and communicate life-cycle assessment results via oral presentation and written report.

Materials and Supply Fees - None

Required Textbooks and Software - There is no required textbook for this course. Access to all readings and course materials will be provided to students on Canvas. Students will be able to access the LCA software to be used in this course via the ABE virtual workstation.

Attendance Policy, Class Expectations, and Make-Up Policy

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
<https://catalog.ufl.edu/graduate/regulations>
- All assignments/class deliverables are due by 11:59 pm on the day specified for full credit. 10% deduction/day thereafter. Maximum deduction is 50%. Late submissions will be allowed with no penalty for emergencies or other extenuating circumstances as described in the attendance policies above.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Assignments (9)	225	38%
Quizzes (3)	75	12%
Midterm Presentation	50	8%
Final Presentation	50	8%
Final Report	100	17%
Grad Student Project	100	17%
	600	100%

Grading Policy

Percent	Grade	Grade Points
93.4 - 100	A	4.00
90.0 - 93.3	A-	3.67
86.7 - 89.9	B+	3.33
83.4 - 86.6	B	3.00
80.0 - 83.3	B-	2.67
76.7 - 79.9	C+	2.33
73.4 - 76.6	C	2.00
70.0 - 73.3	C-	1.67
66.7 - 69.9	D+	1.33
63.4 - 66.6	D	1.00
60.0 - 63.3	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Due</u>
1	Class Overview, Planetary Boundaries, Sustainability	--
2	Overview and Applications of LCA	Assignment 1
3	Goal, Scope & System Boundary	Assignment 2
4	Life-cycle Inventory	Quiz 1 & Assignment 3
5	Data Quality and Life-cycle Impact Assessment	Assignment 4
6	Working in SimaPro	Assignment 5
7	Sensitivity and Uncertainty Analysis	Assignment 6
8	Project Work Week	Quiz 2 & Assignment 7
9	Mid-term Project Presentations	Midterm Presentation
10	Life Cycle Costing, and Social LCA	--
11	Presenting and Communicating Results	Assignment 8
12	Project Work Week	Quiz 3 & Assignment 9
13	Project Work Week	Graduate Student Project
14	Final Project Presentations	Final Presentation
15	Finalize Project Reports	Project Report

Description of Course Elements:

Lectures: The course is divided into weekly modules. Each week's topic and supporting information will be introduced using a lecture format, and supported with in-class activities, small and large-group discussions, readings, videos, and an assignment. Lecture slides and other supporting material will be provided on the week's Canvas page.

Assignments: There will be an assignment each week related to the weekly topic. In some cases, we will start the assignment in class on Fridays, and all assignments will be due the following Thursday by 11:59 pm. Most assignments will directly relate to a component of the LCA class project. Others will serve to emphasize sustainability related concepts. Prior to the Friday class meetings, students may be required to complete a reading or watch a video to prepare for the in-class activity/assignment.

Quizzes: Three quizzes will be given in class throughout the semester to assess students' understanding and application of the lecture material.

Class Project and Deliverables: Over the course of the semester, students will carry-out an LCA on a topic/system of their choice. Several of the weekly assignments will serve as building blocks toward completion of the LCA project. As the project comes together students will be required to complete three additional project deliverables:

- Midterm Oral Presentation - describing the goal, scope, and system boundary of the LCA.
- Final Oral Presentation - providing an overview of the complete LCA project and interpretation of results.
- Final Written Report - describing the complete LCA in detail and formatted as a scientific manuscript.

Project Work Weeks: Time will be given in class to work on the LCA projects and ask questions. Guest presentations and supplementary lectures may also be given during these weeks.

Graduate Student Project: Graduate students will be required to prepare and present a lecture and/or activity on a topic related to LCA. This could include teaching the rest of the class how to use an existing streamline LCA tool, or presenting an LCA related case study to the class, etc. Project topics will be approved by the instructors, and students will be expected to prepare a 30-50 min lecture and/or activity with a supporting lesson plan.

Students Requiring Accommodations

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

Course Evaluation

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In-Class Recording

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University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Undergraduate/Graduate Program Coordinator
- Jennifer Nappo, Director of Human Resources, 352-392-0904, jpennacc@ufl.edu
- Pamela Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course|New for request 20403

Info

Request: ABE 6XXX Agent Based Modeling in Biological Systems

Description of request: Requesting a course number for a new class offered in Biological Engineering in Agent Based Modeling to offered in Summer B of each year. After the course number is assigned, we will be including this course in the Biological Modeling Graduate Certificate. The course is offered to all graduate students.

Submitter: Gregory Kiker gkiker@ufl.edu

Created: 8/29/2024 2:13:49 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:

ABE

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:

Agent Based Modeling in Biological Systems

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:

Agent Based Models in Bio Sys

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:

Summer

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 *on average* 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:
An introductory class in Agent-Based Models (ABMs) intended for advanced undergraduates and graduate students in engineering, environmental, ecological, biological, and social sciences. The class is designed to introduce students to the use of ABMs including the concepts of complexity and emergence, ABM advantages and limitations, why and when they are useful, the use of software (Netlogo and Python) to build ABMs and perform simulations of students' own research interests and how to analyze and

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

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

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 curricula.

Response:
Graduate degree level. This course will be included in the Biological Modeling Certificate as an optional Tier 3 course.

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

results.”

Response:
All Items Included

Agent Based Modeling in Biological Systems
ABE 6933 Sections AGNT, AGN2 and AGN3
Class Periods: Online, Asynchronous through CANVAS
Location: Online via CANVAS
Academic Term: Summer B 2025

Instructor:

Dr. Greg Kiker, Professor

gkiker@ufl.edu

352-294-6745

Office Hours: Thursdays 4-5pm or by Appointment, 287 Frazier Rogers Hall

Course Description

An introductory class in Agent-Based Models (ABMs) intended for advanced undergraduates and graduate students in engineering, environmental, ecological, biological, and social sciences. The class is designed to introduce students to the use of ABMs including the concepts of complexity and emergence, ABM advantages and limitations, why and when they are useful, the use of software (Netlogo and Python) to build ABMs and perform simulations of students' own research interests and how to analyze and interpret simulation results.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

At the close of this course, the student will be able to:

1. Implement the principles of agent-based modeling and related terminology to explore the similarities and differences with other modeling approaches
2. Apply, design and code ABMs to address complex systems in different areas of knowledge to understand both individual and systematic behaviors of agents
3. Analyze and interpret the ABM results using different methods (e.g., nonlinear timeseries, sensitivity analysis).

Materials and Supply Fees

None

Required Textbooks and Software

- Selected journal articles are provided in CANVAS

Module 1: Complexity and Systems

- Chen, C.-C. and Crilly, N. (2016) 'From modularity to emergence: a primer on the design and science of complex systems'. Technical Report CUED/C-EDC/TR.166. University of Cambridge, Department of Engineering. ISSN 0963-5432. <http://dx.doi.org/10.17863/CAM.4503>
- DeFries, R. and Nagendra, H., 2017. Ecosystem management as a wicked problem. *Science*, 356(6335), pp.265-270.

Module 2: Describing Agent Based Models

- Grimm, V., Berger, U., Bastiansen, F., Eliassen, S., Ginot, V., Giske, J., Goss-Custard, J., Grand, T., Heinz, S.K., Huse, G. and Huth, A., 2006. A standard protocol for describing individual-based and agent-based models. *Ecological modelling*, 198(1-2), pp.115-126.

- Grimm, V., Berger, U., DeAngelis, D.L., Polhill, J.G., Giske, J. and Railsback, S.F., 2010. The ODD protocol: a review and first update. *Ecological modelling*, 221(23), pp.2760-2768.
- Müller, B., Bohn, F., Dreßler, G., Groeneveld, J., Klassert, C., Martin, R., Schlüter, M., Schulze, J., Weise, H. and Schwarz, N., 2013. Describing human decisions in agent-based models–ODD+ D, an extension of the ODD protocol. *Environmental Modelling & Software*, 48, pp.37-48.
- ABMs for Human Systems - Bonabeau, E., 2002. Agent-based modeling: Methods and techniques for simulating human systems. *Proceedings of the national academy of sciences*, 99(suppl 3), pp.7280-7287.
- Pahl-Wostl, C. and Ebenhöf, E., 2004. Heuristics to characterise human behaviour in agent based models.
- Axtell, R., 2000. *Why agents?: on the varied motivations for agent computing in the social sciences* (Vol. 17). Washington, DC: Center on Social and Economic Dynamics. Axtell, R.L., Epstein, J.M. and Young, H.P., 2001. The emergence of classes in a multiagent bargaining model. *Social dynamics*, 27, pp.191-211.

Non-required (but useful) texts in all Modules

- Wilensky, U. and Rand, W., 2015. *An introduction to agent-based modeling: modeling natural, social, and engineered complex systems with NetLogo*. MIT Press.
- Railsback, S.F. and Grimm, V., 2019. *Agent-based and individual-based modeling: a practical introduction*. Princeton University press. (Volume 1 or 2)

Required Computer

UF student computing requirement: <https://news.it.ufl.edu/education/student-computing-requirements-for-uf/>

Course Schedule for Summer B

Week 1: Complexity & Systems/Kiker/Graded Discussion, Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Week 2: Describing ABMs/Kiker/ Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Week 3: Using ABMs/Kiker/ Module-Focused Assignment, Project-Focused Assignment, Graded Discussion and short review survey

Week 4: Creating ABMs/Kiker/ Module-Focused Assignment, Graded Discussion and short review survey

Week 5: ABM Platforms/Kiker/ Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Week 6: Analyzing ABMs/ Kiker/ Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Important Dates

All assignments, quizzes, discussions and surveys are open on Monday 8am of each week's module and are due on the Sunday midnight before the next module opens. There are no exams or final exams in this class.

Attendance Policy, Class Expectations, and Make-Up Policy

This course is entirely online and asynchronous. As such it does not have specific attendance requirements. Students are welcome to contact the instructor for additional appointments to answer questions. These meetings can be face-to-face or via Zoom.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation. Additional information can be found here: <https://gradcatalog.ufl.edu/graduate/regulations/>

Evaluation of Grades

In each week/module, there is a variety of assessments. Each module is worth 100 points (600 points for the whole class) and has a variety of short quizzes, grade discussion boards and assignments.

Quizzes (20% of course grade, 120 points): Short Automatically graded quizzes on readings, lectures and course content.

Discussion Boards (10% of course grade, 60 points): These short but critical discussions will help you interact with instructors and your peers concerning modeling topics and complex systems analysis.

Shorter Term, Module-Based Assignments (30% of course grade, 180 points): These assignments are primarily focused on assessing the topics in the module. They are independent of any other assignments and may have different tasks such as analyzing a model structure, running a model and summarizing results, etc. The subjects will vary across many biological systems.

Longer Term, Project-Based Assignments (40% of course grade, 240 points): These assignments are cumulative and will be adding up to a more comprehensive class project that will hopefully build the first component of your modeling portfolio. The subject will be built upon your own choice from your research or academic interest.

Grading Policy

Percent	Grade	Grade Points
93 ≤ Average ≤ 100	A	4.00
90 ≤ Average < 93	A-	3.67
87 ≤ Average < 90	B+	3.33
83 ≤ Average < 87	B	3.00
80 ≤ Average < 83	B-	2.67
77 ≤ Average < 80	C+	2.33
73 ≤ Average < 76	C	2.00
70 ≤ Average < 73	C-	1.67
67 ≤ Average < 69	D+	1.33
63 ≤ Average < 67	D	1.00
60 ≤ Average < 63	D-	0.67
Average ≤ 60	E	0.00

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center 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.

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/>.

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.

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of 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.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Coordinator
- HWCOE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://elearning.ufl.edu/>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

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

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

<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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/getting-help/>; <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course|New for request 20404

Info

Request: ABE 6XXX Decision and Risk Analysis for Complex Biological Systems

Description of request: Requesting a course number for a new class offered in Biological Engineering in Decision and Risk Analysis to be offered in Summer B of each year. After the course number is assigned, we will be including this course in the Biological Modeling Graduate Certificate. The course is offered to all graduate students.

Submitter: Gregory Kiker gkiker@ufl.edu

Created: 8/29/2024 2:50:51 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:

ABE

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:

Decision and Risk Analysis for Complex Biological Systems

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:

Dec & Risk Analysis Bio Sys

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:

Summer

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 *on average* 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:
An introductory class intended for advanced undergraduates and graduate students in the engineering, environmental, ecological, biological, and social sciences. The class covers basic risk analysis, structured decision-making, complexity, and resilience concepts. The course will use both quantitative and qualitative techniques of risk/decision analysis with specific emphasis on practical concepts and tools to be used in graduate research and institutional decision making.

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

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

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 curricula.

Response:
Graduate degree level. This course will be included in the Biological Modeling Certificate as an optional Tier 3 course

Syllabus Content Requirements

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 *observable*, *measurable* 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](https://catalog.ufl.edu/UGRD/academic-regulations/grades-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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Response:
All Items Included

Decision and Risk Analysis for Complex Biological Systems

ABE 6933 Sections DACS, DAC2

Class Periods: Online, Asynchronous through CANVAS

Location: Online via CANVAS

Academic Term: Summer B 2025

Instructor:

Dr. Greg Kiker, Professor

gkiker@ufl.edu

352-294-6745

Office Hours: Thursdays 3-4pm or by Appointment, 287 Frazier Rogers Hall

Course Description

An introductory class intended for graduate students in the engineering, environmental, ecological, biological, and social sciences. The class covers basic risk analysis, structured decision-making, complexity, and resilience concepts. The course will use both quantitative and qualitative techniques of risk/decision analysis with specific emphasis on practical concepts and tools to be used in graduate research and institutional decision making.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

At the close of this course, the student will be able to:

1. Structure complex systems into manageable decision and risk analysis forms for systematic calculation and analysis
2. Apply both quantitative and qualitative decision analytic tools to project decision and risk conditions into uncertain future states

Materials and Supply Fees

None

Required Textbooks and Software

- Selected journal articles are provided in CANVAS

Module 1: Risk and Decision Analysis Concepts

1. Systems Readings
 - Ramaswami, A., Weible, C., Main, D., Heikkila, T., Siddiki, S., Duvall, A., Pattison, A. and Bernard, M., 2012. A social-ecological-infrastructure systems framework for interdisciplinary study of sustainable city systems: An integrative curriculum across seven major disciplines. *Journal of Industrial Ecology*, 16(6), pp.801-813.
 - DeFries, R. and Nagendra, H., 2017. Ecosystem management as a wicked problem. *Science*, 356(6335), pp.265-270.
2. Risk Assessment Readings
 - Aven, T., Andersen, H.B., Cox, T., Droguett, E.L., Greenberg, M., Guikema, S., Kröger, W., McComas, K., Renn, O., Thompson, K.M. and Zio, E., 2018. Core subjects of risk analysis. Herndon, VA, USA: Society for Risk Analysis.
 - Aven, T., Ben-Haim, Y., Boje Andersen, H., Cox, T., Droguett, E.L., Greenberg, M., Guikema, S., Kröger, W., Renn, O. and Thompson, K.M., 2018, August. Society for risk analysis glossary. In *Society for Risk Analysis* (pp. 3-9).

- National Research Council, Division on Earth, Life Studies, Commission on Life Sciences and Committee on the Institutional Means for Assessment of Risks to Public Health, 1983. Risk assessment in the federal government: managing the process.
3. Decision Analysis Readings
- Males, R.M., 2002. Beyond expected value: Making decisions under risk and uncertainty. US Army Corps of Engineers, Institute for Water Resources, Ft. Belvoir, Va, USA. https://www.iwr.usace.army.mil/portals/70/docs/iwrreports/02r4bey_exp_val.pdf
 - Tversky, A. and Kahneman, D., 1974. Judgment under uncertainty: Heuristics and biases. *Science*, 185(4157), pp.1124-1131.
 - Tversky, A. and Kahneman, D., 1981. The framing of decisions and the psychology of choice. *Science*, 211(4481), pp.453-458

Module 2: Basic Risk & Decision Tools

- Linkov, I., Eisenberg, D.A., Bates, M.E., Chang, D., Convertino, M., Allen, J.H., Flynn, S.E. and Seager, T.P., 2013. Measurable resilience for actionable policy. *Environ. Sci. Technol.* 2013, 47, 18, 10108–10110.
- Linkov, I., Eisenberg, D.A., Plourde, K., Seager, T.P., Allen, J. and Kott, A., 2013. Resilience metrics for cyber systems. *Environment Systems and Decisions*, 33 (4), pp.471-476.
- Fox-Lent, C., Bates, M.E. and Linkov, I., 2015. A matrix approach to community resilience assessment: an illustrative case at Rockaway Peninsula. *Environment Systems and Decisions*, 35(2), pp.209-218.

Module 3: Advanced Concepts & Tools

1. Multi-Criteria Decision Analysis (MCDA)
- Yoe, C., 2002. Trade-Off Analysis Planning and Procedures Guidebook. Written for the US Army Corps of Engineers. Institute for Water Resources. Report IWR 02-R-2
 - Kiker, G.A., Bridges, T.S., Varghese, A., Seager, T.P. and Linkov, I., 2005. Application of multicriteria decision analysis in environmental decision making. *Integrated environmental assessment and management: An international journal*, 1(2), pp.95-108.
 - Kiker, G.A., Bridges, T.S. and Kim, J., 2008. Integrating comparative risk assessment with multi-criteria decision analysis to manage contaminated sediments: an example for the New York/New Jersey harbor. *Human and Ecological Risk Assessment*, 14(3), pp.495-511.
2. Stochastic Multi-Attribute Acceptability Analysis (SMAA)
- Tervonen, T. JSMAA: open-source software for SMAA computations. *International Journal of Systems Science* 45:1, pp. 69-81, 2014. DOI: 10.1080/00207721.2012.659706
 - Lahdelma, R. and Salminen, P., 2001. SMAA-2: Stochastic multicriteria acceptability analysis for group decision making. *Operations research*, 49(3), pp.444-454.
 - Lahdelma, R. and Salminen, P., 2010. Stochastic multicriteria acceptability analysis (SMAA). *Trends in multiple criteria decision analysis*, pp.285-315.
3. Deep Uncertainty and Robust Decision Making
- Marchau, V.A., Walker, W.E., Bloemen, P.J. and Popper, S.W., 2019. Decision making under deep uncertainty: from theory to practice (p. 405). Springer Nature.

Required Computer

UF student computing requirement: <https://news.it.ufl.edu/education/student-computing-requirements-for-uf/>

Course Schedule for Summer B

*This course is divided into two major sections with four modules over the Summer B semester. The first section (Module 1) includes an introduction and overview of the *Principles & Concepts of Risk and Decision Analysis*. The second section (Modules 2,3 and 4) includes the *Application of Decision & Risk Analysis in Complex Systems* to allow students to explore different how quantitative and qualitative tools and apply them to problems of interest.*

Weeks 1-2: Start Here Module and Module 1 (Risk and Decision Analysis Concepts in Complex Systems)/Kiker/Graded Discussion, Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Week 3: Module 2 (Basic Risk & Decision Tools) /Kiker/Graded Discussion, Module-Focused Assignment, Project-Focused Assignment, Quiz, and short review survey

Weeks 4-5: Module 3 – (Advanced Concepts & Tools)/Kiker/Graded Discussion, Module-Focused Assignment, Project-Focused Assignment and short review survey

Week 6: Module 4 – (The Way Forward))/Kiker/Graded Discussion, Module-Focused Assignment, Project-Focused Assignment and short review survey

Important Dates

All assignments, quizzes, discussions and surveys are open on Monday 8am of each week's module and are due on the Sunday midnight before the next module opens. There are no exams or final exams in this class.

Attendance Policy, Class Expectations, and Make-Up Policy

This course is entirely online and asynchronous. As such it does not have specific attendance requirements. Students are welcome to contact the instructor for additional appointments to answer questions. These meetings can be face-to-face or via Zoom.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation. Additional information can be found here: <https://gradcatalog.ufl.edu/graduate/regulations/>

Evaluation of Grades

In each week/module, there is a variety of assessment mechanisms to accommodate different learning styles. Each module is worth 100 to 200 points (600 points for the whole class) and has a variety of short quizzes, grade discussion boards and assignments.

Quizzes (20% of course grade, about 120 points): Short automatically graded quizzes on readings, lectures and course content

Discussion Boards (10% of course grade, about 60 points): These short but critical discussions will help you interact with instructors and your peers concerning decision analysis tools towards a variety of complex systems.

ShortTerm Assignments (30% of course grade, about 180 points): These assignments are primarily focused on assessing the topics in the module. They are independent of any other assignments and may have different tasks such as analyzing decision elements, running some software and summarizing results, etc. The subjects will vary across many biological systems.

Long Term Project Part(s) (40% of course grade, about 240 points): These assignments are cumulative and will be adding up to a more comprehensive class project that will hopefully build the first component of your decision analysis portfolio. The specific subject will be built upon your own choice from your research or academic interest.

Grading Policy

Percent	Grade	Grade Points
93 - 100	A	4.00
90 - 92.9	A-	3.67
87- 89.9	B+	3.33
83 – 86.9	B	3.00
80 – 82.9	B-	2.67
77 – 79.9	C+	2.33
73 – 76.9	C	2.00
70 – 72.9	C-	1.67
67 – 69.9	D+	1.33
63 – 66.9	D	1.00
60 – 62.9	D-	0.67
0 – 59.9	E	0.00

More information on UF grading policy may be found at:

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

Students Requiring Accommodations

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

Course Evaluation

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

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.

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of 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.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Coordinator
- HWCHE Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://elearning.ufl.edu/>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling; <https://career.ufl.edu>.

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/getting-help/>; <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course|New for request 20314

Info

Request: AEC 6XXX Participatory Arts-Based Research in Agriculture and Natural Resources

Description of request: Requesting permanent number for the course. The instructor has taught it two times, and the course is going through the Quality Matters approval process for an exemplary course designation. The asynchronous online format of the course is intended to appeal to CALS graduate students in Gainesville and at the Research and Education Centers. The course builds upon students' pre-existing knowledge of traditional / foundational qualitative methods and introduces them to the participatory-arts based research (PABR) paradigm and methods. Students design and apply PABR methods, results, and conclusions to a study in the context of agriculture and natural resources. This course will add more research methods options to the graduate AEC curriculum as well as be open to all CALS graduate students and beyond interested in expanding their qualitative research methods knowledge and experience.

Submitter: Anne Mathews anne.mathews@ufl.edu

Created: 12/8/2024 2:59:48 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:
AEC

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:
Participatory Arts-Based Research in Agriculture and Natural Resources

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:
Arts-Based Research in ANR

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:

2025

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
This course introduces the qualitative research paradigm of participatory arts-based research (ABR). Students will learn about different ABR methods and designs, explore various ABR studies, develop their own conceptualization of an ABR research study in their field, and participate in ABR data analysis.

Co-requisites

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

Response:
N/A

Prerequisites

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

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

Response:
N/A

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

The proposed course would be an intermediate online asynchronous graduate course. Students entering the course should have a foundational understanding of qualitative research from a prior class since the proposed course covers more advanced qualitative arts-based methods. It is important students enter the course with prior understanding of basic research designs, paradigms, and foundational qualitative methods such as interviews and focus groups. The course then introduces students to the arts-based paradigm and more advanced qualitative methods such as poetic inquiry, photovoice, documentary, and theater. Students will design and implement an arts-based study by working with the instructor's existing data sets or their own. Therefore, it is important the students have previous research interests and experiences to inform their final project development of a Research in Brief as required in the course.

Course Objectives

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

Response:

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

LO1: Define participatory ABR

LO2: Articulate your positionality as a participatory ABR researcher

LO3: Identify and critique ABR studies in your field

LO4: Compare and contrast ABR study designs and methods

LO5: Collect and analyze ABR data

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:

Method Meets Art: Arts-Based Research Practices (Third Edition; 2020 Guilford Press) Author: Patricia Leavy

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:

Unit 1: Words and Sound

Week 1: Introductions, Course Operations, & Overview

Week 2: What is participatory ABR?

Week 3: Narrative Inquiry & Fiction-Based Research

Week 4: Poetic Inquiry

Week 5: Music as Method

Week 6: Article Showcase 1

Unit 2: Movement and Visuals

Week 7: Dance and Movement as Inquiry

Week 8: Theatre, Drama, and Film

Week 9: The Visual Arts

Week 10: Spring Break

Week 11: Article Showcase 2

Unit 3: Critical Considerations

Week 12: Evaluation Criteria for ABR

Week 13: Bridging the Art-Science Divide

Week 14: Data Analysis / Study Drafting

Week 15: Peer Review

Finals: Final ABR Study in Brief

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:

Assignment / Possible Points

Introduction 10 points

Reading Annotations (20pts each x 9 Readings) 180 points

Participatory ABR Description 20 points

Researcher Positionality 20 points

Article Showcase (50 pts each x 2) 100 points

ABR Study in Brief 250 points (sign up / pitch 10 points; study design 20 points; data analysis 40 points; results 40 points; peer review 40 points; final draft 100 points)

Professionalism 40 points

Assignment Descriptions:

Introduction:

Record and post an introductory video. Comment on two classmates' videos.

Reading Annotations:

Read and actively annotate textbook chapters using Perusall. Annotations include highlighting important points, asking questions, sharing thoughts, and commenting on classmates' notes throughout the reading.

Participatory ABR Description:

Submit a written definition and description of participatory ABR supported by the reading and relevant citations.

Researcher Positionality:

Submit a written statement about your positionality as an ABR researcher, including ontology, epistemology, and theoretical perspective.

ABR Article Identification / Showcase:

Identify an ABR peer-reviewed article from a scholarly journal that uses specified ABR methods, record, and post a video presentation that showcases the article. Comment on two classmates' videos.

ABR Study in Brief:

Develop a brief ABR study through these steps: 1) sign-up/pitch, 2) study design, 3) data analysis, 4) results, 5) peer review, and 6) final draft.

Professionalism:

While this course is asynchronous, you are expected to participate in and complete weekly activities. The synchronous Zoom office hours/chat sessions are voluntary. You are expected to engage and interact with classmates and me in a professional manner and to take ownership of your learning. You are expected to be self-directed in reviewing the weekly module content and assignments as well as to reach out to me with any questions when directions in Canvas may be unclear or information is missing. Penalties will be assessed for unprofessional behaviors such as lack of preparation, lack of adequate participation in assignments, or inattentiveness to weekly activities.

Instructor(s)

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

Response:

Jamie Loizzo

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

- *Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

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

Response:

Yes



Participatory Arts-Based Research in Agriculture and Natural Resources AEC 6932

Spring 2025 - 3 credit hours

Instructor

Dr. Jamie Loizzo
Associate Professor of Agricultural Communication
Email: jloizzo@ufl.edu
Office location: 121D Bryant Hall
Office hours: By Appointment

Class Times & Location

This course is asynchronous. Modules will be opened on Mondays. This class is also designed to follow the 'Partnering Pedagogy' philosophy. We are partners in your learning and will work together to develop pathways and solutions to reach course learning goals.

There are OPTIONAL, voluntary bi-weekly synchronous chat sessions on Zoom on TUESDAYS @ 12:15-1pm. JAN 21, FEB 4, FEB 18, MAR 4, MAR 18, APR 1, APR 15
Join URL: <https://ufl.zoom.us/j/93116922261?pwd=ZBnuliawghxgzqbbbiMX2ATBDAUEta.1>
Meeting ID: 931 1692 2261
Passcode: PABR

Course Description

This course introduces the alternative qualitative research paradigm of participatory arts-based research (ABR). You will learn about different ABR methods and designs, explore various ABR studies, develop your own conceptualization of an ABR research study in your field, and participate in ABR data analysis.

Essential Questions (EQs) and Learning Objectives

- EQ1: What is participatory ABR?
 - LO1: Define participatory ABR
- EQ2: What is the ABR qualitative paradigm?
 - LO2: Articulate your positionality as a participatory ABR researcher
- EQ3: What are different types of ABR data sources, methods, and validity/credibility measures?
 - LO3: Identify and critique ABR studies in your field
 - LO4: Compare and contrast ABR study designs and methods
- EQ4: How can you design and implement an ABR study in agriculture and natural resources?
 - LO5: Collect and analyze ABR data

You will practice and demonstrate your new knowledge and skills by finding, annotating, and discussing relevant peer-reviewed ABR scholarly articles, crafting a researcher positionality statement, and participating in ABR study design and data analysis.

Requirements

Textbook:

Students are expected to purchase the text online via Perusall, an online platform that we will utilize to not only read the text but also annotate together as a class. Texts acquired from sources other than Perusall will not be eligible for use within the platform. For more information, please review the Perusall Information page within Canvas.

- Method Meets Art: Arts-Based Research Practices (Third Edition; 2020 Guilford Press) Author: Patricia Leavy
 - \$55.00 USD | Perpetual online access

Technology:

To succeed in this course, you must have access to the following technology:

- Desktop Computer or Laptop
 - Audio Capabilities
 - Webcam and Microphone for synchronous sessions
- Microsoft Office Programs
 - [Microsoft Privacy Statement](#)
 - [Microsoft Accessibility Information](#)
 - Word - [Microsoft 365 basics video training](#)
- Adobe Reader
 - [Acrobat tutorials](#)
 - [Adobe Privacy Statement](#)
 - [Adobe Accessibility Statement](#)
- Zoom
 - [Zoom Privacy Policy](#)
 - [Zoom Accessibility Information](#)
- Internet Connection with access to Canvas
 - Canvas is the course management system at the University of Florida in which students will find course content, links to video lectures, assignments, quizzes, discussions, and grades. The use of this system will vary by instructor, but the following videos describe the most common tools in Canvas. The [full student guide](#) is provided if you have additional questions.
 - [Canvas Privacy Policy](#)
 - [Canvas Accessibility Standards](#)
- **Web Browser - Chrome** is the preferred browser for Canvas. If you do not have Chrome, you can [download it](#).
- University of Florida Email
 - Students are expected to check their my.ufl emails daily. View the [Student Computing Requirements](#) page for information on technology requirements and expectations.

Prerequisite Knowledge:

There are no prerequisites for this course. However, you should have an understanding of research strategies used in the social sciences, have developed research papers and

proposals, and have an understanding of qualitative research and comfort with typical qualitative research design and methods such as interviews, focus groups, and data coding techniques. Courses that teach those skills include AEC 6932 Qualitative Research Methods, AEC 6932 Mixed-Method Research, EDG 6229 Qualitative Research in Curriculum and Instruction, or POS 6707 Qualitative Research Methods for Political Science, or equivalent.

Expected Technical & Digital Literacy Skills:

Minimum skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters.
- Analyzing digital information for credibility, currency, and bias.

Instructor Team Communication & Feedback

Communication - The instructor and graders are committed to responding to your Canvas and email messages **within 24 hours** when feasible during the work week, Monday through Friday, *except holidays*. The major assignments will be graded, with *meaningful feedback* provided, **within one week of their submission**.

Individual Learner Interaction – Education extends beyond the mere transmission of knowledge; it involves providing valuable feedback and maintaining ongoing communication with the learner. The instructor is committed to engaging in one-on-one interactions with each student. This may manifest as detailed feedback on assignment submissions, responses to discussion board posts, or personalized Canvas messages to check in on the student's progress in the course.

Office Hours: Dr. Loizzo is available for office hours by appointment. **But what exactly are office hours?** It is time specifically set aside each week for students to physically or virtually drop in and visit with Dr. Loizzo. Whether you have questions about the course, assignments, or the covered topics, or simply wish to have a casual chat to better get to know each other, these hours are reserved for you. Dr. Loizzo strongly encourages students to take advantage of these office hours, or the course's bi-weekly chat sessions, as an enriching experience for academic support and personal connection.

Assignments

I've included the information below regarding the course assignments and their point values, the grading scale, and more.

Visit [UF's webpage for grades and grading policies](#) for more information regarding grading policies for assignment grade points.

Assignment Points & Explanation:

Instructional Objectives	Assignment/Activity	Possible Points
	Introduction	10
3, 4	Reading Annotations (20 pts x 9 readings)	180
1	Participatory ABR Description	20
2	Researcher Positionality	20
3, 4	Article Showcase (50 pts x2)	100
5	ABR Study in Brief	250
	• Sign-up / pitch (10 pts)	
	• Study design (20 pts)	
	• Data analysis (40 pts)	
	• Results (40 pts)	
	• Peer Review (40 pts)	
	• Final (100 pts)	
	Professionalism	40
	TOTAL	620

Assignment Descriptions:

Introduction:

Record and post an introductory video. Comment on two classmates' videos.

Reading Annotations:

Read and actively annotate textbook chapters using Perusall. Annotations include highlighting important points, asking questions, sharing thoughts, and commenting on classmates' notes throughout the reading.

Participatory ABR Description:

Submit a written definition and description of participatory ABR supported by the reading and relevant citations.

Researcher Positionality:

Submit a written statement about your positionality as an ABR researcher, including ontology, epistemology, and theoretical perspective.

ABR Article Identification / Showcase:

Identify an ABR peer-reviewed article from a scholarly journal that uses specified ABR methods, record, and post a video presentation that showcases the article. Comment on two classmates' videos.

ABR Study in Brief:

Develop a brief ABR study through these steps: 1) sign-up/pitch, 2) study design, 3) data analysis, 4) results, 5) peer review, and 6) final draft.

Professionalism:

While this course is asynchronous, you are expected to participate in and complete weekly activities. The synchronous Zoom office hours/chat sessions are voluntary. You are expected to engage and interact with classmates and me in a professional manner and to take ownership of your learning. You are expected to be self-directed in reviewing the weekly module content and assignments as well as to reach out to me with any questions when directions in Canvas may be unclear or information is missing. Penalties will be assessed for unprofessional behaviors such as lack of preparation, lack of adequate participation in assignments, or inattentiveness to weekly activities.

Course Grading:**Grading Scale**

A = 93-100% (577-620pts)	C+ = 76 – 79.99% (471-495pts)	F = Below 60% (0-371pts)
A- = 90 – 92.99% (558-576pts)	C = 73 – 75.99%. (453-470pts)	
B+ = 86 – 89.99% (533-575pts)	C- = 70 – 72.99%. (434-452pts)	
B = 83 – 85.99% (515-532pts)	D+ = 66 – 69.99%. (409-433pts)	
B- = 80 – 82.99% (496-514pts)	D = 63 – 65.99%. (390-408pts)	
	D- = 60 – 62.99%. (372-389pts)	

Course Schedule:

*This schedule is tentative and subject to change – contingent upon learning progress, project milestone adjustments, instructor discretion, and other unforeseen circumstances.

Week	Topic	Assignments
WORDS AND SOUND		
1 Jan 13-19	Introductions & Course Operations Overview	Intro video post
2 Jan 20-26	What is participatory ABR?	Ch 1 Annotation PABR Description
3 Jan 27- Feb 2	Narrative Inquiry & Fiction-Based Research	Ch 2 Annotation
4 Feb 3-9	Poetic Inquiry	Ch 3 Annotation Researcher Positionality Final Project Brainstorm
5 Feb 10-16	Music as Method	Ch 4 Annotation
6 Feb 17-23	Article Showcase 1	
MOVEMENT AND VISUALS		
7 Feb 24- March 2	Dance and Movement as Inquiry	Ch 5 Annotation Study Sign-Up / Pitch

8 March 3-9	Theatre, Drama, and Film	Ch 6 Annotation
9 March 10-16	The Visual Arts	Ch 7 Annotation Study Design
10 March 17-23	SPRING BREAK	
11 March 24-30	Article Showcase 2	
CRITICAL CONSIDERATIONS		
12 March 31- April 6	Evaluation Criteria for ABR	Ch 8 Discussion Data Analysis begins
13 April 7-13	Bridging the Art-Science Divide	Ch 9 Discussion Data Analysis Due
14 April 14-20	Data Analysis / Study Drafting	Data Results
15 April 21-27	Peer Review	
FINALS	Final ABR Study in Brief Due April 30	

Late Assignments:

The ability to meet deadlines is one of the most basic requirements expected of professionals. Announced deadlines are firm for all graded work unless you receive prior permission from me. Permissions for late submission are granted only for approved university functions or other unique situations that warrant an excused absence as judged by me. Late assignments will receive a 10% deduction in points per each day the assignment is late. For instance, if the assignment is worth 50 points, and you submit it late – you will lose 5 points (10% of the total grade) per each day it is late. Unless otherwise stated, materials are due in class on the deadline date. Computer problems are not a justification for missed deadlines. See [UF's attendance policy](#).

Academic Code of Conduct

UF's Academic Honesty Statement:

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: ***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: ***"On my honor, I have neither given nor received unauthorized aid in doing this assignment."***

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g.,

assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates dishonesty to the instructor, department chair, college dean or Student Honor Court. **It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.** Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: [UF Student Code of Conduct Webpage](#).

Plagiarism:

Academic integrity is a fundamental value in our educational community and is essential for maintaining a fair and honest learning environment. As students, you are expected to adhere to the highest standards of honesty and ethical behavior in all academic activities. To ensure that you maintain academic integrity throughout the course, please ensure all sources and text are properly referenced. Familiarize yourself with the appropriate citation style for the course (e.g., APA, MLA, Chicago) and consistently apply it to all written work. Properly citing sources not only demonstrates respect for others' intellectual contributions but is also crucial in avoiding plagiarism. Plagiarism encompasses using verbatim phrases without permission or proper attribution, quoting excessively from sources, and surpassing the 10% limit for direct quotes in an assignment. It extends to appropriating unique expressions, like short phrases or simple monikers.

Artificial Intelligence (A.I.) Use:

Within this class, you are welcome to use artificial intelligence including text-generating and art-generating software (such as ChatGPT, Canva Magic Tools, Adobe FireFly, etc.) in an unrestricted fashion to support activities such as idea generation, writing outlines, artwork drafting, and analysis of public data sources (NOT data from private research participants). However, you should note that all large artificial intelligence models still tend to make up incorrect facts and fake citations, code generation models have a tendency to produce inaccurate outputs, and image generation models can occasionally come up with highly offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an artificial intelligence model. If you use these models, their contribution must be acknowledged with your assignment; you will be penalized for using artificial intelligence without acknowledgment. Having said all these disclaimers, the use of artificial intelligence models is encouraged, as it may make it possible for you to submit assignments with higher quality, in less time.

The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings or submission of work by other human beings as your own. Some student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human-created.

Attendance Policies

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement

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 Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

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. [UF ACCEPTABLE USE POLICY](#)

Course Evaluations

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

Student Services

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.
 - Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students.
- 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).
- 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 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](#).

Services for Students with Disabilities

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

[Canvas Accessibility Standards](#)

[Zoom Accessibility Information](#)

Course|New for request 20235

Info

Request: AEC 6XXX Partisanship in Agriculture and Natural Resources

Description of request: Requesting course number. This course has been already been taught three times.

Submitter: Anne Mathews anne.mathews@ufl.edu

Created: 12/8/2024 2:53:42 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:
AEC

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:

Partisanship in Agriculture and Natural Resources

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:

Partisanship in Ag and Nat Res

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Stakeholder conflict and political division contribute to and impede the resolution of agriculture and natural resources issues. Students will learn the aspects of human nature that promote division and conflict and how to use those natural inclinations to promote communication and collaboration toward agricultural and environmental objectives. In addition, students will gain cultural domain analysis research skills for evaluating stakeholders' mental models of partisan issues.

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

N/A

Completing Prerequisites:

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

Example:

- 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:

Stakeholder conflict and political polarization pose substantial challenges to the resolution of agricultural and natural resources issues. There is not currently a permanent course that prepares students to address partisanship in agriculture and natural resources issues. This course has already been taught for three years with very positive student feedback. The concepts are examined at a high level and there are no prerequisites, therefore, we are requesting a 6000 level course.

Course Objectives

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

Response:

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

- Identify concepts and theories that influence perceptions of agriculture and natural resources issues
- Explain how differences in value priorities across the liberal-conservative spectrum shape attitudes toward natural resources

- Analyze diverse agriculture and natural resources issues to identify unique situational components, actors, and processes that contribute to partisanship
- Recommend strategies for addressing partisanship on novel issues
- Critically evaluate personal biases and assess how those biases affect their understanding of natural resources issues
- Use cultural domain analysis to qualitatively evaluate stakeholders' mental models

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:

- Brønn, P. S., & Brønn, C. (2003). A reflective stakeholder approach: Co-orientation as a basis for communication and learning. *Journal of Communication Management*, 7, 291–303.
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51–58. <https://doi.org/10.1111/j.1460-2466.1993.tb01304.x>
- Fielding, K. S., & Hornsey, M. J. (2016). A Social Identity Analysis of Climate Change and Environmental Attitudes and Behaviors: Insights and Opportunities. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00121>
- Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Random House, Inc.
- Hart, P. S., & Nisbet, E. C. (2012). Boomerang effects in science communication: How motivated reasoning and identity cues amplify opinion polarization about climate mitigation policies. *Communication Research*, 39(6), 701–723. <https://doi.org/10.1177/0093650211416646>
- Hogg, M. A., & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. *Communication Theory*, 16(1), 7–30. <https://doi.org/10.1111/j.1468-2885.2006.00003.x>
- Joireman, J., Barnes Truelove, H., & Duell, B. (2010). Effect of outdoor temperature, heat primes and anchoring on belief in global warming. *Journal of Environmental Psychology*, 30(4), 358–367. <https://doi.org/10.1016/j.jenvp.2010.03.004>
- Jostad, P. M., McAvoy, L. H., & McDonald, D. (1996). Native American land ethics: Implications for natural resource management. *Society & Natural Resources*, 9(6), 565–581. <https://doi.org/10.1080/08941929609380996>
- Kahan, D. M. (2017). On the sources of ordinary science knowledge and extraordinary science ignorance. In K. H. Jamieson, D. M. Kahan, & D. A. Scheufele (Eds.), *Oxford Handbook of the Science of Science Communication* (pp. 35–50). Oxford University Press.
- Kahan, D. M., & Braman, D. (2006). Cultural cognition and public policy. *Yale Law & Policy Review*, Public Law Working Paper No. 87, 24, 147–170.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Kearney, A. R. (2015). 3CM: A Tool for Knowing “Where They’re At.” In R. Kaplan & A. Basu (Eds.), *Fostering Reasonableness: Supportive Environments for Bringing Out Our Best* (pp. 273–294). Michigan Publishing.
- Kearney, A. R., & Bradley, G. (1998). Human dimensions of forest management: An empirical study of stakeholder perspectives. *Urban Ecosystems*, 2(1), 5–16. <https://doi.org/10.1023/A:1009564812609>
- Lackey, R. (2007). Science, scientists, and policy advocacy. *Conservation Biology*, 21, 12–17. <https://doi.org/10.1111/j.1523-1739.2006.00639.x>
- Macaraig, J. M. R., & Sandberg, L. A. (2009). The Politics of Sewerage: Contested Narratives on Growth, Science, and Nature. *Society & Natural Resources*, 22(5), 448–463. <https://doi.org/10.1080/08941920802046437>
- Nisbet, M. C. (2016). The Ethics of Framing Science. In B. Nerlich, R. Elliott, & B. Larson (Eds.), *Communicating Biological Sciences* (pp. 51–74). Routledge. <https://doi.org/10.4324/9781315572888-4>
- Priest, S., Goodwin, J., & Dahlstrom, M. F. (Eds.). (2018). *Ethics and Practice in Science Communication*. University of Chicago Press. <https://press.uchicago.edu/ucp/books/book/chicago/E/bo27760792.html>
- Sullivan, S., McCann, E., De Young, R., & Erickson, D. (1996). Farmers' attitudes about farming and the environment: A survey of conventional and organic farmers. *Journal of Agricultural and Environmental Ethics*, 9(2), 123–143. <https://doi.org/10.1007/BF03055298>

Sunstein, C. R. (2006). The Availability Heuristic, Intuitive Cost-Benefit Analysis, and Climate Change. *Climatic Change*, 77(1), 195–210. <https://doi.org/10.1007/s10584-006-9073-y>

Sunstein, C. R. (2010). Moral Heuristics and Risk. In S. Roeser (Ed.), *Emotions and Risky Technologies* (pp. 3–16). Springer Netherlands. https://doi.org/10.1007/978-90-481-8647-1_1

Taleb, N. N. (2007). *The black swan: The impact of the Highly improbable*. Random House, Inc.

Veenstra, A. S., Lyons, B. A., & Fowler-Dawson, A. (2016). Conservatism vs. conservationism: Differential influences of social identities on beliefs about fracking. *Environmental Communication*, 10(3), 322–336. <https://doi.org/10.1080/17524032.2015.1127851>

Wilson, M. A. (1997). The wolf in Yellowstone: Science, symbol, or politics? Deconstructing the conflict between environmentalism and wise use. *Society & Natural Resources*, 10(5), 453–468.

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. “We are biased:” Introduction to bias and political partisanship on natural resources issues

Week 2. “We have different value priorities:” Moral foundations and cultural cognition

Week 3: “We look for cues:” Ordinary science intelligence and social cues

Week 4: “We think differently:” Mental models; co-orientation model; cultural domain analysis

Week 5: Student presentations

Week 6: “We have different land ethics:” Diversity of human-nature value systems

Week 7: “We are groupish:” Social identity approach

Week 8: “We like simple stories:” Narratives simplify complex issues

Week 9: Student presentations

Week 10: Flex week

Week 11: “We have lazy brains:” Decision heuristics

Week 12: “Communicators are powerful:” Framing

Week 13: “With great power comes great responsibility:” Science communication ethics

Week 14: Wrap up

Week 15: Student presentations

Grading Scheme

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

Response:

Case Study Project

The assignments in this course ask you to focus on a specific case study of your choice. Typically, students choose a topic related to the work they are doing or wish to do. With each assignment you will delve deeper into partisanship challenges related to your case study until, at the end of the semester, you have a robust partisanship analysis that can be applied to your topic. The content you develop can provide a solid start to a publication in an academic journal or your thesis/dissertation.

The case study project will be completed in several steps (detailed below). Instructions for each assignment will be available in Canvas.

- Proposal pitch. Students will present the case studies they plan to analyze throughout the course. The class will provide input to help refine the topic. (5%)
- Introduction. research objectives, and theories and interventions part 1 presentation. Students

provide an introduction for their case study project, describing the current situation, why it is problematic (or could become problematic), and what they aim to achieve by examining partisanship on the topic. In addition, students will provide a presentation detailing how the theories and topics examined thus far in the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship. (20%)

- Cultural domain analysis presentation. Cultural domain analysis (CDA) is a set of research methods that reveal how groups of people understand objects, events, and experiences. Students will use a pile sorting CDA method to assess stakeholders' mental models of an agricultural or natural resources issue. By understanding how stakeholders think about the topic, students will better understand the types of interventions likely to be successful in their case study. (20%)

- Theories and interventions part 2 presentation. Students will provide a presentation detailing how the theories and topics examined in the second half of the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship. (20%)

Ethical perspective

With great power comes great responsibility. In this class, you will learn the drivers of attitudes and beliefs – you will also learn how to use those drivers to affect behavior. Students will write a short essay detailing their ethical perspective on the appropriate use of this power in agriculture and natural resources. (10%)

Perusall

All course readings are available through Perusall. This software allows you to post questions and comments on the readings and see the questions and comments of other students. By using Perusall, you can help each other understand the material and help the instructor identify topics that could benefit from additional discussion. You are expected to add at least three questions or comments on each reading in advance of class. Your entries should demonstrate you are engaging with the material at a scholarly level. (15%)

Attendance and participation

Attendance: You are expected to attend all classes unless otherwise excused. Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here:

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

Participation: You are expected to fully engage in all lectures and stay current with assigned readings. Active participation means asking relevant questions, sharing appropriate examples that help illustrate concepts, and engaging in a professional manner. (10%)

Instructor(s)

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

Response:

Sarah "Sadie" Hundemer

Attendance & Make-up

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

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

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

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

Response:

Yes

Accommodations

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

- *Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.*

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

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

Response:

Yes

AEC6932 Partisanship in Agriculture and Natural Resources

Wednesday 12:50 – 3:50

Location: Rinker Hall 215

Fall 2024, 3 Credits



AGRICULTURAL
EDUCATION AND
COMMUNICATION

Instructor

Sadie Hundemer

shundemer@ufl.edu

117A Bryant Hall

352-273-2574

Office Hours: Monday 10:00am – 12:00pm or by appointment

Course Description

Stakeholder conflict and political division contribute to and impede the resolution of agriculture and natural resources issues. Students will learn the aspects of human nature that promote division and conflict and how to use those natural inclinations to promote communication and collaboration toward agricultural and environmental objectives. In addition, students will gain cultural domain analysis research skills for evaluating stakeholders' mental models of partisan issues.

Course Pre-Requisites / Co-Requisites

None

Student Learning Objectives

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

- Identify concepts and theories that influence perceptions of agriculture and natural resources issues
- Explain how differences in value priorities across the liberal-conservative spectrum shape attitudes toward natural resources
- Analyze agriculture and natural resources issues to identify unique situational components, actors, and processes that contribute to partisanship
- Formulate strategies for addressing partisanship on novel issues
- Critically evaluate personal biases and assess how those biases affect their understanding of natural resources issues
- Design cultural domain analyses to qualitatively evaluate stakeholders' mental models

Required Textbooks

None. All course readings available through Perusall.

Assignments

Case Study Project

The assignments in this course ask you to focus on a specific case study of your choice. Typically, students choose a topic related to the work they are doing or wish to do. With each assignment you will delve deeper into partisanship challenges related to your case study until, at the end of the semester, you have a robust partisanship analysis that can be applied to your topic. The content you develop can provide a solid start to a publication in an academic journal or your thesis/dissertation.

The case study project will be completed in several steps (detailed below). Instructions for each assignment will be available in Canvas.

Proposal pitch. Students will present the case studies they plan to analyze throughout the course. The class will provide input to help refine the topic.

Introduction, research objectives, and theories and interventions part 1 presentation. Students provide an introduction for their case study project, describing the current situation, why it is problematic (or could become problematic), and what they aim to achieve by examining partisanship on the topic. In addition, students will provide a presentation detailing how the theories and topics examined thus far in the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship.

Cultural domain analysis presentation. Cultural domain analysis (CDA) is a set of research methods that reveal how groups of people understand objects, events, and experiences. Students will use a pile sorting CDA method to assess stakeholders’ mental models of an agricultural or natural resources issue. By understanding how stakeholders think about the topic, students will better understand the types of interventions likely to be successful in their case study.

Theories and interventions part 2 presentation. Students will provide a presentation detailing how the theories and topics examined in the second half of the course apply to the topic, and suggest specific interventions to minimize obstructive partisanship.

Ethical perspective

With great power comes great responsibility. In this class, you will learn the drivers of attitudes and beliefs – you will also learn how to use those drivers to affect behavior. Students will write a short essay detailing their ethical perspective on the appropriate use of this power in agriculture and natural resources.

Perusall

All course readings are available through Perusall. This software allows you to post questions and comments on the readings and see the questions and comments of other students. By using Perusall, you can help each other understand the material and help the instructor identify topics that could benefit from additional discussion. You are expected to add at least three questions or comments on each reading in advance of class. Your entries should demonstrate you are engaging with the material at a scholarly level.

Grading

Assignment	Percentage of Final Grade
Case study	
Proposal pitch	5%
Introduction with Theories & Interventions Pt. 1	20%
Cultural domain analysis	20%
Theories & Interventions Pt. 2	20%
Ethical perspective	10%
Perusall weekly entries	15%
Attendance	10%
Total	100%

Grading scale

Percent	Grade
92.5 - 100	A
89.5 – 92.4	A-
86.5 - 89.4	B+
82.5 - 86.4	B
79.5 - 82.4	B-
76.5 - 79.4	C+
72.5 - 76.4	C
69.5 - 72.4	C-
66.5 - 69.4	D+
62.5 - 66.4	D
59.5 - 62.4	D-
0 - 59.4	E

Late written assignments: Unless otherwise stated or agreed upon, late submissions will be penalized as follows

- 10% if between 1 minute and 24 hours late
- 20% if 24 to 48 hours late
- 30% if 48 to 72 hours late
- Not accepted if more than 72 hours late

Missed presentations:

In the case of an excused absence, presentations can be rescheduled with the instructor without penalty.

In the case of an unexcused absence, missed presentations must be recorded and sent to the class (by the student) for feedback. The recorded presentation must be accompanied by a three-page, single-spaced report with references. Late presentations will be penalized as follows

- 20% if between 1 minute and 48 hours late
- 30% if 48 to 96 hours late
- 40% if 96 hours to 1 week late
- Not accepted if more than 1 week late

Weekly Schedule of Topics and Assignments:

Wk	Date	Topic	Assignments Due
			Perusal entries due each week before class.
1	8/28	Introduction: We are biased Introduction to bias and political partisanship on natural resources issues	
2	9/4	We have different value priorities Moral foundations and cultural cognition	
3	9/11	We look for cues Ordinary science intelligence and social cues	Brief student proposal pitches
4	9/18	We think differently Mental models; co-orientation model; cultural domain analysis	
5	9/25	<i>Student presentations</i>	Student report: Case study introduction with theories and interventions part 1
6	10/2	We have different land ethics Diversity of human-nature value systems	
7	10/9	We are groupish Social identity approach	
8	10/16	We like simple stories Narratives simplify complex issues	
9	10/23	We have lazy brains Decision heuristics	
10	10/30	<i>Student presentations</i>	Student report: Cultural domain analysis
11	11/6	We are instinct machines Evolutionary psychology	
12	11/13	Communicators are powerful Framing	
13	11/20	With great power comes great responsibility Science communication ethics	
14	11/27	THANKSGIVING WEEK: NO CLASS	
15	12/4	<i>Student presentations</i>	Student report: Theories and Interventions part 2 *Ethical perspectives due 12/11*

Reading List

- Brønn, P. S., & Brønn, C. (2003). A reflective stakeholder approach: Co-orientation as a basis for communication and learning. *Journal of Communication Management*, 7, 291–303.
- Chesnes, M. (2024, August 21). DeSantis admin wants to put golf courses, pickleball courts and more in Florida state parks. *Tampa Bay Times*. <https://www.tampabay.com/news/environment/2024/08/21/florida-state-parks-jonathan-dickinson-golf-course/>
- Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. *Journal of Communication*, 43(4), 51–58. <https://doi.org/10.1111/j.1460-2466.1993.tb01304.x>
- Fielding, K. S., & Hornsey, M. J. (2016). A Social Identity Analysis of Climate Change and Environmental Attitudes and Behaviors: Insights and Opportunities. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.00121>
- Haidt, J. (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. Random House, Inc.
- Hart, P. S., & Nisbet, E. C. (2012). Boomerang effects in science communication: How motivated reasoning and identity cues amplify opinion polarization about climate mitigation policies. *Communication Research*, 39(6), 701–723. <https://doi.org/10.1177/0093650211416646>
- Hogg, M. A., & Reid, S. A. (2006). Social Identity, Self-Categorization, and the Communication of Group Norms. *Communication Theory*, 16(1), 7–30. <https://doi.org/10.1111/j.1468-2885.2006.00003.x>
- Joireman, J., Barnes Truelove, H., & Duell, B. (2010). Effect of outdoor temperature, heat primes and anchoring on belief in global warming. *Journal of Environmental Psychology*, 30(4), 358–367. <https://doi.org/10.1016/j.jenvp.2010.03.004>
- Jostad, P. M., McAvoy, L. H., & McDonald, D. (1996). Native American land ethics: Implications for natural resource management. *Society & Natural Resources*, 9(6), 565–581. <https://doi.org/10.1080/08941929609380996>
- Kahan, D. M. (2017). On the sources of ordinary science knowledge and extraordinary science ignorance. In K. H. Jamieson, D. M. Kahan, & D. A. Scheufele (Eds.), *Oxford Handbook of the Science of Science Communication* (pp. 35–50). Oxford University Press.
- Kahan, D. M., & Braman, D. (2006). Cultural cognition and public policy. *Yale Law & Policy Review, Public Law Working Paper No. 87, 24*, 147–170.
- Kahneman, D. (2011). *Thinking, Fast and Slow*. Farrar, Straus and Giroux.
- Kearney, A. R. (2015). 3CM: A Tool for Knowing “Where They’re At.” In R. Kaplan & A. Basu (Eds.), *Fostering Reasonableness: Supportive Environments for Bringing Out Our Best* (pp. 273–294). Michigan Publishing.
- Kearney, A. R., & Bradley, G. (1998). Human dimensions of forest management: An empirical study of stakeholder perspectives. *Urban Ecosystems*, 2(1), 5–16. <https://doi.org/10.1023/A:1009564812609>
- Lackey, R. (2007). Science, scientists, and policy advocacy. *Conservation Biology*, 21, 12–17. <https://doi.org/10.1111/j.1523-1739.2006.00639.x>
- Maag, C. (2024, July 21). How Two Wandering Cows Started a Culture War. *The New York Times*. <https://www.nytimes.com/2024/07/21/nyregion/missing-cows-animal-sanctuary-newfane-ny.html>
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Grades and Grade Points

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

Attendance and Make-Up Work

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

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. See the “[Get Started With the DRC](#)” webpage on the Disability Resource Center site. 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.

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 education 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 deliver by an 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 presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private 3 Revised: September 2024 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 Honor Code and Student Conduct Code

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.

Online Course Evaluation Process

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

Use of Artificial Intelligence

Use of generative artificial intelligence is not permitted without written permission from the instructor. Use of generative artificial intelligence (including but not limited to Chat GPT) without permission, could result in a grade penalty. The university policy on plagiarism and the Honor Code (below) applies to the use of artificial intelligence.

Academic Honesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

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.

Campus Helping Resources

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

Whole Gator App

The Whole Gator website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care.

<https://one.ufl.edu/whole-gator/topics>

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 noncrisis 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 352392-1111 (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 352-273- 4450.
- Student Success Initiative, <http://studentsuccess.ufl.edu> .

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-3924357 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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

Course|New for request 20430

Info

Request: AGR 7XXX Multi-Omic Integration for Applied Prediction Breeding

Description of request: The course is intended for plant and animal sciences, specifically for students working on different aspects of breeding.

Submitter: Juan Diego Hernandez Jarquin jhernandezjarqui@ufl.edu

Created: 9/1/2024 2:36:13 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:

AGR

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

- 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:

MULTI-OMIC INTEGRATION FOR APPLIED PREDICTION BREEDING

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:

MULTI-OMIC INT. FOR BREEDING

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:

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 *on average* 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 hours per week

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 intended for students in Plant and Animal Sciences with emphasis on breeding applications. Students will learn the basis for modeling trait performance of genotypes assisted by the integration of multiple data types 'omics' under different approaches (parametric, non-parametric AI). Relevant topics for private industry and research institutions will be covered (AI methods implemented for genomic prediction GP, G×E Interactions, multi-trait prediction, sparse testing designs, etc.)

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:
STA6166 or equivalent

Completing Prerequisites:

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

Example:

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

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 curricula.

Response:

Graduate - Agronomy, Horticulture Sciences, Plant Breeding Program, Animal Sciences

Syllabus Content Requirements

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 observable, measurable 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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Response:
All Items Included

AGR7000 MULTI-OMIC INTEGRATION FOR APPLIED PREDICTION BREEDING

Graduate Level – 3 credit hours
Spring 2025

Instructor: Dr. Diego Jarquin
2089 McCarty Hall B
(352) 392-1811
jhernandezjarqui@ufl.edu

Office hours: Tuesday and Thursday 3:00PM – 4:00 PM. Please feel free to talk to me about any issue relating to the course and start this process early in the semester.

TA: Julian Garcia-Abadillo & Shatabdi Proma
Office hours: Monday, Wednesday, Friday 11:00AM – 12:00PM

Lecture time: Tuesdays periods 6-7 (12:50PM - 2:45PM); and Thursdays period 6 (12:50PM - 1:40PM)

Location: McCarty Hall B – 1108, Gainesville, FL 32611

Course Description

This course focuses on the development and implementation of prediction and estimation models in private and public sector plant breeding programs. Students will learn the basis for modeling trait performance of genotypes assisted by the integration of multiple data types ‘omics’ under different approaches (parametric, non-parametric AI).

Intended Audience

The course is designed for MS and PhD graduate students in the following disciplines: plant breeding, agronomy, horticultural sciences, environmental horticulture, forestry, and animal breeding.

Learning Objectives.

- Identify the underlying foundations of the different prediction paradigms (parametric [frequentist, Bayesian], non-parametric Artificial Intelligence AI).
- Write R scripts replicating the results of elaborated functions implemented under parametric and non-parametric frameworks.
- Identify the best strategy to adopt according to the needs of the trait(s) under study.

- Identify the presence of genotype-by-environment G×E interaction and leverage it in prediction models.
- Integrate different ‘Omics’ of information in prediction models to outperform conventional models.
- Develop sophisticated prediction pipelines for plant and animal breeding.
- Identify and analyze when and how to implement the different cross-validation scenarios in breeding pipelines.
- Deploy complex prediction pipelines using parallel computing capabilities of the High-Throughput Computing (HTC) and High-Performance (HPC) Computing facilities such as HiPerGator.

Course Objectives

This course is designed to build onto concepts learned in plant breeding, quantitative genetics, and statistical genetics courses. At the end of this course, students will be able to distinguish the differences between the prediction paradigms assisting in the selection of superior cultivars, integrate multiple layers or ‘Omics’ (genomics, enviromics/weather, soil, high-throughput phenotyping, etc.) of information in the prediction models, apply quality control on the data, data collection, and data alignment. In addition, students will also be able to estimate the genotype-by-environment (G×E) interaction and leverage it in prediction models, exploit genetic correlation by considering multi-trait analysis, and achieve hybrid prediction based on the General Combining Ability GCA and Specific Combining Ability SCA terms using the marker information of the parents in interaction with environments. The students will be able to write their own modules to conduct customized analyses adapted to the needs of specific breeding programs (annual crops, perennial crops including tree species, repeated measures, time-related traits). Finally, the students will be able to develop complex prediction pipelines using parallel computing capabilities of High-Throughput Computing (HTC) and High-Performance Computing (HPT) facilities such as HiPerGator.

Evaluation

Quizzes

Three quizzes will happen randomly during lectures. These will consist of questions pertinent to the topics being discussed in class. There is NO make up for quizzes. Answers will be reviewed and discussed in class after completion to provide comprehensive feedback.

Breeding pipeline development.

The students will develop a genomic prediction pipeline including at least two different omics or layers of information (genomics plus another [soil, weather, proximal and remote sensing - high-throughput phenotyping, satellite-image data, etc.]) as part of the final project.

The pipeline development will be divided into three parts:

Part 1. Due on Thursday, January 30, by 5 PM (ET) in Canvas. Identification of a suitable multi-environments data set containing phenotypic data and at least two data ‘omics’ to be used as covariates (marker SNPs and any other layer [weather, soil, proximal and/or remote sensing - high-throughput phenotypic, etc.]) Describe the data set and covariates, including your name, the source, trait(s) of interest, and the objective of the study (limited to 200 words). Each student will receive feedback from the instructor and TAs.

Part 2. Due on Tuesday, March 25, by 5 PM (ET) in Canvas. It should include the information presented in Part 1, plus the following components of a prediction pipeline: quality control on the data, compute the covariance structures to model main effects of the covariates and the interactions between these and environments and/or environmental covariates, and the simulation of training testing prediction scenarios: prediction of *i*) tested genotypes in unobserved environments, *ii*) untested genotypes in unobserved environments, *iii*) tested genotypes in unobserved environments, *iv*) untested genotypes in unobserved environments). Each student will receive feedback from the instructor and TAs.

Part 3. Due on Tuesday, April 15, by 5 PM (ET) in Canvas. It should include all the sections presented in Part 1 and Part 2, plus the prediction stage using different paradigms (parametric [frequentist, and Bayesian], and non-parametric [Artificial Intelligence, and kernels]). Each student will receive feedback from the instructor and TAs.

Oral presentation. Each student will present their project during a 15-minute oral presentation in class on Thursday (April 17) or Tuesday (April 22) (the order of the students will be randomly assigned to these dates). The presentation format is open, and the students are encouraged to use their preferred delivery method. Each student will receive feedback from the instructor and TAs.

Exam

There will be a final take-home exam starting on April 29, and it is due on Friday May 1 by 5 PM.

Activity	Number	Points/activity	Total
Quizzes	3	5	15
Pipeline development	3 stages	10	30
Oral presentation	1	20	20
Final Take-home Exam	1	35	35

A > 91 B+ 85 to 90.9 B 80 to 84.9 C+ 75 to 79.9 C 70 to 74.9 D+ 65 to 69.9 D 60 to 64.9 E < 60

UF grading policies

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Software and computer

You will need to use your own laptop for data analyses demos and homework. Different software will be used during the semester. Specific instructions about where and how to obtain them will be given in class. All analysis will be conducted using R-CRAN statistical software (standalone version only).

To access the High-Throughput Computing facilities (e.g., HiperGator), OSX and Windows users can use the terminal (command line); however, I strongly recommend Windows users to install Putty. To exchange files between personal computers and the HTC facilities, Windows users are encouraged to install WinSCP while OSX users can install Cyberduck. There are free versions for all the mentioned software; no need to pay for these.

Recommended Literature – specific scientific papers will be assigned as the semester progresses.

Montesinos López OA, Montesinos López A, Crossa J. Multivariate statistical machine learning methods for genomic prediction. Cham: Springer; 2022.

<https://link.springer.com/book/10.1007/978-3-030-89010-0>

Ahmadi N, Bartholome J. Genomic Prediction of Complex 2022. Humana, New York, NY.

<https://link.springer.com/book/10.1007/978-1-0716-2205-6>

Course Schedule and Topics (Tentative)

Week	Description
1 Jan 14-Jan 16	<p>Theme: Software overview and connectivity.</p> <p>Day 1: Tuesday, January 14.</p> <ol style="list-style-type: none"> Introductions, reviewing the syllabus, and assessment of expectations. Review of the software to use in the class (R, WinSCP, Putty, Cyberduck, etc.) Quick review of useful commands in R. <p>Day 2: Thursday, January 16.</p> <ol style="list-style-type: none"> Accessing the high-throughput computing facilities HTC using the command line (terminal, Putty). Review of basic commands useful to navigate in the cluster.
2 Jan 21- Jan 23	<p>Theme: Genomic Selection and Statistical learning - Basic concepts.</p> <p>Day 1: Tuesday, January 21.</p> <ol style="list-style-type: none"> Introduction to Genomic Selection and Genomic Prediction. Current paradigms, approaches, and models. Cross-validation schemes and Assessment of predictive ability.

	<p>Day 2. Thursday, January 23.</p> <ol style="list-style-type: none"> Prediction versus Inference Statistical Machine Learning Models – Basic ideas Data types and types of learning (unsupervised, supervised, semi-supervised).
3 Jan 28 - Jan 30	<p>Theme: Data preparation for implementing prediction models.</p> <p>Day 1: Tuesday, January 25.</p> <ol style="list-style-type: none"> Fixed vs Random effects. BLUEs and BLUPs. <p>Day 2: Thursday, January 28 (Due date for Part 1 of the breeding pipeline development project).</p> <ol style="list-style-type: none"> Quality Control on the genomic data. Methods for computing genomic covariance structures.
4 Feb 4 - Feb 6	<p>Theme: Basic elements for building supervised statistical Machine learning models.</p> <p>Day 1: Tuesday, February 4.</p> <ol style="list-style-type: none"> Linear Multiple Regression Model LMRM. Fitting LMRM using Ordinary Least Squares (OLS). Fitting LMRM using Maximum Likelihood (ML). Fitting LMRM using Gradient Descent Method (GD). <p>Day 2: Thursday, February 6.</p> <ol style="list-style-type: none"> Pros and cons of standard LMRM. Regularization parameters to overcome the curse of dimensionality. Ridge regression, LASSO regression. Logistic regression, Logistic Ridge regression, and LASSO logistic regression.
5 Feb 11 - Feb 13	<p>Theme: Overfitting, Model tuning, and evaluation of Prediction.</p> <p>Day 1. Tuesday, February 11.</p> <ol style="list-style-type: none"> Overfitting and Underfitting. Prediction accuracy vs. Model interpretability. Cross-validation. <p>Day 2. Thursday, February 13.</p> <ol style="list-style-type: none"> Model tuning. Evaluating model performance for prediction.

<p>6 Feb 18 - Feb 20</p>	<p>Theme: Linear Mixed Models.</p> <p>Day 1. Tuesday, February 18.</p> <ol style="list-style-type: none"> a. Intro to Linear Mixed Models. b. Estimation Methods. <p>Day 2. Thursday, February 20.</p> <ol style="list-style-type: none"> a. Linear Mixed Models in Genomic Prediction. b. Multi-trait Genomic Linear Mixed-Effects Models.
<p>7 Feb 25 - Feb 27</p>	<p>Theme: Bayesian Genomic Linear Regression.</p> <p>Day 1. Tuesday, February 25.</p> <ol style="list-style-type: none"> a. Bayes Theorem and Bayesian Linear Regression. b. Bayesian Genome-Based Ridge Regression. c. Bayesian GBLUP Genomic Model. <p>Day 2. Thursday, February 27.</p> <ol style="list-style-type: none"> a. Genomic-Enabled Prediction Bayes A Model. b. Genomic-Enabled Prediction Bayes B and C Models. c. Genomic-Enabled Bayesian LASSO Model.
<p>8 March 4 - March 6</p>	<p>Theme: Estimation of Covariance Structures and Multi-Trait Prediction Models.</p> <p>Day 1. Tuesday, March 4.</p> <ol style="list-style-type: none"> a. Bayesian Factor Analytic Model and other Co-variance structures. <p>Day 2. Thursday, March 6.</p> <ol style="list-style-type: none"> a. Genomic Prediction Models using structured Co-variances. b. Multi-trait methods for Genomic Prediction.
<p>9 March 11 - March 13</p>	<p>Theme: Estimation of Genotype-by-Environment Interaction.</p> <p>Day 1. Tuesday, March 11.</p> <ol style="list-style-type: none"> a. Additive Main-effects and Multiplicative Interaction Model AMMI. b. Singular Value Decomposition SVD. c. Estimation of AMMI model parameters (OLS). <p>Day 2. Thursday, March 13.</p> <ol style="list-style-type: none"> a. Bayesian AMMI model. b. General Bayesian AMMI model. c. Hierarchical Bayesian AMMI model.

10	No class due to Spring Break
11 March 18 - March 21	<p>Theme: G×E Genomic Prediction models.</p> <p>Day 1. Tuesday, March 18.</p> <ol style="list-style-type: none"> a. Genomic Prediction including interactions between markers and environments. b. Genomic Prediction including interactions between markers and weather covariates. c. Practical G×E. d. Practical G×W. <p>Day 2. Thursday, March 21.</p> <ol style="list-style-type: none"> a. Practical G×E. b. Practical G×W.
12 March 25 - March 27	<p>Theme: G×E Genomic Prediction models.</p> <p>Day 1. Tuesday, March 25 (Due date for Part 2 of the breeding pipeline development project).</p> <ol style="list-style-type: none"> a. Multi -omics integration using co-variance structures. b. General and Specific Combining Ability (GCA and SCA) in interaction with environments. c. Sparse Testing Designs. d. Prediction of time-related traits. e. Pipeline development for Genomic Selection. <p>Theme: Artificial Intelligence Methods for Genomic Prediction.</p> <p>Day 2: Tuesday, March 27</p> <ol style="list-style-type: none"> a. The RKHS. b. Generalized Kernel model.
13 April 1 - April 3	<p>Theme: Artificial Intelligence Methods for Genomic Prediction.</p> <p>Day 1. Tuesday, April 1.</p> <ol style="list-style-type: none"> a. Linear Mixed Model with Kernels. b. Hyperparameter Tunning. c. Bayesian Kernel Methods. <p>Day 2. Thursday, April 3.</p> <ol style="list-style-type: none"> a. Fundamentals of Artificial Neural Networks and Deep Learning.
14 April 8 - April 10	Theme: Artificial Intelligence Methods for Genomic Prediction.

	<p>Day 1. Tuesday, April 8.</p> <p>a. Artificial Neural Networks and Deep Learning for Genomic Prediction.</p> <p>Day 2. Thursday, April 10.</p> <p>a. Convolutional Neural Networks.</p>
15 April 15 - April 17	<p>Theme: Artificial Intelligence Methods for Genomic Prediction.</p> <p>Day 1. Tuesday, April 15 (Due date for Part 3 of the breeding pipeline development project)</p> <p>a. Introduction to Convolutional Neural Networks .</p> <p>b. Random Forest for Genomic Prediction.</p> <p>Theme: Presentations</p> <p>Day 2. Thursday, April 17.</p> <p>a. Oral Presentation.</p>
16 April 22 - April 24	<p>Theme: Presentations.</p> <p>Day 1. Tuesday, April 22</p> <p>Oral Presentation.</p>
17 April 29 - May 1	<p>a. Exam due on Thursday, May 5 at 1:40 pm.</p>

ADDITIONAL REFERENCES

Acosta-Pech, R., Crossa, J., de los Campos, G., Teyssedre, S., Claustres, B., Pérez-Elizalde, S., et al. (2017). Genomic models with genotype \times environment interaction for predicting hybrid performance: an application in maize hybrids. *Theor. Appl. Genet.* 130, 1431–1440. [DOI: 10.1007/s00122-017-2898-0](https://doi.org/10.1007/s00122-017-2898-0) - **To be reviewed in week 12, March 25, 2025.**

Crossa J., Perez-Elizalde S., Jarquin D., Miguel Cotes, J., Viele, K., Liu, G., and Cornelius, P. (2011) Bayesian Estimation of the Additive Main Effects and Multiplicative Interaction Model. *Crop Science*, 51:1468-1469. doi.org/10.2135/cropsci2010.06.0343 - **To be reviewed in week 9, March 11 and 13, 2025.**

Jarquín D., Pérez-Elizalde S., Burgueno J., Crossa J*. (2016) A Hierarchical Bayesian Estimation Model for Multienvironment Plant Breeding Trials in Successive Years. *Crop Science*, 56(5): 2260-2276. [doi:10.2135/cropsci2015.08.0475](https://doi.org/10.2135/cropsci2015.08.0475). - **To be reviewed in week 9, March 11 and 13, 2025.**

Jarquín D., Crossa J., Lacaze X., Pérez P., Cheyron P.D., Daucourt J., Lorgeou J., Piraux F., Guerreiro L., Burgueno J., de los Campos G*. (2014) A Reaction Norm Model for Genomic

Selection Using High-Dimensional Genomic and Environmental Data. *Theoretical and Applied Genetics*, 127(3):595-607. [doi:10.1007/s00122-013-2243-1](https://doi.org/10.1007/s00122-013-2243-1). - **To be reviewed in week 11, March 18 and 21, 2025.**

Jarquín D., Howard R., Xavier A., Choudhury S.D. (2018). Increasing Predictive Ability by Modeling Interactions between Environments, Genotype and Canopy Coverage Image Data for Soybeans. *Agronomy*, 8(4), 51. [doi:10.3390/agronomy8040051](https://doi.org/10.3390/agronomy8040051). **To be reviewed in week 12, March 25, 2025.**

Jarquín D., Kajjya-Kanegae H. Taishen C., Persa R., Yabe S., Iwata H. Coupling Day Length Data and Genomic Prediction tools for Predicting Time-Related Traits under Complex Scenarios. *Scientific Reports*. *Sci Rep* 10, 13382 (2020). doi.org/10.1038/s41598-020-70267-9. - **To be reviewed in week 12, March 25, 2025.**

Jarquín D., de Leon N., Romay C., Bohn M., Buckler E.S, Ciampitti I., Edwards J., Ertl D., Flint-García S., Gore M.A, Graham C., Hirsch C.N, Holland J.B., Hooker D., Kaeppler S.M., Knoll J., Lee E.C., Lawrence-Dill C.J, Lynch J.P., Moose S.P, Murray S.C, Nelson R., Rocheford T., Schnable J.C., Schnable P.S., Smith M., Springer N., Thomison P., Tuinstra M., Wissler R.J., Xu W., Yu J., Lorenz A. Utility of Climatic Information via Combining Ability Models to Improve Genomic Prediction for Yield within the Maize Genomes to Fields Project. *Front. Genet.*, 08 March 2021 | <https://doi.org/10.3389/fgene.2020.592769>. - **To be reviewed in week 12, March 25, 2025.**

Meuwissen TH, Hayes BJ, Goddard ME. Prediction of total genetic value using genome-wide dense marker maps. *Genetics*. 2001;157:1819–1829. [DOI: 10.1093/genetics/157.4.1819](https://doi.org/10.1093/genetics/157.4.1819). - **To be reviewed in week 7, February 25 and 27, 2025.**

Perez-Elizalde S., Jarquín D., Crossa J. (2011) A General Bayesian Estimation Method of Linear-Bilinear Models Applied to Plant Breeding Trials with Genotype by Environment Interaction. *Journal of Agricultural, Biology and Environmental Statistics*, 17 (1): 15-37. [doi:10.1007/s13253-011-0063-9](https://doi.org/10.1007/s13253-011-0063-9). - **To be reviewed in week 9, March 11 and 13, 2025.**

Persa R., Grondona M., Jarquín D. (2021). Development of a Genomic Prediction Pipeline for Maintaining Comparable Sample Sizes in Training and Testing Sets across Prediction Schemes Accounting for the Genotype-by-Environment Interaction. *Agriculture* 2021, 11(10), 932; doi.org/10.3390/agriculture11100932. - **To be reviewed in week 9, March 11 and 13, 2025.**

Ray S., Jarquín D., Howard R (2022). Comparing Artificial Intelligence Techniques with State-of-the-Art Parametric Prediction Models for Predicting Soybean Traits. *The Plant Genome*. - **To be reviewed in week 2, January 21, 2025.**

VanRaden PM. Efficient methods to compute genomic predictions. *J Dairy Sci*. 2008;91:4414–4423. [doi: 10.3168/jds.2007-0980](https://doi.org/10.3168/jds.2007-0980). - **To be reviewed in week 7, February 25 and 27, 2025.**

Viera C.C., Persa R., Chen P., Jarquín D. (2022) Incorporation of Soil-derived Covariates in Progeny Testing and Line Selection to Enhance Genomic Prediction Accuracy in Soybean

Breeding. Front. Genet., 08 September 2022 Sec. Plant Genomics.
<https://doi.org/10.3389/fgene.2022.905824>. - **To be reviewed in week 12, March 25, 2025.**

Materials and Supplies Fees: n/a

Attendance and Make-Up Work

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

consistent with university policies. Those can be found at:

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

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, located in the Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Software Use

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

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g.: assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of

Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see:

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

If you have any questions or concerns, please consult with the instructor or TAs in this class.

Services for Students with Disabilities

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565; <https://disability.ufl.edu/get-started/>) 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.”

Campus Resources

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

University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, <https://counseling.ufl.edu/>

Counseling Services

Groups and Workshops

Outreach and Consultation

Self-Help Library

Wellness Coaching

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 352-273-4450.

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 On-Campus: Visit the [Student Honor Code and Student Conduct Code](#) webpage for more information.

On-Line Students Complaints: [Visit the Distance Learning Student Complaint Process.](#)

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.

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.

Services for Students with Disabilities

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

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

The instructor reserves the right to make changes in the assignments and syllabus as needed. Notification will be made via E-Learning, e-mail or class announcements

Course|New for request 20156

Info

Request: CWR 6XXX Advanced Urban Stormwater Systems Design

Description of request: This request is to establish a permanent course number for CGN6905 Advanced Urban Stormwater Systems Design that has been taught for over 10 years and is a very popular and relevant course.

Submitter: Mark Newman mark.newman@essie.ufl.edu

Created: 7/23/2024 4:56:06 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:
CWR

Course Level

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

Response:
6

Course Number

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

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

Response:

Joint (Ugrad/Grad)

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

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

Course Title

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

Response:

Advanced Urban Stormwater Systems Design

Transcript Title

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

Response:

Adv Urban Stormwater Sys Des

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:

Yes

Co-Listing Explanation

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

• *Differentiation of Co-Listed Courses - Example*

* *

* *For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](http://aa.ufl.edu/media/aaufledu/policies/Co-listed-grad-ug-courses-policy.pdf).

Response:

Co-Listed Course Details: This course is co-listed as both a graduate and undergraduate course. Both the graduate and undergraduate courses have 100% online sections and in-person sections. All course content for all sections is provided online using the course Canvas site. The in-person meeting times for all sections are optional interactive problem sessions that allow students to work collaboratively with one another on the weekly assignments and design projects. These problem sessions also provide students the opportunity to ask questions and discuss their progress with the instructor while actively working on their assignments. The primary difference between the graduate and undergraduate courses are the structure of the culminating design projects (Design Projects I and II).

Design Project I is a guided design project that each student works on individually. All students are provided the requisite information to perform the design and subsequent analysis of a stormwater detention system. The students must submit an Excel file that includes all of their calculations and results for the design of the detention system and analysis of its performance. Once the Excel file is submitted students take an online assessment or quiz that assesses their knowledge of the design procedures and analysis results. For the undergraduates this quiz consists primarily of multiple-choice questions along with fill-in-the-blank submission of numerical results from their Excel file. For the graduate students in addition to the same questions the undergraduates must answer, the quiz also includes multiple open response questions where they must provide in-depth written discussion of their design procedures and analysis results.

Design Project II represents the biggest difference between the undergraduate and graduate courses. The undergraduates work in teams of up to three on a stormwater system design project located on campus. They are provided project specifications and must use the methods and procedures learned in class to complete the project design and analysis. Each team submits a final design project report that details their design and analysis results along with an Excel file including all calculations. For the graduate course each student works independently. The student must select a topic, develop a project proposal, and complete the design project based upon their proposed methods. Each student submits a final design project report that details their design and analysis results along with an Excel file including all calculations. The graduate student projects typically are related to the students' graduate research, current or previous professional projects, or a topic of their choice as long as it is directly related to the stormwater design methods covered in class. This allows both on-campus students and online students who are working professionals to tailor their final project to their interests and career goals.

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:

Stormwater system design including: time of concentration, peak runoff rate, open-channel flow, gravity storm sewer, culvert, stormwater pumping, filtration systems, hydrograph generation, flood routing, site layout, site grading and permitting.

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:

Understanding of undergraduate-level fluid mechanics and applied hydraulics.

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

This course has been offered as a graduate course for over 10 years as a CGN6905 course and is a very popular course for both on-campus graduate students and online working professionals earning a masters' degree. The course covers the stormwater design and analysis process in detail and is directly relevant to engineering practice and preparation for earning a professional engineering (PE) license. The course is offered as a co-listed undergraduate and graduate course because it is an upper division design elective for Civil Engineering undergraduates that not all students will take as an undergraduate. Also, many of our graduate students are from other programs or other universities that do not offer a similar undergraduate course. By offering the course as a co-listed graduate and undergraduate course we assure maximum access to all who would like to practice as professional engineers working with stormwater design.

Course Objectives

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

Response:

- Develop understanding of stormwater hydrology
- Evaluation of site plans
- Gain familiarity with permitting documents and procedures
- Perform stormwater modeling
- Gain in-depth understanding of design procedures for urban stormwater systems
- Analysis of design performance based upon permitting requirements

Course Textbook(s) and/or Other Assigned Reading

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

Response:

There are no required text books all course material is provided by the instructor. The following texts are cited and referenced in the course materials.

Durrans. 2003. Stormwater Conveyance Modeling and Design. 1st Edition. Bentley Institute

Press. Exton, PA. <http://www.bentley.com/en-US/Training/Products/Resources/Books/SCMD.htm>
(Also available on Amazon)

Walski, Barnard, Durrans, Meadows, Lowry, and Whitman. 2007. Computer Applications in Hydraulic Engineering. 7th Edition. Bentley Institute Press. Exton, PA.
<https://store.bentley.com/en/products/9781934493168--Computer-Applications-in-Hydraulic-Engineering> (Also available on Amazon)

Required permitting documents and technical publications (available online)

Environmental Resource Permit Applicant's Handbook, Volume I (General and Environmental) from St. Johns River Water Management District (SJRWMD)

<https://www.sjrwmd.com/documents/permitting/#erp>

Permit Information Manual (includes ERP Volume II) from St. Johns River Water Management District (SJRWMD)
<https://www.sjrwmd.com/documents/permitting/#erp>

Urban Hydrology for Small Watersheds, Technical Release 55 (TR-55): Available from United States Department of Agriculture, Natural Resources Conservation Service (NRCS)
http://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb1044171.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:

Week 1	Course Introduction / Precipitation
Week 2	Rainfall Analysis
Week 3	Precipitation and Design Storms (IDF Curves)
Week 4	NRCS Design Storms
Week 5	Site and Basin Delineation
Week 6	Rainfall and Runoff/Estimating Peak Runoff/Unit Hydrographs
Week 7	Stormwater Conveyance and Detention/Retention
Week 8	Storage Routing
Week 9	Regulations and Environmental Resource Permits (ERPs)
Week 10	Design project I
Week 11	Design project I Due
Week 12	Design project II
Week 13	Design project II
Week 14	Design project II
Week 15	Design Project II Due

Grading Scheme

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

Response:

Grade Distribution

Percentage of Final Grade
Assignments

30%
Design Project I

30%
Design Project II

40%

Instructor(s)

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

Response:
Mark Newman

Attendance & Make-up

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

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

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

Response:
Yes

Accommodations

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

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

• *Students with disabilities 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 Urban Stormwater Systems Design

CWR6XXX

Meeting Times: Section USD3 Class # 26197 M, W, F Period 4 (10:40 AM – 11:30 AM)
Section 2FED Class # 25449 100% Online
Section 1FE2 Class # 25448 100% Online

Location: FLG 0208

Academic Term: Fall 2023

Instructor:

Dr. Mark A. Newman
Office location: 370C Weil Hall
E-mail: mark.newman@essie.ufl.edu
Office hours will be posted in Canvas.

Course Description

(3 credits) Stormwater system design including: time of concentration, peak runoff rate, open-channel flow, gravity storm sewer, culvert, stormwater pumping, filtration systems, hydrograph generation, flood routing, site layout, site grading and permitting.

Course Prerequisites

Understanding of undergraduate-level fluid mechanics and applied hydraulics.

Course Objectives

- Develop understanding of stormwater hydrology
- Evaluation of site plans
- Gain familiarity with permitting documents and procedures
- Perform stormwater modeling
- Gain in-depth understanding of design procedures for urban stormwater systems
- Analysis of design performance based upon permitting requirements

Course Material and Assignments

All course material including lectures packets, reading, assignments, and supplemental information are provided on the UF e-Learning site <http://elearning.ufl.edu/>.

Referenced Textbooks: No textbooks are required—all reading assignments will be posted on the course site.

- Durrans. 2003. *Stormwater Conveyance Modeling and Design*. 1st Edition. Bentley Institute Press. Exton, PA.
<http://www.bentley.com/en-US/Training/Products/Resources/Books/SCMD.htm> (Also available on Amazon)
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- Wanielista and Yousef. 1993. Stormwater Management. Wiley. New York.
- Wanielista, Kersten, and Eaglin. 1997. Hydrology Water Quantity and Quality Control. Wiley. New York.

Attendance and Expectations

- All course content is provided online in Canvas (Everything you need to do well in the course is provided in Canvas).
- The scheduled in-class meeting times are interactive problem sessions that allow you the chance to ask questions while working on the weekly assignments.
- It does not matter what section you are registered for (online or in-person)—everyone is welcome to attend the in-class problem sessions whenever you would like as they are essentially guaranteed office hours.

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- Week 3 Precipitation and Design Storms (IDF Curves)
- Week 4 NRCS Design Storms
- Week 5 Site and Basin Delineation
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- Week 7 Stormwater Conveyance and Detention/Retention
- Week 8 Storage Routing
- Week 9 Regulations and Environmental Resource Permits (ERPs)
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- Week 13 Design project II
- Week 14 Design project II
- Week 15 **Design Project II Due**

Co-Listed Course Details: This course is co-listed as both a graduate and undergraduate course. Both the graduate and undergraduate courses have 100% online sections and in-person sections. All course content for all sections is provided online using the course Canvas site. The in-person meeting times for all sections are optional interactive problem sessions that allow students to work collaboratively with one another on the weekly assignments and design projects. These problem sessions also provide students the opportunity to ask questions and discuss their progress with the instructor while actively working on their assignments. The primary difference between the graduate and undergraduate courses are the structure of the culminating design projects (Design Projects I and II).

Design Project I is a guided design project that each student works on individually. All students are provided the requisite information to perform the design and subsequent analysis of a stormwater detention system. The students must submit an Excel file that includes all of their calculations and results for the design of the detention system and analysis of its performance. Once the Excel file is submitted students take an online assessment or quiz that assesses their knowledge of the design procedures and analysis results. For the undergraduates this quiz consists primarily of multiple-choice questions along with fill-in-the-blank submission of numerical results from their Excel file. For the graduate students in addition to the same questions the undergraduates must answer, the quiz also includes multiple open response questions where they must provide in-depth written discussion of their design procedures and analysis results.

Design Project II represents the biggest difference between the undergraduate and graduate courses. The undergraduates work in teams of up to three on a stormwater system design project located on campus. They are provided project specifications and must use the methods and procedures learned in class to complete the project design and analysis. Each team submits a final design project report that details their design and analysis results along with an Excel file including all calculations. For the graduate course each student works independently. The student must select a topic, develop a project proposal, and complete the design project based upon their proposed methods. Each student submits a final design project report that details their design and analysis results along with an Excel file including all calculations. The graduate student projects typically are related to the students' graduate research, current or previous professional projects, or a topic of their choice as long as it is directly related to the stormwater design methods covered in class. This allows both on-campus students and online students who are working professionals to tailor their final project to their interests and career goals.

Assignments: Assignments (including Design Projects I and II) will be submitted using the UF e- Learning Canvas site <http://elearning.ufl.edu/>.

Late Assignments: You will have one week after an assignment deadline passes to contact me and discuss/request the possibility of the assignment being opened for resubmission. **After one week has passed from the assignment deadline no submissions will be allowed.**

Grade Distribution

Assignments	Percentage of Final Grade
Assignments	30%
Design Project I	30%
Design Project II	40%

Grading Scale

Percent	Grade	Grade Points
94 - 100	A	4.00
90 - 93	A-	3.67
87 - 89	B+	3.33
84 - 86	B	3.00
80 - 83	B-	2.67
77 - 79	C+	2.33
74 - 76	C	2.00
70 - 73	C-	1.67
67 - 69	D+	1.33
64 - 66	D	1.00
60 - 63	D-	0.67
0 - 59	E	0.00

Students Requiring Accommodations

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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.

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Jennifer Nappo, Director of Human Resources, 352-392-0904, jpennacc@ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim

Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling;
<https://career.ufl.edu>.

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Urban Stormwater Systems Design

CWR 4306

Meeting Times: Section CAMP Class # 25246 M, W, F Period 4 (10:40 AM – 11:30 AM)
Section 0004 Class # 26262 100% Online

Location: FLG 0208

Academic Term: Fall 2023

Instructor:

Dr. Mark A. Newman
Office location: 370C Weil Hall
E-mail: mark.newman@essie.ufl.edu
Office hours will be posted in Canvas.

Course Description

(3 credits) Stormwater system design including: time of concentration, peak runoff rate, open-channel flow, gravity storm sewer, culvert, stormwater pumping, filtration systems, hydrograph generation, flood routing, site layout, site grading and permitting.

Course Prerequisites

CWR 4202 Hydraulics

Course Objectives

- Develop understanding of stormwater hydrology
- Evaluation of site plans
- Familiarity with permitting documents and procedures
- Perform stormwater modeling
- Gain in-depth understanding of design procedures for urban stormwater systems
- Analysis of design performance based upon permitting requirements

Course Material and Assignments

All course material including lectures packets, reading, assignments, and supplemental information are provided on the UF e-Learning site <http://elearning.ufl.edu/>.

Referenced Textbooks: No textbooks are required—all reading assignments will be posted on the course site.

- Durrans. 2003. *Stormwater Conveyance Modeling and Design*. 1st Edition. Bentley Institute Press. Exton, PA.
<http://www.bentley.com/en-US/Training/Products/Resources/Books/SCMD.htm> (Also available on Amazon)
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- Wanielista and Yousef. 1993. Stormwater Management. Wiley. New York.
- Wanielista, Kersten, and Eaglin. 1997. Hydrology Water Quantity and Quality Control. Wiley. New York.

Relation to Program Outcomes (ABET):

Outcome	Coverage*
1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	High
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	High
3. An ability to communicate effectively with a range of audiences.	High
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	High
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	High
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	Medium
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	High

Attendance and Expectations

- All course content is provided online in Canvas (Everything you need to do well in the course is provided in Canvas).
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Co-Listed Course Details: This course is co-listed as both a graduate and undergraduate course. Both the graduate and undergraduate courses have 100% online sections and in-person sections. All course content for all sections is provided online using the course Canvas site. The in-person meeting times for all sections are optional interactive problem sessions that allow students to work collaboratively with one another on the weekly assignments and design projects. These problem sessions also provide students the opportunity to ask questions and discuss their progress with the instructor while actively working on their assignments. The primary difference between the graduate and undergraduate courses are the structure of the culminating design projects (Design Projects I and II).

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64 - 66	D	1.00
60 - 63	D-	0.67
0 - 59	E	0.00

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

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- Jennifer Nappo, Director of Human Resources, 352-392-0904, jpennacc@ufl.edu
- Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

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: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling;
<https://career.ufl.edu>.

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course|New for request 20775

Info

Request: EDA 6XXX Education Policy in a Democratic Society

Description of request: To create a new course, "Education Policy in a Democratic Society," to be offered as a potential degree requirement or elective for graduate students in education, particularly students in the Educational Leadership and Policy Ph.D. program.

Submitter: Christopher Thomas c.thomas2@ufl.edu

Created: 12/4/2024 6:38:49 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 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. nbsp;

Response:
Education Policy in a Democratic Society

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:
Ed Policy in Dem Soc

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 *on average* 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:
Examines the development, implementation, and analysis of educational policy in democratic contexts. Explores varying definitions of democracy, their application to policy, and methods for evaluating policies against democratic principles. Key topics include the aims of public education and the tensions among equality, efficiency, security, and liberty in shaping and analyzing policy.

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

- Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

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 curricula.

Response:

Graduate. This course is intended as a potential degree requirement or elective for graduate students in education, particularly students in the Educational Leadership and Policy Ph.D. program.

Syllabus Content Requirements

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 *observable*, *measurable* 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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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

Education Policy in a Democratic Society

EDA 6XXX: Section XXXX
 Class Period: Day, Period, Time
 Class Location: _____
 Academic Term: Fall 20XX
 3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Christopher D. Thomas, J.D., Ph.D.
 E-mail: ChrisThomas@coe.ufl.edu
 Office Phone: 352-273-4297
 Office: Norman Hall, Room 2709E
 Office Hours: __ (day) _____ from __ (time) _____. Others by appointment.

COURSE DESCRIPTION:

Examines the development, implementation, and analysis of educational policy in democratic contexts. Explores varying definitions of democracy, their application to policy, and methods for evaluating policies against democratic principles. Key topics include the aims of public education and the tensions among equality, efficiency, security, and liberty in shaping and analyzing policy.

COURSE OBJECTIVES:

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

- Explore the historical, evolving, and contested relationship between public education and democratic self-governance in our society;
- Understand the democratic goals of education and their influence on shaping and assessing policy and practice;
- Evaluate educational policies through democratic frameworks, balancing competing public aims such as equity, liberty, efficiency, security, and community;
- Develop an understanding of the policy process while strengthening research skills through the critical examination of policies and policy literature.

TEXTBOOKS:

Required

- Robert A. Dahl (2004). *On Democracy*. Yale University Press. ISBN: 9780300194463
- David B. Tyack (2007). *Seeking Common Ground: Public Schools in a Diverse Society*. Harvard University Press. ISBN: 9780674024205
- Amy Gutmann (1999). *Democratic Education*. Princeton University Press. ISBN: 9780691009162
- Christopher D. Thomas (2022). *Reclaiming Democratic Education: Student and Teacher Activism and the Future of Education Policy*. Teachers College Press. ISBN: 9780807766903
- Deborah Stone (2011). *Policy Paradox: The Art of Political Decision Making* (3rd Ed.). W.W. Norton & Co. ISBN: 9780393912722
- Eugene Bardach & Eric M. Patashnik (2023). *A Practical Guide for Policy Analysis* (7th Ed.). CQ Press. ISBN: 9781071884133
- Additional course readings are available on Canvas or via the university library.

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.

Week	Topic	Reading Due	Assignment(s) Due
1	Introduction to the Course and Democracy and Education	Syllabus (on Canvas) President Obama's Eulogy for John Lewis (available here: https://www.nytimes.com/2020/07/30/us/obama-eulogy-john-lewis-full-transcript.html)	
2	Theorizing Democracy	Dahl, <i>On Democracy</i> (all) Additional Readings Available on Canvas	Three Discussion Questions
3	Democracy and the History of American Education	Tyack, <i>Seeking Common Ground</i> (all)	Three Discussion Questions
4	Democratic Education	Gutmann, <i>Democratic Education</i> (Intro, Chapters 1, 2, & 3) Additional Readings Available on Canvas	Group 1 takes the lead on Gutmann's Chapters 1-3
5	Democratic Education	Gutmann, <i>Democratic Education</i> (Chapters 4, 5, & 6)	Group 2 takes the lead on Gutmann's Chapters 4-6
6	Democratic Education	Gutmann, <i>Democratic Education</i> (Chapter 7 to the end)	Group 3 takes the lead on Gutmann's Chapters 7 to the end
7	Contemporary Issues in Educational Policy and Democracy	Readings Available on Canvas	Three Discussion Questions

Week	Topic	Reading Due	Assignment(s) Due
8	Contemporary Issues in Educational Policy and Democracy	Readings Available on Canvas	Three Discussion Questions
9	Contemporary Issues in Educational Policy and Democracy	Thomas, <i>Reclaiming Democratic Education</i> (all)	Three Discussion Questions
10	Contemporary Issues in Educational Policy and Democracy	No Readings: Student Presentations	Education and Democracy Book Review and Presentations
11	Policy Analysis: Democracy and Other Legitimate Policy Values	Stone, <i>Policy Paradox</i> (Introduction, Part I, and Part II)	Group 1 takes the lead on Stone's Introduction and Parts I and II
12	Policy Analysis: Democracy and Other Legitimate Policy Values	Stone, <i>Policy Paradox</i> (Part III)	Group 2 takes the lead on Stone's Part III
13	Policy Analysis: Democracy and Other Legitimate Policy Values	Stone, <i>Policy Paradox</i> (Part IV to the end)	Group 3 takes the lead on Stone's Part IV to the end
14	Policy Analysis: Democracy and Other Legitimate Policy Values	Bardach & Patashnik, <i>A Practical Guide for Policy Analysis</i> (all)	Three Discussion Questions
15	Course Wrap-up and Synthesis	No Readings: Student Presentations	Policy Analysis Paper and Presentations

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

COURSE ASSIGNMENTS:

Reading Discussion Questions (5% total)

- For days when readings will be discussed and a student group is not leading a discussion, students will draft three discussion questions related to the day's reading and bring them to class. The discussion questions should be open-ended, encourage dialogue, and focus on promoting higher-order thinking, such as suggested here: <https://www.eduflow.com/blog/how-to-write-discussion-questions-that-actually-spark-discussions>. See *Canvas* for additional details.

Reading Reflection Papers (5% each, total 15%)

- Throughout the semester, students will complete a total of three (3) reflection papers on the readings for a particular class session. Students can choose any class's readings on which to complete each reflection. *Reflection papers should avoid summarizing the readings.* Instead, they should critically engage in dialogue with the chosen readings. This means analyzing, evaluating, critiquing, or extending the readings' main arguments. Reflection papers should be approximately 1,000 words, typed, double-spaced, 12-point Times New Roman font, with one-inch margins, in APA style, with in-text citations and reference list as appropriate. Reflection papers are due on the day the reading is to be discussed. See *Canvas* for additional details.

Leading In-Class Discussion (15% each, total 30%)

- In teams, students will lead two (2) class discussions on the day's readings, providing an analysis of the readings and leading the full class in discussions and/or activities related to the readings. Students should plan to lead the class for approximately an hour. See *Canvas* for additional details.

Education and Democracy Book Review and Presentation (15% total)

- In this paper, students will choose a recent (within the last ~10 years) scholarly book related to the intersection of education and democracy. Students will write a critical review of the work and deliver a 10-minute presentation of their review in class. The book review should be approximately 1,500 words, typed, double-spaced, 12-point Times New Roman font, with one-inch margins, in APA style, with in-text citations and reference list as appropriate. See *Canvas* for additional details.
 - For those interested in publication, there are peer-reviewed journals that will accept book reviews of recent books for consideration and publication (see, for example, <https://in.nau.edu/ejournal/book-review-submission/>). These book reviews are often short pieces and offer a useful publishing opportunity for graduate students. I'm happy to discuss if this may be something you are interested in pursuing.

Policy Analysis Paper and Presentation (35% total)

- Students will submit a substantial policy analysis paper, approximately 5,000 words in length, examining a policy or policy problem in light of a democratic aim or aims of education. Students are encouraged to apply course concepts and material as well as outside resources in their writing. Papers should be written in APA format and include an introduction that defines the problem being addressed, a

short literature review and theoretical perspective, an analysis of the policy, possible solutions or alternatives, and recommendations or implications. *See Canvas for additional details.*

GRADING:

Assignment	Percentage of Final Grade
Reading Discussion Questions	5%
Reading Reflection Papers (3 @ 5% each)	15%
Leading In-Class Discussion (2 @ 15% each)	30%
Book Review and Presentation	15%
Policy Analysis Paper and Presentation	35%
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 current UF grading policies for assigning grade points may be found at the [University grades and grading policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>) site.

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. See the “[Get Started With the DRC](https://disability.ufl.edu/students/get-started/)” webpage on the [Disability Resource Center site](https://disability.ufl.edu/students/get-started/) (<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.

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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/>.

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

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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. See the [UF Conduct Code website \(https://sccr.dso.ufl.edu/process/student-conduct-code/\)](https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor.

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](#).

Synchronous Course Participation

Our synchronous class sessions may be audio and 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.

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

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

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](#).
- 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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 20774

Info

Request: EDA 6XXX Legal Methods and Research in Education

Description of request: To create a course, "Legal Methods and Research in Education," to be offered as a degree requirement or elective for graduate students in education, particularly students in the Educational Leadership and Policy Ph.D. program.

Submitter: Christopher Thomas c.thomas2@ufl.edu

Created: 12/4/2024 6:40:52 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 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:
Legal Methods and Research in 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:
Legal Research Methods in Edu

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:
Focuses on legal theory, the development of education law in American society, and contemporary methods of legal research related to education. Students will learn to apply legal research methods to laws, policies, and practices within education to inform educational research and influence policy and practice.

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

- Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

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 curricula.

Response:

Graduate. The intent of the course is to be a potential degree requirement or elective for graduate students in education, particularly students in the Educational Leadership and Policy Ph.D. program.

Syllabus Content Requirements

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 *observable*, *measurable* 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](https://catalog.ufl.edu/UGRD/academic-regulations/grades-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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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

Legal Methods and Research in Education

EDA 6XXX: Section XXXX
 Class Period: Day, Period, Time
 Class Location: _____
 Academic Term: Fall 20XX
 3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Christopher D. Thomas, J.D., Ph.D.
 E-mail: ChrisThomas@coe.ufl.edu
 Office Phone: 352-273-4297
 Office: Norman Hall, Room 2709E
 Office Hours: __ (day) _____ from __ (time) _____. Others by appointment.

COURSE DESCRIPTION:

Focuses on legal theory, the development of education law in American society, and contemporary methods of legal research related to education. Students will learn to apply legal research methods to laws, policies, and practices within education to inform educational research and influence policy and practice.

COURSE OBJECTIVES:

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

- Understand legal theory, the development of education law within American society, and contemporary methods of legal inquiry and research.
- Apply legal research methods to analyze laws, policies, and practices related to education.
- Analyze the relationship between law and education, including how the law creates, mediates, and influences contemporary educational practice.

TEXTBOOKS:

Required

- Friedman, L. M. (2004). *Law in America: A short history*. Modern Library. ISBN: 978-0-8129-7285-6
- Carter, L. H., & Burke, T. F. (2016). *Reason in law* (9th edition). Chicago University Press. ISBN: 978-0-226-32818-8
- Driver, J. (2019). *The schoolhouse gate: Public education, the Supreme Court, and the battle for the American Mind*. Vintage Books. ISBN: 978-0-525-56696-0
- Steenken & Brooks, *Sources of American Law: An Introduction to Legal Research*, 7th Edition, CALI eLangdell Press, 2023, available at <https://www.cali.org/books/sources-american-law-introduction-legal-research>
- Additional course readings are available on Canvas or via the university library.

Recommended Resources

- Education Law News and Current Events:
 - Chalk & Gavel Podcast (hosted by Chris Thomas and Jamie Kudlats): <https://podcasters.spotify.com/pod/show/chalk-and-gavel> or wherever you get your podcasts
 - <https://www.scotusblog.com/> (great news-source on the U.S. Supreme Court)
 - <https://www.edweek.org/policy-politics/law-courts> (great reporting on education & law)

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

- Guide to Legal Citations:
 - *The Bluebook: A Uniform System of Citation* (21st edition). ISBN: 978-0-692-40019-7
 - Useful online summaries of the Bluebook and legal citations:
 - <https://www.law.cornell.edu/citation/>
 - <https://guides.ll.georgetown.edu/bluebook/introduction>
 - <https://law.resource.org/pub/us/code/blue/IndigoBook.html> (an open and compatible implementation of a uniform system of citation)
- Useful Legal Resources:
 - <https://www.law.gmu.edu/library/freelegalresearch> (fantastic clearinghouse of free legal research sites online!)
 - <https://www.oyez.org/> (a go-to source for summaries of U.S. Supreme Court cases with links to the full opinions and oral arguments)
 - <https://www.law.cornell.edu/> (great source for finding primary documents, including statutes, regulations, and case law)
 - <https://case.law/> (another great source for finding case law)
 - <https://lp.findlaw.com/> (it's in the name! Great resource for finding law (though the search function is limited))
 - <https://www.justia.com/> (good general resource with lots of information and a moderately effective search function)
- Legal Research Resources
 - **Nexis Uni** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → Nexis Uni). Highly recommended resource for finding primary and secondary legal sources. Fairly robust search function)
 - **Fastcase** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → Fastcase). Highly recommended resource for finding primary and secondary legal sources. Decent search function)
 - **HeinOnline** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → HeinOnline). *The place* for finding legal scholarship.)
 - <https://www.anylaw.com/> (Free online. Simple search function but decent coverage)
 - <https://scholar.google.com/> (Free online. The nice thing is you can find legal scholarship and case law. Just click the “Case law” button, and you’re off to the races)
 - <https://chat.openai.com/g/g-VFIECK6PE-legal-research-by-midpage> (Midpage’s ChatGPT powered AI legal research tool)

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.

Week	Topic	Reading Due	Assignment(s) Due
1	Introduction to the Course and the Role the Law Plays in Education	<p>Read: <i>Introduction to Legal Research</i>, Chapter 1: The United States Legal System</p> <p>Check Canvas for Readings and Activities</p>	
2	Conceptualizing the Law	<p>Read: Friedman, <i>Law in America</i>, Chapter 1 (pp. 1-19)</p> <p>Read: Holmes (1897) – The Path of the Law (available on Canvas)</p> <p>Check Canvas for Additional Readings and Activities</p>	
3	The Development of Education Law, Part 1	<p>Read: Friedman, <i>Law in America</i>, Chapters 2, 3, & 4 (pp. 20-72)</p> <p>Read: Tyack, James, & Benavot (1987) – <i>Law and the Shaping of Public Education, 1785-1954</i>, Chapters 1 & 2 (available on Canvas)</p> <p>Check Canvas for Additional Readings and Activities</p>	
4	The Development of Education Law, Part 2	<p>Read: Friedman, <i>Law in America</i>, Chapters 6 & 7 (pp. 123-184)</p> <p>Read: Tyack, James, & Benavot (1987) – <i>Law and the Shaping of Public Education, 1785-1954</i>, Chapter 4 (available on Canvas)</p> <p>Check Canvas for Additional Readings and Activities</p>	

Week	Topic	Reading Due	Assignment(s) Due
5	The Evolution of American Legal Thought	<p>Everyone Reads: Grey (1996) – Modern American Legal Thought (available on Canvas)</p> <p>Choose and Read One Seminal Work on American Legal Thought (available on Canvas)</p> <p>Check Canvas for Additional Readings and Activities</p>	Legal Theory Presentation and Handout Due
6	Introduction to Legal Scholarship	<p>Read: Citron & West (2014) – On Legal Scholarship (available on Canvas)</p> <p>Read: Robson (2014) – Law Students as Legal Scholars (available on Canvas)</p> <p>Check Canvas for Additional Readings and Activities</p>	Bring brainstormed list of three potential topics for your final project to class
7	Understanding Legal Research, Part 1	<p>Read: Carter & Burke, <i>Reason in Law</i>, Chapters 1 & 2 (pp. 1-55)</p> <p>Read: <i>Introduction to Legal Research</i>, Chapter 2: Introduction to Electronic Research; Chapter 9: The Research Process</p> <p>Check Canvas for Additional Readings and Activities</p>	Legal Analysis Topic Proposal Due
8	Understanding Legal Research, Part 2	<p>Read: Carter & Burke, <i>Reason in Law</i>, Chapters 3 & 4 (pp. 56-157)</p> <p>Read: <i>Introduction to Legal Research</i>, Chapter 3: Constitutions & Statutes; Chapter 5: Administrative Regulations</p> <p>Check Canvas for Additional Readings and Activities</p>	

Week	Topic	Reading Due	Assignment(s) Due
9	Understanding Legal Research, Part 3	<p>Read: Carter & Burke, <i>Reason in Law</i>, Chapters 5 & 6 (pp. 158-226)</p> <p>Read: <i>Introduction to Legal Research</i>, Chapter 4: Judicial Opinions & Common Law; Chapter 8: Secondary Sources</p> <p>Check Canvas for Additional Readings and Activities</p>	Connecting Educational Scholarship to the Law Paper Due
10	Legal Analysis in Education: The Schoolhouse Gate, Part 1	<p>Read: Driver, <i>The Schoolhouse Gate</i>, Introduction and Chapters 1 & 2 (pp. 3-140)</p> <p>Check Canvas for Additional Readings and Activities</p>	
11	Legal Analysis in Education: The Schoolhouse Gate, Part 2	<p>Read: Driver, <i>The Schoolhouse Gate</i>, Chapters 3 & 4 (pp. 141-241)</p> <p>Check Canvas for Additional Readings and Activities</p>	Legal Analysis Project Annotated Outline Due
12	Legal Analysis in Education: The Schoolhouse Gate, Part 3	<p>Read: Driver, <i>The Schoolhouse Gate</i>, Chapters 5 & 6 (pp. 242-361)</p> <p>Check Canvas for Additional Readings and Activities</p>	Proposed Artifact for Student Legal Analysis Topic Presentation Due
13	Legal Analysis in Education: The Schoolhouse Gate, Part 4	<p>Read: Driver, <i>The Schoolhouse Gate</i>, Chapters 7 & Conclusion (pp. 362-430)</p> <p>Check Canvas for Additional Readings and Activities</p>	
14	Legal Analysis in Education: Student Presentations and Student Initiated Topics	<p>Read: Artifacts for Student Legal Analysis Presentations (available on Canvas)</p>	Student Legal Analysis Topic Presentations

Week	Topic	Reading Due	Assignment(s) Due
15	Legal Analysis in Education: Student Presentations and Student Initiated Topics	Read: Artifacts for Student Legal Analysis Presentations (available on Canvas)	Student Legal Analysis Topic Presentations Final Legal Analysis Paper Due

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

COURSE ASSIGNMENTS:

Reading Reflection Papers (5% each, total 15%)

Throughout the semester, students will complete a total of three reflection papers on the readings for a particular class session. Students can choose any class's readings (except for the student-initiated readings at the end of the semester) on which to complete each reflection. Reflection papers should critically engage in dialogue with the chosen readings. This means analyzing, evaluating, critiquing, or extending the readings' main arguments. Reflection papers should be approximately 1,000 words, typed, double-spaced, 12-point Times New Roman font, with one-inch margins, and APA or Bluebook style citations, including a reference list or footnotes as appropriate.

Legal Theory Presentation and Handout (10%)

Students will choose one article from among a list of seminal works on legal theory in the United States. Each student will become the class "expert" on the legal theory developed within their chosen work. Students will prepare and deliver a 10-15 minute presentation to the class that (1) describes the legal theory and its tenets/contributions to legal thought, (2) explores how the legal theory speaks back to other theories of the law, and (3) offers the student's thoughts about the benefits or drawbacks to the theory. Students should accompany their presentation with a one-page handout that summarizes the main ideas of their presentation and legal theory. *See Canvas for additional details.*

Connecting Educational Scholarship to the Law Paper (15%)

In this paper, students will explore how legal analysis can contribute to contemporary scholarship in education. Students will choose a peer-reviewed, scholarly article within the field of education. Students will then research the legal framework that affects the subject of the research and analyze the ways or extent to which the article engages with this legal framework. Students will then offer recommendations for further inquiry and the ways in which legal analysis could contribute additional or different understandings to the paper's topic. The Connection paper should be approximately 1,500 words, typed, double-spaced, 12-point Times New Roman font, with one-inch margins, and APA or Bluebook style citations, including a reference list or footnotes as appropriate. *See Canvas for additional details.*

Legal Analysis Project (60% total)

- **Overview:** Students will choose a topic or issue within educational policy or practice to study through the lens of legal analysis. Students will then engage in a process to create a draft manuscript that could be published as an *Education Law Into Practice (ELIP)* article within the *West's Education Law Reporter*, a peer-reviewed journal in education law that is managed by the Education Law Association. *See Canvas for additional details.*
- **Legal Analysis Topic Brainstorm & Proposal (5%)**
 - Students will brainstorm a list of at least three potential topics for analysis based on timely, significant, and practical issues related to education and the law. In collaboration with the instructor, student will choose one topic and develop that topic into a proposal for their Legal Analysis Project. The Proposal should discuss (1) the topic or issue that will be addressed in the Final Legal Analysis Paper, (2) the anticipated applicable legal framework and general analysis, and (3) what insights the legal analysis can offer into the chosen topic. The Proposal should be approximately 500 words, typed, double-spaced, 12-point Times New Roman font, with one-inch margins, and Bluebook style citations and footnotes.
- **Legal Analysis Annotated Outline (10%)**
 - Students will submit an annotated outline for their Legal Analysis Paper. The Annotated Outline should provide an overview of the paper and its progression and arguments. The Annotated Outline should also include citations to primary and secondary sources that will be engaged with in the paper, including a description of the source and how it will be used in the paper. There is no format requirement for this assignment, whatever works best for the individual author, but Annotated Outlines should include references to *at least ten (10)* external primary or secondary sources, cited using Bluebook style citations and footnotes.
- **Student Legal Analysis Topic Presentation (15%)**
 - Students will lead an approximately 20-minute lesson on their chosen topic during the last week of class. Students will be responsible for choosing an artifact for students to review prior to class that will introduce students to their chosen topic. The artifact could be a news article, video, (very short) scholarly article, a website, or some other document. Students can be creative in the format(s) for their lesson. The goals of the lesson are to introduce student's topic to the class, engage in mutual inquiry surrounding the topic and how the law and education interact within the topic, and offer students an opportunity to explore their topic as they prepare their final written paper.
- **Final Legal Analysis Paper (30%)**
 - Students will prepare a scholarly piece of legal analysis related to a topic within education. Papers should be approximately 2,500 to 5,000 words (including footnotes), typed, double-spaced, 12-point Times New Roman font, with one-inch margins, and APA or Bluebook style citations. It is recommended that students abide by the Author Guidelines for *Education Law into Practice* articles and the Guidelines for Final Manuscript Preparation for the *Education Law Reporter* (found on Canvas).

GRADING:

Assignment	Percentage of Final Grade
Reading Reflection Papers (3 @ 5% each)	15%
Legal Theory Presentation and Handout	10%
Connecting Educational Scholarship to the Law Paper	15%
Legal Analysis Project	60%
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 current UF grading policies for assigning grade points may be found at the [University grades and grading policies \(https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/\)](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) site.

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. See the “[Get Started With the DRC” webpage on the Disability Resource Center site \(https://disability.ufl.edu/students/get-started/\)](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 assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of

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

behaviors that are in violation of this code, as well as the process for reported allegations and sanctions. See the [UF Conduct Code website \(https://sccr.dso.ufl.edu/process/student-conduct-code/\)](https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor.

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](#).

Synchronous Course Participation

Our synchronous class sessions may be audio and 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.

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](#).
- 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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 20773

Info

Request: EDA 7XXX Advanced School Law for Educational Leaders

Description of request: To create a course, "Advanced School Law for Educational Leaders," to be offered as a possible degree requirement or elective for graduate students in education, particularly students in the Leadership in Educational Administration Doctorate (LEAD) Ed.D. program.

Submitter: Christopher Thomas c.thomas2@ufl.edu

Created: 12/16/2024 2:46:15 PM

Form version: 4

Responses

Recommended Prefix

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

Response:

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:

7

- 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:
Advanced School Law for Educational Leaders

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 School Law for Ed Leaders

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:
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 *on average* 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:
Provides an advanced exploration of the law influencing K-12 public education. Develops educators' understanding of the law, their ability to anticipate and proactively address current and emerging legal issues, and their ability to influence the development of the law. Explores how education law grapples with fundamental questions regarding the role of education in a democratic society and the relationship between parents, students, and the state.

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 use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:

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

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

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 curricula.

Response:

Graduate. The course will be a possible degree requirement or elective for graduate students in education, particularly students in the Leadership in Educational Administration Doctorate (LEAD) Ed.D. 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.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.ua.ufl.edu/public-results."

Response:
All Items Included

Advanced School Law for Educational Leaders

EDA 7XXX: Section XXXX
 Class Period: Day, Period, Time
 Class Location: _____
 Academic Term: Fall 20XX
 3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Christopher D. Thomas, J.D., Ph.D.
 E-mail: ChrisThomas@coe.ufl.edu
 Office Phone: 352-273-4297
 Office: Norman Hall, Room 2709E
 Office Hours: __ (day) _____ from __ (time) _____. Others by appointment.

COURSE DESCRIPTION:

Provides an advanced exploration of the law influencing K-12 public education. Develops educators' understanding of the law, their ability to anticipate and proactively address current and emerging legal issues, and their ability to influence the development of the law. Explores how education law grapples with fundamental questions regarding the role of education in a democratic society and the relationship between parents, students, and the state.

COURSE OBJECTIVES:

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

- Analyze the framework of the US legal system, including the sources of legal requirements, separation of powers, and federalism as it relates to education,
- Conduct independent research on legal issues related to K-12 public education,
- Interrogate legal theories in education law, including those related to how the law works, is implemented, and enforced in school settings,
- Navigate the law in legal and ethical ways while also being sensitive to relationships with and among the school community of students, parents, and employees, and
- Synthesize their knowledge of the law and conduct legal research to anticipate, analyze, and address emerging and significant legal issues in education law.

TEXTBOOKS:

Required

- Umpstead, Thomas, Muniz, Everson, Krimbill, & Surface (Eds.), *The Principal's Legal Handbook*, 7th Edition, Education Law Association, 2024. ISBN: 9781565341975
- Stefkovich & Frick, *Best Interests of the Student: Applying Ethical Constructs to Legal Cases in Education*, 3rd Edition, Routledge, 2021. ISBN: 9780367417451
- Steenken & Brooks, *Sources of American Law: An Introduction to Legal Research*, 7th Edition, CALI eLangdell Press, 2023, available at <https://www.cali.org/books/sources-american-law-introduction-legal-research>
- Additional course readings are available on Canvas or via the university library.

Recommended Resources

- Education Law News and Current Events:
 - Chalk & Gavel Podcast (hosted by Chris Thomas and Jamie Kudlats):
<https://podcasters.spotify.com/pod/show/chalk-and-gavel> or wherever you get your podcasts

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

- <https://www.scotusblog.com/> (great news-source on the U.S. Supreme Court)
- <https://www.edweek.org/policy-politics/law-courts> (great reporting on education & law)
- Guide to Legal Citations:
 - *The Bluebook: A Uniform System of Citation* (21st edition). ISBN: 978-0-692-40019-7
 - Useful online summaries of the Bluebook and legal citations:
 - <https://www.law.cornell.edu/citation/>
 - <https://guides.ll.georgetown.edu/bluebook/introduction>
 - <https://law.resource.org/pub/us/code/blue/IndigoBook.html> (an open and compatible implementation of a uniform system of citation)
- Useful Legal Resources:
 - <https://www.law.gmu.edu/library/freelegalresearch> (fantastic clearinghouse of free legal research sites online!)
 - <https://www.oyez.org/> (a go-to source for summaries of U.S. Supreme Court cases with links to the full opinions and oral arguments)
 - <https://www.law.cornell.edu/> (great source for finding primary documents, including statutes, regulations, and case law)
 - <https://case.law/> (another great source for finding case law)
 - <https://lp.findlaw.com/> (it's in the name! Great resource for finding law (though the search function is limited))
 - <https://www.justia.com/> (good general resource with lots of information and a moderately effective search function)
- Legal Research Resources
 - **Nexis Uni** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → Nexis Uni). Highly recommended resource for finding primary and secondary legal sources. Fairly robust search function)
 - **Fastcase** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → Fastcase). Highly recommended resource for finding primary and secondary legal sources. Decent search function)
 - **HeinOnline** (Available through the UF Library (go to <https://uflib.ufl.edu/> → Find → Databases → A-Z Databases → HeinOnline). *The place* for finding legal scholarship.)
 - <https://www.anylaw.com/> (Free online. Simple search function but decent coverage)
 - <https://scholar.google.com/> (Free online. The nice thing is you can find legal scholarship and case law. Just click the “Case law” button, and you’re off to the races)
 - <https://chat.openai.com/g/g-VFIECK6PE-legal-research-by-midpage> (Midpage’s ChatGPT powered AI legal research tool)

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.

Week	Topic	Reading Due	Assignment(s) Due
1	Introduction to the Course and the Study of Education Law	<p>Read: <i>Introduction to Legal Research</i>, Chapter 1: The United States Legal System</p> <p>Read: <i>Best Interests of the Student</i>, Chapter 1: Introduction; Chapter 2: Conceptualizing an Ethical Framework for Educational Leaders; Chapter 3: A Model for Promoting the Student’s Best Interests</p> <p>Check Canvas for Additional Readings and Activities</p>	<p>Module 1 Learning Activities (on Canvas)</p> <p>Legal Self-Assessment Due</p>
2	Ethics and Navigating the Law	<p>Read: <i>Best Interests of the Student</i>, Chapter 4: Grounding “Best Interests” in Both Wisdom and Knowledge Traditions; Chapter 5: The Courts, the Law, and Ethics; Chapter 6: Applying Ethical Constructs to Legal Cases</p> <p>Check Canvas for Additional Readings and Activities</p>	Module 2 Learning Activities (on Canvas)
3	Introduction to Legal Research	<p>Read: <i>Introduction to Legal Research</i>, Chapter 2: Introduction to Electronic Research; Chapter 9: The Research Process</p> <p>Check Canvas for Additional Readings and Activities</p>	Module 3 Learning Activities (on Canvas)
4	Legal Research, Part II	<p>Read: <i>Introduction to Legal Research</i>, Chapter 3: Constitutions & Statutes; Chapter 5: Administrative Regulations</p> <p>Check Canvas for Additional Readings and Activities</p>	<p>Module 4 Learning Activities (on Canvas)</p> <p>Contemporary Legal Issue Research Paper Proposal Due</p>

Week	Topic	Reading Due	Assignment(s) Due
5	Legal Research, Part III	Read: <i>Introduction to Legal Research</i> , Chapter 4: Judicial Opinions & Common Law; Chapter 8: Secondary Sources Check Canvas for Additional Readings and Activities	Module 5 Learning Activities (on Canvas) How to Make Ethically and Legally Defensible Decisions Paper Due
6	Contemporary Issues in Education Law: Student Off- Campus Speech & Bullying and Harassment	Read: <i>Nutshell</i> , Chapter 4, Freedom of Speech and Expression (pp. 139-193); Chapter 12, Section 12.78, Bullying (pp. 475-481) Check Canvas for Additional Readings and Activities	Module 6 Learning Activities (on Canvas)
7	Contemporary Issues in Education Law: Control Over the Curriculum	Read: <i>Nutshell</i> , Chapter 2, The Instructional Program (pp. 51-95) Check Canvas for Additional Readings and Activities	Module 7 Learning Activities (on Canvas)
8	Contemporary Issues in Education Law: Religion and Public Education	Read: <i>Nutshell</i> , Chapter 5, Religion in Public Schools and State Funding of Clerical Schools (pp. 195-233) Check Canvas for Additional Readings and Activities	Module 8 Learning Activities (on Canvas) Contemporary Legal Issue Research Paper Annotated Bibliography Due
9	Contemporary Issues in Education Law: LGBTQ Rights	Read: <i>Nutshell</i> , Chapter 11, Student Gender Discrimination (pp. 413-434) Check Canvas for Additional Readings and Activities	Module 9 Learning Activities (on Canvas)
10	Contemporary Issues in Education Law: Parental Rights	Read: <i>Nutshell</i> , Chapter 1, Attendance in Public Schools (pp. 5- 50) Check Canvas for Additional Readings and Activities	Module 10 Learning Activities (on Canvas) Contemporary Legal Issue Research Paper Annotated Outline Due

Week	Topic	Reading Due	Assignment(s) Due
11	Contemporary Issues in Education Law: Racial Discrimination	Read: <i>Nutshell</i> , Chapter 9, Racial Segregation (pp. 341-360) Check Canvas for Additional Readings and Activities	Module 11 Learning Activities (on Canvas)
12	Contemporary Issues in Education Law: Teacher Unions and Educator Speech	Read: <i>Nutshell</i> , Chapter 16: Constitutional Rights of Teachers (pp. 565-601) Check Canvas for Additional Readings and Activities	Module 12 Learning Activities (on Canvas) Contemporary Legal Issue Research Paper Rough Draft Due
13	Contemporary Issues in Education Law: Non-Public Schools	Check Canvas for Readings and Activities	Module 13 Learning Activities (on Canvas)
14	Working with Legal Counsel and Course Wrap-up	Read: DeCino, D. A., Waalkes, P. L., & Donohoe, C. (2023). The experiences of rural school attorneys: Implications for school leaders. <i>The Rural Educator</i> , 44(1), 1-13. Painter, S. R. (1998). Superintendents and school district attorneys: Who's in charge here?. <i>Education Law Reporter</i> , 129, 1-17. Decker, J. R. (2014). Legal literacy in education: An ideal time to increase research, advocacy, and action. <i>Education Law Reporter</i> , 304, 679-696. Check Canvas for Additional Readings and Activities	Module 14 Learning Activities (on Canvas)
15	Students' Contemporary Legal Issues Presentations		Contemporary Legal Issue Research Presentation Due Contemporary Legal Issue Research Paper Due

COURSE AND UNIVERSITY POLICIES:

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

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

COURSE ASSIGNMENTS:

Participation (40%)

This class emphasizes dialogue and student engagement in collaboratively creating the learning of the class. Participation means being an active participant in that learning. Participation includes engaging in online discussions and activities as well as completing readings and other learning tasks. Exemplary participation requires completing all readings and assigned tasks, critically engaging with the readings, engaging with online activities in a thoughtful and respectful manner, enthusiastically participating in discussions and activities, and drawing upon the readings and other personal knowledge and experience to inform your participation. *See Canvas for additional details.*

Legal Self Reflection Paper (5%)

In this brief paper, students will explore their own experiences with the law and their current understandings and comfort with the law. *See Canvas for additional details.*

How to Make Ethically and Legally Defensible Decisions Paper (15%)

In this written assignment, students will describe their process for making legally and ethically defensible decisions. This paper focuses on *how* leaders make decisions, including how they define issues with legal dimensions, identify the applicable law, identify relevant stakeholders and ethical considerations, apply the law, and implement and communicate their decisions. *See Canvas for additional details.*

Contemporary Legal Issues Research Paper (30%)

Students will choose a contemporary issue within education law and write a research paper on it. There will be benchmark assignments to assist students in preparing their final project, including a project proposal submission, an annotated bibliography submission, an annotated outline, and a preliminary draft. *See Canvas for additional details.*

Contemporary Legal Issues Research Presentation (10%)

As part of their contemporary legal issue research project, students will prepare a brief presentation and discussion to be delivered during our final synchronous meeting of the semester. *See Canvas for additional details.*

GRADING:

Assignment	Percentage of Final Grade
Participation	40%
Legal Self Reflection	5%
How to Make Decisions	15%
Contemporary Issues Paper	30%
Contemporary Issues Presentation	10%
TOTAL POSSIBLE POINTS	100%

Course Grading Scale

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

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 current UF grading policies for assigning grade points may be found at the [University grades and grading policies \(https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/\)](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) site.

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. See the “[Get Started With the DRC” webpage on the Disability Resource Center site \(https://disability.ufl.edu/students/get-started/\)](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 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. See the [UF Conduct Code website \(https://sccr.dso.ufl.edu/process/student-conduct-code/\)](https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor.

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](#).

Synchronous Course Participation

Our synchronous class sessions may be audio and 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.

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).

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

- 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 352-273-4450.

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. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 20125

Info

Request: ENY 6XXXL Invasive Ant Boot Camp

Description of request: We are requesting approval of a new 1-credit laboratory course for graduate students.

Submitter: Andrea Lucky alucky@ufl.edu

Created: 12/8/2024 5:23:03 PM

Form version: 2

Responses

Recommended Prefix

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

Response:

ENY

Course Level

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

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:

L

Category of Instruction

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

Response:

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:

Invasive Ant Boot Camp

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:

Invasive Ant Boot Camp

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:
Summer

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 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:
3

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 *on average* throughout the duration of the course.

Response:

1.5

Course Description

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

Response:

Three-day hands-on, workshop-style course focused on learning to recognize the world's most invasive and problematic ant species in the laboratory and the field. Topics include threats posed by invasive ants to agriculture, the economy, and the environment; collection techniques; identification resources; regulation and policy; and monitoring, management, and control of invasive ants.

Co-requisites

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

Response:
N/A

Prerequisites

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

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

Response:
N/A

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:
This course fills a need for students interested in invasive species by providing a hands-on, workshop-style short course. The course focuses on ants, but is relevant to the field of invasion science, generally, as course topics include threats posed by invasive ants to agriculture, the economy, and the environment; collection techniques; identification resources; regulation and policy; and and monitoring, management, and control of invasive ants. The class includes instruction in field and laboratory techniques including collecting, curation, identification, and use

of dichotomous and online keys.

This 1-credit laboratory course is elective and not a requirement in the ENY curriculum.

This course should be allowed for repeatable credit because each offering will feature different suites of invited lecturers, focal ant species on field trips, activities and/or lecture topics.

Course Objectives

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

Response:

This workshop is intended to train participants in the recognition of the world's most invasive and problematic ants, as well as native pest species. While the focus is primarily on species that are established here in Florida, the course material introduces taxa that are problematic around the world.

Upon successful completion of this course students should be able to:

- 1) Identify 25 of the most common globally-invasive ant species using dichotomous keys
- 2) Distinguish common ant genera in the field based on behavior and ecology
- 3) Evaluate the threats that invasive ants pose to agriculture, the economy, and the environment
- 4) Assess effectiveness of the principal monitoring and management techniques in different countries
- 5) Analyze the likelihood of new invasive ant species introductions to Florida

Students will master these skills over three intensive days through a combination of in-class lectures from international experts, local field trips, and guided laboratory identification sessions for keying out ants using stereomicroscopes and dichotomous keys. The course provides the most up to date resources and information available for identifying invasive ants in the lab and field.

Course Textbook(s) and/or Other Assigned Reading

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

Response:

There are no required textbooks, however, a selection of readings from these materials will be assigned:

Recommended resources:

Websites:

- Ant Wiki: www.Antwiki.org, Ant Web: www.AntWeb.org, Ant photography: www.alexanderwild.com

Useful books (available in the classroom):

- Agosti, D., Majer, J., Alonso, E. and Schultz, T.R. (Editors.). (2000). *Ants: Standard Methods for Measuring and Monitoring Biodiversity*. Smithsonian Institution Press. Washington D.C.
- Deyrup, M. (2016). *Ants of Florida: identification and natural history*. CRC Press. Boca Raton, FL.
- Fisher, B.L., & Cover, S.P. (2007). *Ants of North America: a guide to the genera*. Univ. of California Press. CA.
- Klotz JH, Hansen L, Pospischil R, Rust M. 2008. *Urban Ants of North America and Europe Identification, Biology and Management*. Ithaca, NY: Cornell Univ. Press. 196 pp.

Scientific articles (provided electronically):

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24(7), 2041-2060.

- Bertelsmeier, C. (2021). Globalization and the anthropogenic spread of invasive social insects. *Current opinion in insect science*, 46, 16-23.
- Fournier, A., Penone, C., Pennino, M. G., & Courchamp, F. (2019). Predicting future invaders and future invasions. *Proceedings of the National Academy of Sciences*, 116(16), 7905-7910.
- Gruber, M. A., Santoro, D., Cooling, M., Lester, P. J., Hoffmann, B. D., Boser, C., & Lach, L. (2022). A global review of socioeconomic and environmental impacts of ants reveals new insights for risk assessment. *Ecological Applications*, 32(4), e2577.
- Hoffmann, B. D., Luque, G. M., Bellard, C., Holmes, N. D., & Donlan, C. J. (2016). Improving invasive ant eradication as a conservation tool: A review. *Biological Conservation*, 198, 37-49.
- Holway, D. A., Lach, L., Suarez, A. V., Tsutsui, N. D., & Case, T. J. (2002). The causes and consequences of ant invasions. *Annual review of ecology and systematics*, 33(1), 181-233.
- Kronauer, D. J. (2023). The unusual genetics of invasive ants. *Science*, 380(6640), 33-34.
- Lach, L. (2021). Invasive ant establishment, spread, and management with changing climate. *Current Opinion in Insect Science*, 47, 119-124.
- Lester, P. J., & Gruber, M. A. (2016). Booms, busts and population collapses in invasive ants. *Biological Invasions*, 18, 3091-3101.
- Lee, C. Y., & Yang, C. C. S. (2022). Biology, ecology, and management of the invasive longlegged ant, *Anoplolepis gracilipes*. *Annual Review of Entomology*, 67(1), 43-63.
- Tsutsui, N. D., & Suarez, A. V. (2003). The colony structure and population biology of invasive ants. *Conservation biology*, 17(1), 48-58.
- Wong, M. K., Economo, E. P., & Guénard, B. (2023). The global spread and invasion capacities of alien ants. *Current Biology*.
- Xu, Y., Vargo, E. L., Tsuji, K., & Wylie, R. (2022). Exotic ants of the Asia-Pacific: invasion, national response, and ongoing needs. *Annual review of entomology*, 67(1), 27-42.

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 an intensive 3-day workshop-style class.

Day 1.

9:00-10:00 Welcome and Introduction

10:00-10:30 Lecture: Ant morphology and Identification

10:45-12:00 Field Trip: Environmental Horticulture Greenhouse

12:00-1:00 Lunch discussion in the courtyard (Be sure to drop crumbs and watch for competition!)

1:00-2:00 Lecture: Common nuis-ants in Florida

2:00-3:15 Laboratory: Ant ID and curation – ant subfamilies and genera

3:30-5:00 Guided ID Workshop: Native vs. Non-Native Ants

Graded assignments:

1 Discussion, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz

Day 2.

9:00-10:15 Field Trip: NATL & Ants in native landscapes

10:15-10:45 Laboratory: Walk through the keys: Tramp ants of the world

11:00-12:00 Lecture: Impacts of invasive ants on native ecosystems

12:00-1:00 Lunch discussion under the pines (Be sure to drop crumbs and watch for competition!)

1:00-2:00 Lecture: Managing ants as structural pests

2:00-3:15 Show and Tell: Ants in captivity

3:30-5:00 Guided ID Workshop: Fire Ants around the world

Graded assignments:

2 Discussions, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz

Day 3.

9:00-10:30 Field Trip: UF Field and Fork Gardens

10:45-11:15 Guided ID Workshop: Ponerinae, Pseudomyrmecinae, Formicinae

11:15-12:00 Lecture: The challenge of taxonomic preparedness

12:00-1:00 Lunch discussion in the courtyard (Count the species – prize for the highest number!)

1:00-2:00 Lecture: Regulation of Invasive Insects – the policy perspective

2:00-2:30 Demo: Specimen handling and shipping
2:45-3:15 Guided ID Workshop: Hyperdiverse taxa – Myrmicinae and Dolichoderinae
3:15-4:15 Final test
4:15-5:00 Summary and farewell

Graded assignments:

1 Discussions, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz, 1 final test.

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:

Assignment	Total Points	Percentage of Final Grade
Lecture Questions (6)	5 each (30)	30%
Discussion (3)	5 each (15)	15%
Field Technique Questions (3)	5 each (15)	15%
ID Quizzes (3)	5 each (15)	15%
Final Test	20 (25)	25%
TOTAL	100 points	100%

Instructor(s)

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

Response:

Andrea Lucky

Attendance & Make-up

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

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

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

Response:

Yes

Accommodations

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

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

• Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their

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

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

Invasive Ant Boot Camp

ENY 6XXXL, 1 credit

Class Periods: W-F, 9am-5pm

Location: 2218 Steinmetz Hall

Academic Term: Summer A (3 days in May, TBD)



Instructor: Dr. Andrea Lucky, Entomology and Nematology Department

Email: alucky@ufl.edu; Phone: 352-273-3952, Office Location: 2108 Steinmetz Hall

Office Hours: Tuesdays 3-4pm OR by appointment via videoconference or phone.

Course Description

Three-day hands-on, workshop-style course focused on learning to recognize the world's most invasive and problematic ant species in the laboratory and the field. Topics include threats posed by invasive ants to agriculture, the economy, and the environment; collection techniques; identification resources; regulation and policy; and monitoring, management, and control of invasive ants.

Course Pre-Requisites / Co-Requisites

None

Course Objectives

This workshop is intended to train participants in the recognition of the world's most invasive and problematic ants, as well as native pest species. While the focus is primarily on species that are established here in Florida, the course material introduces taxa that are problematic around the world.

Upon successful completion of this course students should be able to:

- 1) Identify 25 of the most common globally-invasive ant species using dichotomous keys**
- 2) Distinguish common ant genera in the field based on behavior and ecology**
- 3) Evaluate the threats that invasive ants pose to agriculture, the economy, and the environment**
- 4) Assess effectiveness of the principal monitoring and management techniques in different countries**
- 5) Analyze the likelihood of new invasive ant species introductions to Florida**

Students will master these skills over three intensive days through a combination of in-class lectures from international experts, local field trips, and guided laboratory identification sessions for keying out ants using stereomicroscopes and dichotomous keys. The course provides the most up to date resources and information available for identifying invasive ants in the lab and field. Get ready for a packed course that will teach you the skills you need in your work!

Required Textbooks and Software

No textbooks or software are required – all student materials will be provided in class. Teaching materials provided to each student in the course include two inseparable components: a reference collection, and a unique booklet that is a compilation of information on invasive ant biology. There are over 13,000 species of ants in the world—this collection and booklet are not an exhaustive assemblage of globally invasive species, but rather are a unique compendium of resources targeting the most problematic and commonly encountered taxa. Together they offer a novel approach to the biosecurity and identification challenges posed by ant pests. No other course or museum collection offers each student the use of a carefully curated specimen collection representing the most problematic and economically important ant species. Even most major entomological museums do not hold all of these species. As a result, these materials should be a tool useful for anyone in academia, government or industry charged with determining the identity of these ant species.

Electronics:

Laptops, tablets, and cell phones are welcome in class – we will discuss electronic access to identification resources and practicing with your own devices will be helpful. However, cell phones should be silenced during class to minimize disruptions and students will be expected to use electronic tools only for work related to this course.

Recommended resources:

Websites:

- Ant Wiki: www.Antwiki.org, Ant Web: www.AntWeb.org, Ant photography: www.alexanderwild.com

Useful books (available in the classroom):

- Agosti, D., Majer, J., Alonso, E. and Schultz, T.R. (Editors.). (2000). *Ants: Standard Methods for Measuring and Monitoring Biodiversity*. Smithsonian Institution Press. Washington D.C.
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- Wong, M. K., Economo, E. P., & Guénard, B. (2023). The global spread and invasion capacities of alien ants. *Current Biology*.
- Xu, Y., Vargo, E. L., Tsuji, K., & Wylie, R. (2022). Exotic ants of the Asia-Pacific: invasion, national response, and ongoing needs. *Annual review of entomology*, 67(1), 27-42.

Course Schedule

Day 1.	
9:00-10:00	Welcome and Introduction
10:00-10:30	Lecture: Ant morphology and Identification
10:45-12:00	Field Trip: Environmental Horticulture Greenhouse
12:00-1:00	Lunch discussion in the courtyard (Be sure to drop crumbs and watch for competition!)
1:00-2:00	Lecture: Common nuis-ants in Florida
2:00-3:15	Laboratory: Ant ID and curation – ant subfamilies and genera
3:30-5:00	Guided ID Workshop: Native vs. Non-Native Ants
	Graded assignments: 1 Discussion, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz
Day 2.	
9:00-10:15	Field Trip: NATL & Ants in native landscapes
10:15-10:45	Laboratory: Walk through the keys: Tramp ants of the world
11:00-12:00	Lecture: Impacts of invasive ants on native ecosystems
12:00-1:00	Lunch discussion under the pines (Be sure to drop crumbs and watch for competition!)
1:00-2:00	Lecture: Managing ants as structural pests
2:00-3:15	Show and Tell: Ants in captivity
3:30-5:00	Guided ID Workshop: Fire Ants around the world
	Graded assignments: 2 Discussions, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz
Day 3.	
9:00-10:30	Field Trip: UF Field and Fork Gardens
10:45-11:15	Guided ID Workshop: Ponerinae, Pseudomyrmecinae, Formicinae
11:15-12:00	Lecture: The challenge of taxonomic preparedness
12:00-1:00	Lunch discussion in the courtyard (Count the species – prize for the highest number!)
1:00-2:00	Lecture: Regulation of Invasive Insects – the policy perspective
2:00-2:30	Demo: Specimen handling and shipping
2:45-3:15	Guided ID Workshop: Hyperdiverse taxa – Myrmicinae and Dolichoderinae
3:15-4:15	Final test
4:15-5:00	Summary and farewell
	Graded assignments: 1 Discussions, 2 Lecture Questions, 1 Field Technique Question, 1 ID quiz, 1 final test.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Lecture Questions (6)	5 each (30)	30%
Discussion (3)	5 each (15)	15%
Field Technique Questions (3)	5 each (15)	15%
ID Quizzes (3)	5 each (15)	15%
Final Test	20 (25)	25%
TOTAL	100 points	100%

Grading Policy

Points / Percentage	Letter Grade
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-
<60	E

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

Graded Assignments

Lecture Questions

For two lectures each day, each student will submit two thoughtful questions (4 total), written (legibly) on an index card with their name. Questions should go beyond basic clarification and ask higher-level questions about next steps in the research, assumptions on which the hypotheses are based, potential outcomes of alternative actions, etc. It is recommended, but not necessary, to ask questions in the Q & A following the lecture.

Discussions

Participation in discussions is required each day of the course, and involves both asking and answering questions that arise on the day's topic. Questions should show attention to the day's speakers, the ants we have encountered, and may incorporate the optional reading materials provided.

Field Technique Questions

Following each day's field trip, which features a field technique demonstration, there will be a brief quiz to determine mastery of the technique. Students are expected to know how to deploy the technique and the conditions under which the technique is used. Be able to explain why this method is preferred over others in a particular situation.

ID Quizzes

At the end of each day, there will be an ant identification quiz to genus or subfamily level. The quiz will focus only on the material presented or reviewed that day. Students should be able to visually identify specimens under magnification.

Final Test

The final test will be conducted on the last afternoon, and will consist of identifications of 25 ant specimens. Use of magnification (stereoscopes), dichotomous keys (provided), and online reference materials is encouraged!

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance during all three days of the workshop is required to pass this class. Students are expected to attend all lectures and field trips, and to participate in each group discussion and laboratory sessions. Graded assignments correspond to each day's activities, so missing any session will result in a lowered grade. If you have a known scheduling conflict, please contact your instructor in advance so we can arrange for a solution, if possible. There are no make-up field trips, lab sessions, or guest lectures – these happen just once! However, life happens, and if you have an excused absence, we can provide additional assignments to offer you equivalent experience. Excused absences must be consistent with university policies in the Graduate Catalog

(<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>) and require appropriate documentation. Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ :* Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>
- Student Success Initiative, <http://studentsuccess.ufl.edu>.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information: <https://www.ombuds.ufl.edu/complaint-portal/>
- Enrollment Management Complaints: (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information: <https://www.ombuds.ufl.edu/complaint-portal/>

Online Course Evaluation Process

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

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

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

Services for Students with Disabilities

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

Course|New for request 20382

Info

Request: HFT 6XXX Event Technology and Digital Marketing

Description of request: We are proposing a new stacked course to strengthen the Event Management side of the curriculum in the Department of Tourism, Hospitality, and Event Management. Undergraduate level course submitted under #20380

Submitter: Svetlana Stepchenkova svetlana.step@ufl.edu

Created: 10/30/2024 10:22:54 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:

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:

Graduate students will have an additional research-type task in each of 5 (five) assignments for Case Study 1 and in each of 5 (five) assignments for Case Study 2.

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:
Event Technology and Digital Marketing

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:
Event Tech & Digital Mrkt

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 curricula.

Response:
The department wants to strengthen its Event Management side of the curriculum.
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 *on average* 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 bridges the gap between traditional event planning and the digital innovations transforming the industry, offering a comprehensive overview of the technologies and digital strategies that are reshaping how events are conceptualized, marketed, and executed.

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:

Graduate level: LEI5188

Undergraduate level: HFT 2750

Completing Prerequisites:

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

Example:

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

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

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

Response:
Yes

Accommodations

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

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

• *Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. <https://disability.ufl.edu/students/get-started/> 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 required to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

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

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

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/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

Event Technology and Digital Marketing

HFT 6XXX

Class Time:

Tuesdays @ 9:35 AM – 11:30 AM @ FLG 0260
Thursdays @ 9:35 AM – 10:25 AM @ FLG 0280

Academic Term:

Spring 20XX

Instructor:

Name: TBD

Email: TBD

Phone: TBD

Office: TBD

Office Hours: The instructor will have a minimum of two office hours each week. The schedule will be posted in CANVAS in the first week of classes.

Course Description

This course bridges the gap between traditional event planning and the digital innovations transforming the industry, offering a comprehensive overview of the technologies and digital strategies that are reshaping how events are conceptualized, marketed, and executed.

This is an interdisciplinary course designed to equip students at both undergraduate and graduate levels with the cutting-edge knowledge and skills necessary to thrive in the fast-evolving landscapes of event management and digital marketing.

Throughout the course, students will delve into the core principles of digital marketing, learning how to leverage social media, content marketing, SEO, and email marketing to enhance event visibility, engagement, and attendance. The curriculum will also cover the latest in event technology, including virtual and augmented reality, live streaming, mobile apps, and digital analytics, providing students with the practical skills to select and implement technology solutions that enhance attendee experiences and operational efficiency.

Through a mix of lectures, case studies, hands-on projects, and guest speakers from the industry, students will gain a holistic understanding of how digital marketing strategies and technological innovations can be effectively integrated into event planning and management. This course will challenge students to think critically about the digital transformation of events and prepare them for careers in event management, marketing, and technology.

Course Pre-Requisites

LEI 5188 Trends & Issues in Tourism, Hospitality and Event Management

Course Objectives

After completing the course, students will be able to:

- Discuss Meeting and Business Events Competency Standards
- Discuss the impact of digital technologies on the event industry
- Conduct a situational analysis of an event
- Explain the different elements of the event marketing plan
- Assess which promotion tools are suitable for which event
- Set up your event promotion campaign
- Select and apply appropriate event technologies to improve event experiences
- Analyze and interpret digital data to inform event planning and marketing decisions

Course Materials

- **Required:**

The following textbooks are required for this class:

- 1) Lee, Shawn, Boshnakova, D., Goldblatt, J. (2016). The 21st Century Meeting and Event Technologies: Powerful Tools for Better Planning, Marketing, and Evaluation. Taylor & Francis Group. ISBN: 978131536623.
- 2) Reic, I. (2016) Events Marketing Management: A Consumer Perspective. Routledge. ISBN: 9780415533577

- **Recommended:**

The following textbooks are recommended for your further study, not necessary to rent or buy:

- 1) Fenich, G. G. (2008). Meetings, expositions, events, and conventions: An introduction to the industry. Pearson/Prentice Hall. ISBN: 9781292093765.

- **Additional Readings:**

Additional (optional and required) readings will be assigned throughout the semester and made available on Canvas.

Course Format

The course will include lectures, class activities, online discussions, group learning projects and presentations (Case Study 1 and Case Study 2), and quizzes. Attendance and active participation are essential to the nature of this course. Guest speakers will contribute to the student learning experience by providing industry and/or empirical perspective(s), as well as “real” industry applications.

Assessment

Assignments	Total Points	Percentage of Final Grade
Case Study 1 assignments 5 x 10 - individual	100	10%
Case Study 1 Presentation - group	50	15%
Case Study 1 Submission Package - group	100	10%
Case Study 2 assignments 5 x 10 - individual	100	10%
Case Study 2 Presentation - group	50	15%
Case Study 2 Submission Package - group	100	10%
Discussions 5 x 20 points - individual	100	10%
Attendance & Participation* - individual	100	10%
Case Study 1 assignments 5 x 10 - individual	100	10%
Total	800	100%

* Graduate students have an extra question related to the research component of each case study assignment.

** Each unexcused absence reduces the Attendance & Participation score by 10 points.

Grading Policy:

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.99	A-	3.67
87.0 – 89.99	B+	3.33
84.0 – 86.99	B	3.00
80.0 – 83.99	B-	2.67

77.0 – 79.99	C+	2.33
74.0 – 76.99	C	2.00
70.0 – 73.99	C-	1.67
67.0 – 69.99	D+	1.33
64.0 – 66.99	D	1.00
60.0 – 63.99	D-	0.67
<60.00	E	0.00

Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the scale above. The grading scale is strictly enforced and unchangeable. The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance. Students can track their grades on the Canvas site.

Course Schedule and Assignments

Week	Topic	Activities and Submissions
1	Syllabus and Introduction. The History of Meeting and Event Technology	Orientation Quiz
2	Introduction of Event Technologies and the Use of ChatGPT	Discussion 1, Case study 1 assignment 1, Quiz 1
	Using the Right Technology for the Right Purpose	
3	Meeting and Event Search Engine Optimization/Defining the Event Industry for Events Marketing	Case study 1 assignment 2, Quiz 2
4	Venue and Suppliers Search Technology/Creating Value	Discussion 2, Case study 1 assignment 3, Quiz 3
5	Meeting and Event Design Technology/The Ps in Event Marketing	Case study 1 assignment 4, Quiz 4
6	Meeting and Event Administration Technology Solutions/Environment, Positioning, Differentiation for Events	Discussion 3, Case study 1 assignment 5, Quiz 5
7	Virtue Meetings and Events/Segmentation in Event Marketing	Quiz 6
8	Case Study 1 presentation	Case study 1 submission package
9	Marketing with Wikis, Websites, Blogs, and Podcasts/The Demand for Events and Their Consumers	Discussion 4, Case study 2 assignment 1
10	Spring break	
11	Meeting and Event Social Media and Network Technology/Customer Motivations Identity Authenticity	Case study 2 assignment 2, Quiz 7
12	Mobile Applications for Meeting and Event Marketing/Introduction to Generic Marketing Communication Strategies	Discussion 5, Case study 2 assignment 3, Quiz 8
13	Guest-Generated Content/Crowdsourcing for Events/Owning, Buying and Earning Digital Spaces for Events	Case study 2 assignment 4, Quiz 9
14	Futuristic Tech Trends That Will Influence Our Events/The Future of Events Marketing – A New Model	Case study 2 assignment 5, Quiz 10
15	Case Study 2 presentation	
Finals Week		Case study 2 submission package is due

Rubrics

WRITTEN SUBMISSIONS: Case Study 1 and 2 assignments and Submission Packages.

Criteria and Weight	Rating (Points)				
	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 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%					

PRESENTATIONS: Case Study 1 and 2 Presentations.

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness and Structure 15%	All required sections are present in the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment. Some issues with the logical flow of the presentation	Completed some steps required by the assignment. Serious issues with the logical flow of the presentation	Completed only a few steps required by the assignment
Content 70%	Excellent, in-depth coverage of all sections. Strong evidence of research. Excellent visualization of statistical data and trends	Almost all sections are covered in-depth. Evidence of research. Appropriate visualization of statistical data and trends	Coverage of about half sections lacks sufficient depth. Some evidence of research. Some effort in visualization of statistical data and trends	Presentations lacks sufficient depth. Minimal evidence of research. Visualization of statistical data and trends either not present or needs significant improvement	Presented sections lack depth, superficial. No evidence of research. No visualization of statistical data and trends
Interactivity and Creativity 10%	Excellent creative ideas, engaging the audience, expert handling of all questions	Strong creative effort, substantial effort to engage the audience, good handling of almost all questions	Moderate creative effort, some effort to engage the audience, good handling of some questions	Minimal creative effort, minimal effort to engage the audience, no depth in answering questions	Lack of creative effort, no effort to engage the audience, questions are largely not answered
Overall Impression 5%	Outstanding effort, time management, exceptional quality of work. Time requirement is met	Good effort and commendable quality of work. Good time management of all presentation sections and overall. Time requirement is met	Adequate effort with room for improvement in quality. Time requirement is met	Limited effort with considerable improvement needed in quality. Some issues with time management of separate sections and/or overall	Minimal effort and significant improvement needed in quality. Time requirement is not met
Total= 100%					

DISCUSSIONS

	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%					

Class Expectations

- **Assignments:**

- 1) Assignments must follow **APA guidelines** (<http://www.apastyle.org/>) and use appropriate grammar, spelling, punctuation, and sentence structure; otherwise, points are deducted.
- 2) Cover pages are NOT necessary.
- 3) Assignments must be **TYPED and double spaced**, using 12-point font, Times New Roman, and 1-inch margins.
- 4) Include your first and last name, HFT 3512 (Session #), and date in the upper right corner and above the first line of text.
- 5) Include citations and references, if necessary.

- 6) Keep all returned assignments to verify your grades.
 - 7) Refer to the Course Schedule and/or Canvas for assignment due dates.
 - 8) PROOFREAD ALL ASSIGNMENTS!
 - 9) If you plagiarize, it will be permanently recorded in your UF student life.
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 - 1) Paying attention to the instructor's lectures
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 - 7) Refraining from the use of computers or cell phones non-related to class work
 - 8) Demonstrating the use of appropriate language through communication in the classroom or via email
 - 9) Completing assignments and quizzes on time
 - **Email Communication:** Students should use the INBOX tool in Canvas to communicate with the instructor on course-related matters. It facilitates course management and record-keeping. Expect the answer within 24 hours, not counting weekends and holidays. Use personal email in an emergency.
 - **Honor Code:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." 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/>.

Attendance and Make-up Policies

- This course's requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. According to UF, students may be excused from class for the following reasons: documented illness, serious family emergency, certain curricular requirements, military obligations, severe weather conditions as noted by the University, or observance of religious holidays. Unexcused absences include but are not limited to outside extracurricular activities, work, family or personal vacations, fraternity or sorority functions, problems with transportation, oversleeping, or choosing not to attend class.
- Attendance is expected of students enrolled in this course and will be taken. Only the instructor can excuse a student from missing class. Non-approved absences affect your Attendance & Participation (A&P) score. Five unexcused absences result in zero A&P score. If you missed a class, check the course weekly folder on the Canvas course website. Do not expect an individual delivery of the material because you missed the class. Technology problems with CANVAS submissions are unacceptable excuses for missed assignments unless properly documented: Report the problem to Help Desk (352) 392-HELP (4357) helpdesk@ufl.edu immediately and submit the ticket with the time when the problem occurred to the instructor.

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receive an accommodation letter which must be presented to the instructor when requesting accommodation. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. 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/>.

Event Technology and Digital Marketing

HFT 4XXX

Class Periods: R @ 9:35AM – 11:30AM @ FLG 0260

T @ 9:35AM – 10:25AM @ FLG 0280

Academic Term: Spring 20XX

Instructor:

Name: TBD

Email: tpan1@ufl.edu

Phone: 352-294-1661

Office: TBD

Office Hours: The instructor will have a minimum of two office hours each week. The schedule will be posted in CANVAS in the first week of classes.

Course Description

This course bridges the gap between traditional event planning and the digital innovations transforming the industry, offering a comprehensive overview of the technologies and digital strategies that are reshaping how events are conceptualized, marketed, and executed.

This is an interdisciplinary course designed to equip students at both undergraduate and graduate levels with the cutting-edge knowledge and skills necessary to thrive in the fast-evolving landscapes of event management and digital marketing.

Throughout the course, students will delve into the core principles of digital marketing, learning how to leverage social media, content marketing, SEO, and email marketing to enhance event visibility, engagement, and attendance. The curriculum will also cover the latest in event technology, including virtual and augmented reality, live streaming, mobile apps, and digital analytics, providing students with the practical skills to select and implement technology solutions that enhance attendee experiences and operational efficiency.

Through a mix of lectures, case studies, hands-on projects, and guest speakers from the industry, students will gain a holistic understanding of how digital marketing strategies and technological innovations can be effectively integrated into event planning and management. This course will challenge students to think critically about the digital transformation of events and prepare them for careers in event management, marketing, and technology.

Course Pre-Requisites

HFT 2750 Event Management

Course Objectives

After completing the course, students will be able to:

- Discuss Meeting and Business Events Competency Standards
- Discuss the impact of digital technologies on the event industry
- Conduct a situational analysis of an event
- Explain the different elements of the event marketing plan
- Assess which promotion tools are suitable for which event
- Set up your event promotion campaign
- Select and apply appropriate event technologies to improve event experiences
- Analyze and interpret digital data to inform event planning and marketing decisions

Course Materials

- **Required:**

The following textbooks are required for this class:

- 1) Lee, Shawn, Boshnakova, D., Goldblatt, J. (2016). The 21st Century Meeting and Event Technologies: Powerful Tools for Better Planning, Marketing, and Evaluation. Taylor & Francis Group. ISBN: 978131536623.
- 2) Reic, I. (2016) Events Marketing Management: A Consumer Perspective. Routledge. ISBN: 9780415533577.

- **Recommended:**

The following textbooks are recommended for your further study, not necessary to rent or buy:

- 1) Fenich, G. G. (2008). Meetings, expositions, events, and conventions: An introduction to the industry. Pearson/Prentice Hall. ISBN: 9781292093765.

- **Additional Readings:**

Additional (optional and required) readings will be assigned throughout the semester and made available on Canvas.

Course Format

The course will include lectures, class activities, online discussions, group learning projects and presentations (Case Study 1 and Case Study 2), and quizzes. Attendance and active participation are essential to the nature of this course. Guest speakers will contribute to the student learning experience by providing industry and/or empirical perspective(s), as well as “real” industry applications.

Assessment

Assignments	Total Points	Percentage of Final Grade
Quizzes 10 x 10 points – individual	100	10%
Case Study 1 assignments 5 x 10 - individual	50	15%
Case Study 1 Presentation - group	100	10%
Case Study 1 Submission Package - group	100	10%
Case Study 2 assignments 5 x 10 - individual	50	15%
Case Study 2 Presentation - group	100	10%
Case Study 2 Submission Package - group	100	10%
Discussions 5 x 20 points - individual	100	10%
Attendance & Participation* - individual	100	10%
Total	800	100%

* Each unexcused absence reduces the Attendance & Participation score by 10 points.

* **Graduate students have an extra question related to the research component of each case study assignment.**

Grading Policy

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.99	A-	3.67
87.0 – 89.99	B+	3.33
84.0 – 86.99	B	3.00
80.0 – 83.99	B-	2.67

77.0 – 79.99	C+	2.33
74.0 – 76.99	C	2.00
70.0 – 73.99	C-	1.67
67.0 – 69.99	D+	1.33
64.0 – 66.99	D	1.00
60.0 – 63.99	D-	0.67
<60.00	E	0.00

Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the scale above. The grading scale is strictly enforced and unchangeable. The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance. Students can track their grades on the Canvas site.

Course Schedule and Assignments

Week	Topic	Activities and Submissions
1	Syllabus and Introduction. The History of Meeting and Event Technology	Orientation Quiz
2	Introduction of Event Technologies and the Use of ChatGPT	Discussion 1, Case study 1 assignment 1, Quiz 1
	Using the Right Technology for the Right Purpose	
3	Meeting and Event Search Engine Optimization/Defining the Event Industry for Events Marketing	Case study 1 assignment 2, Quiz 2
4	Venue and Suppliers Search Technology/Creating Value	Discussion 2, Case study 1 assignment 3, Quiz 3
5	Meeting and Event Design Technology/The Ps in Event Marketing	Case study 1 assignment 4, Quiz 4
6	Meeting and Event Administration Technology Solutions/Environment, Positioning, Differentiation for Events	Discussion 3, Case study 1 assignment 5, Quiz 5
7	Virtue Meetings and Events/Segmentation in Event Marketing	Quiz 6
8	Case Study 1 presentation	Case study 1 submission package
9	Marketing with Wikis, Websites, Blogs, and Podcasts/The Demand for Events and Their Consumers	Discussion 4, Case study 2 assignment 1
10	Spring break	
11	Meeting and Event Social Media and Network Technology/Customer Motivations Identity Authenticity	Case study 2 assignment 2, Quiz 7
12	Mobile Applications for Meeting and Event Marketing/Introduction to Generic Marketing Communication Strategies	Discussion 5, Case study 2 assignment 3, Quiz 8
13	Guest-Generated Content/Crowdsourcing for Events/Owning, Buying and Earning Digital Spaces for Events	Case study 2 assignment 4, Quiz 9
14	Futuristic Tech Trends That Will Influence Our Events/The Future of Events Marketing – A New Model	Case study 2 assignment 5, Quiz 10
15	Case Study 2 presentation	
Finals Week		Case study 2 submission package is due

Rubrics

WRITTEN SUBMISSIONS: Case Study 1 and 2 assignments and Submission Packages.

Criteria and Weight	Rating (Points)				
	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 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%					

PRESENTATIONS: Case Study 1 and 2 Presentations.

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness and Structure 15%	All required sections are present in the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment. Some issues with the logical flow of the presentation	Completed some steps required by the assignment. Serious issues with the logical flow of the presentation	Completed only a few steps required by the assignment
Content 70%	Excellent, in-depth coverage of all sections. Strong evidence of research. Excellent visualization of statistical data and trends	Almost all sections are covered in-depth. Evidence of research. Appropriate visualization of statistical data and trends	Coverage of about half sections lacks sufficient depth. Some evidence of research. Some effort in visualization of statistical data and trends	Presentations lacks sufficient depth. Minimal evidence of research. Visualization of statistical data and trends either not present or needs significant improvement	Presented sections lack depth, superficial. No evidence of research. No visualization of statistical data and trends
Interactivity and Creativity 10%	Excellent creative ideas, engaging the audience, expert handling of all questions	Strong creative effort, substantial effort to engage the audience, good handling of almost all questions	Moderate creative effort, some effort to engage the audience, good handling of some questions	Minimal creative effort, minimal effort to engage the audience, no depth in answering questions	Lack of creative effort, no effort to engage the audience, questions are largely not answered
Overall Impression 5%	Outstanding effort, time management, exceptional quality of work. Time requirement is met	Good effort and commendable quality of work. Good time management of all presentation sections and overall. Time requirement is met	Adequate effort with room for improvement in quality. Time requirement is met	Limited effort with considerable improvement needed in quality. Some issues with time management of separate sections and/or overall	Minimal effort and significant improvement needed in quality. Time requirement is not met
Total= 100%					

DISCUSSIONS

	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%					

Class Expectations

- **Assignments:**

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Course|New for request 20248

Info

Request: HFT 6XXX Event Venue Sales and Services

Description of request: This is a new course request. This elective course expands the Event Management side of the MS degree curriculum. Undergraduate equivalent submission under #20247.

Submitter: Svetlana Stepchenkova svetlana.step@ufl.edu

Created: 10/28/2024 10:38:09 AM

Form version: 7

Responses

Recommended Prefix

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

Response:
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:
6

Course Number

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

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

Response:

Joint (Ugrad/Grad)

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

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

Course Title

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

Response:
Event Venue Sales and Services

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:
Event Venue Sales Services

Degree Type

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

Response:
Graduate

Delivery Method(s)

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

Response:
On-Campus

Co-Listing

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

Response:
Yes

Co-Listing Explanation

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

• *Differentiation of Co-Listed Courses - Example*

* *

* *For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](http://aa.ufl.edu/media/aaufledu/policies/Co-listed-grad-ug-courses-policy.pdf).

Response:

Differences between graduate and undergraduate (HFT 4517) sections of the course:
Term project. For graduate students, it is Event Sales Professional Paper (includes simulated sales projections) and Event Sales Professional Simulation Presentation. For undergraduate students, it is Event Sales Professional Plan Paper and Event Sales Professional Plan Presentation.

Effective Term

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

Response:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

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

Response:

3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Lecture

Weekly Contact Hours

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

Response:

3

Course Description

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

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

Response:

Introduces students to the mechanics of event sales and operations from a venue's perspective. Emphasis is placed on mastering the event sales process, effective contract authoring and negotiation, and detailed planning for event execution, including group resumes and Banquet Event Orders (BEOs).

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:

LEI 5188

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

The department expands its course offerings in the area of Event Management, consistent with the Dept. name of Tourism, Hospitality and Event Management. Elective course.

Course Objectives

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

Response:

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

- Analyze the emergence of relationship selling in the information age in MEEC.
- Illustrate the evolution of partnering and the nature of strategic account management.
- Analyze how ethical decisions influence the building of partnering relationships.
- Establish a self-improvement plan based on personal development strategies.
- Contrast how different communication styles influence the relationship process in sales.
- Compare the buying process of the transactional, consultative, and strategic alliance buyer.
- Describe the benefits of the consultative sales process in the MEEC industry.
- Explain how to build long-term partnerships with customer service.

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: Ahearn, M. & Manning, G. (2024). *Selling Today: Partnering to Create Value* (15th ed). Pearson. ISBN: 9780138170820 (eBook) – 9780137962907 (Print)

RECOMMENDED: Beck, J. & Fenich G. (2019). *A Guide for the Hospitality Industry: Professional Sales & Selling for Meetings, Expositions, Events, Conventions & Groups*. Kendall Hunt Publishing.
ISBN: 9781792419898 (eBook) - ISBN: 9781792416132 (Print)

Weekly Schedule of Topics

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

Response:

Week 1

Introduction & Syllabus

Week 2

Chapter 1 Relationship selling opportunities in the information economy

Week 3

Chapter 2 Evolution of selling models that complement the marketing concept

Week 4

Chapter 3 Ethics: The foundation of partnership relationships

Week 5

Chapter 4 Creating value with a relationship strategy

Week 6

Chapter 5 Communication styles: A key to adaptive selling today

Week 7

Chapter 6 Creating product solutions

Week 8

Chapter 7 Product-selling strategies that add value

Week 9

Exam 1 (Ch 1 to 7)

Week 10

Chapter 8 The buying process and buyer behavior

Week 11
Chapter 9 Developing and qualifying prospects and accounts
Week 12
Chapter 10 Approaching customer with adaptive selling
Week 13
Chapters 11 Determining customer needs with a consultative questioning strategy and Chapters
12 Creating value with a consultative presentation. Class Presentations
Week 14
Chapter 13 + 14 Negotiating buyer concerns. Class Presentations
Week 15
Class Presentations and Review
Finals Week Final Exam (Cumulative Chapters 1-14)

Grading Scheme

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

Response:

Graduate Scheme:

Attendance: 50 points - 10%

Assignments: 50 points - 10%. For Thesis-track graduate students, each 'assignment' is replaced with a written critique of an academic journal article ('academic journal article critique' submission).

Event Sales Professional Paper (100 points) AND Event Sales Professional Simulation Presentation (50 points) - 20%

Event Sales Professional Simulation Presentation 50 points

Quizzes (5x20 points): 100 points - 15%

Midterm exam (150 points) AND Final Exam (250 points) - 45%

Total: 750 points - 100%

Undergraduate scheme:

Attendance: 50 points - 10%

Assignments: 50 points - 10%

Event Sales Professional Plan Paper (100 points) AND Event Sales Professional Plan Presentation (50 points) - 20%

Event Sales Professional Simulation Presentation 50 points

Quizzes (5x20 points): 100 points - 15%

Midterm exam (150 points) AND Final Exam (250 points) - 45%

Total: 750 points - 100%

Instructor(s)

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

Response:

Giulio Ronzoni, Ph.D.

Attendance & Make-up

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

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

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

Response:

Yes

Accommodations

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

• Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/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

Event Venue Sales & Services

HFT6XXX | Class # XXXXX | 3 Credits | Fall 20XX

Connect with HHP



Course Info

INSTRUCTOR

Giulio Ronzoni
Office: FLG 190A
Office Phone: (352) 294-1683
Email: Giulio.Ronzoni@ufl.edu
Preferred Method of Contact: email

OFFICE HOURS

M, W (12:30 PM to 2:30 PM) & by appointment

MEETING TIME/LOCATION

Access course through Canvas on UF e-Learning
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure
FLG 210, Tuesdays period 3, Thursdays periods 3-4

COURSE DESCRIPTION

This course introduces students to the mechanics of event sales and operations from a venue's perspective. Emphasis is placed on mastering the event sales process, effective contract authoring and negotiation, and detailed planning for event execution, including group resumes and Banquet Event Orders (BEOs).

PREREQUISITE KNOWLEDGE AND SKILLS

LEI 5188 Trends & Issues in Tourism, Hospitality and Event Management.

REQUIRED MATERIALS

Ahearne, M. & Manning, G. (2024). Selling Today: Partnering to Create Value (15th ed). Pearson. ISBN: 9780138170820 (eBook) – 9780137962907 (Print)

RECOMMENDED MATERIALS

Beck, J. & Fenich G. (2019). A Guide for the Hospitality Industry: Professional Sales & Selling for Meetings, Expositions, Events, Conventions & Groups. Kendall Hunt Publishing.
ISBN: 9781792419898 (eBook) - ISBN: 9781792416132 (Print)

COURSE OVERVIEW

The business environment and research on personal selling and sales force management continue to experience significant changes. One of the largest sources of profit for the hospitality industry, the Meetings, Expositions, Exhibitions, and Conferences (MEEC) sector's influence is an imperative area of understanding for anyone

entering the field, especially in a sales capacity. Therefore, this course provides students with cutting-edge personal selling techniques to succeed in today's competitive business world. The course culminates with the onsite application of these elements to deliver outstanding event experiences.

This course covers what ramifications the information age has for the selling world and how sales professionals must cope with new issues arising from the information revolution with an ethical, customer-centered mindset. This course analyzes the four pillars of selling that can be applied to the event industry: relationship strategy, product strategy, customer strategy, and presentation strategy. This course also covers the importance of complete and accurate product, company, and competitive knowledge in personal selling, as well as it presents information on why and how customers buy, and also explains how to identify prospects in the MEEC industry.

COURSE LEARNING OBJECTIVES:

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

- Analyze the emergence of relationship selling in the information age in MEEC.
- Illustrate the evolution of partnering and the nature of strategic account management.
- Analyze how ethical decisions influence the building of partnering relationships.
- Establish a self-improvement plan based on personal development strategies.
- Contrast how different communication styles influence the relationship process in sales.
- Compare the buying process of the transactional, consultative, and strategic alliance buyer.
- Describe the benefits of the consultative sales process in the MEEC industry.
- Explain how to build long-term partnerships with customer service.

Course & University Policies

BASIS FOR FINAL GRADE

Assignment	Value	Percentage
Attendance	50	10%
Assignments*	50	10%
Event Sales Professional Paper	100	20%
Event Sales Professional Simulation Presentation	50	
Quizzes (5x20 points)	100	15%
Mid-Term Exam	150	45%
Final Exam	250	
Total	750	100%

*For Thesis-track graduate students, each "Assignment" is replaced by "Academic Journal Article Critique"

NOTE: This course does not assign extra credits. However, the instructor may add/create some extra credit opportunities.

Attendance – Each unexcused absence will result in a 5-point subtraction from the attendance points.

Quizzes —Each of the five quizzes will consist of 20 questions and be taken online through the Canvas platform. The questions will be multiple-choice and true/false. Students are not permitted access to any materials or notes. Students will be allowed 20 minutes to complete each quiz.

Mid-term Exam —The Mid-term Exam consists of 50 questions. Students will take it in person and in class. They are not permitted to access any materials or notes during the exam, and they will be allowed 50 minutes to complete it.

Comprehensive Final Exam —The Final Exam consists of 100 questions. Students will take it in person and in class. They are not permitted to access any materials or notes during the exam, and they will be allowed 100 minutes to complete it.

Assignments—Each of the five assignments contains problems and questions that must be answered in an essay format. These problems and questions are related to the course topic and specific to the textbook, so that should be your primary resource for answering those questions.

Event Sales Professional Paper - This paper, in the form of a sales role-play, provides you an opportunity to apply the principles that serve as a foundation for successful selling in the hospitality industry: developing a relationship, knowing the product, understanding the client, making an effective simulation presentation, and asking for the sale. The activities over the course of the semester are designed to take you from “learning about” selling to “learning to do” selling. All details and instructions pertaining to this paper can be found in Canvas, including the grading rubric associated with it.

Event Sales Professional Simulation Presentation – Students will present their Event Sales Professional paper and perform the Event Sales Professional Simulation associated with the sales role-play described in the section above. Students will experience anxiety because you are asked to perform under pressure (in terms of building relationships, securing strategic information, influencing people’s thinking, and getting them to take action). Learning to perform in an environment full of genuine but nonthreatening pressure affords students the opportunity to practice their skills so they will be prepared for real-world selling uneasiness. All details and instructions pertaining to this presentation can be found in Canvas, including the grading rubric associated with it.

Academic Journal Articles Critiques (for Thesis-track Graduate students only) - 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.

RUBRIC FOR WRITTEN SUBMISSIONS: Assignments, Academic Journal Article Critiques (Thesis-track students), and Event Sales Professional Paper

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 sentences, paragraphs, and minimal grammar errors	Good-quality writing with minor issues in sentences, paragraphs, and grammar	Adequate writing quality with noticeable issues in grammar and structure	Limited quality of writing with significant issues in grammar and structure	Poor quality of writing, lacking proper sentences, paragraphs, and grammar
Overall Impression (10%)	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement	Limited effort with considerable improvement needed	Minimal effort and significant improvement needed

RUBRIC FOR PRESENTATIONS: Event Sales Professional Simulation Presentation

Presentation Rubric							
Criteria	Ratings					Pts	
Introductions	5.0 pts All group members were introduced, once, at the beginning.		3.0 pts More than one group members were introduced at the beginning.		0.0 pts One or no group members introduced at the beginning.	5.0 pts	
Equal participation of all group members & appropriate transitions	10.0 pts Equal participation of all group members & appropriate transitions between members.	10.0 pts Equal participation of all group members & poor transitions between members.	5.0 pts Unequal participation of all group members & appropriate transitions between members.	2.0 pts Unequal participation of all group members & poor transitions between members.	0.0 pts Missing or silent group members.	10.0 pts	
Appropriate Visuals	10.0 pts The presentation included visuals that enhanced the audiences understanding of the content.		5.0 pts The presentation included visuals that explained the content.		0.0 pts The visuals distracted from the presentation of the material.	10.0 pts	
Level of Sophistication	10.0 pts Enhanced level of sophistication		6.0 pts Informed level of sophistication.		2.0 pts Basic level of sophistication	0.0 pts No Marks	10.0 pts
Eye Contact	5.0 pts All group members made appropriate eye contact with audience		2.0 pts Some group members made appropriate eye contact with audience.		0.0 pts A significant lack of eye contact with audience.		5.0 pts
Vocal Pauses	5.0 pts All group members avoided vocal pauses (ahs, ums)		4.0 pts Limited Vocal Pauses		2.0 pts Many Vocal Pauses	0.0 pts Too Many Marks	5.0 pts
Q&A	5 pts						

LETTER GRADE

Letter Grade	Range	GPA	Letter Grade	Range	GPA	Letter Grade	Range	GPA
A	94%-100%	4.00	B-	80.0%-83.9%	2.67	D+	67.0%-69.9%	1.33
A-	90%-93.9%	3.67	C+	77.0%-79.9%	2.33	D	64.0%-66.9%	1.00
B+	87.0%-89.9%	3.33	C	74.0%-76.9%	2.00	D-	60.0%-63.9%	0.67
B	84.0%-86.9%	3.00	C-	70.0%-73.9%	1.67	E	< 60.0%	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.

PROFESSIONAL COURTESY

It is the expectation that all individuals will treat every other individual with respect and dignity, which includes but is not limited to:

- Timely attendance, unobtrusive entry or exit from a class that is in session
- Cell phone ringers off
- Body language that demonstrates a state of conscious awareness, no sleeping
- Attention directed at the designated speaker, eyes open, and standard hygienic practices required for acceptable assimilation into a crowded room

ATTENDANCE & LATE ASSIGNMENT POLICY

Each unexcused absence will result in 5 points subtraction from the attendance points.

Requirements for class attendance and make-up exams, assignments and other work in the course are consistent with university policies. See the UF Academic Regulations and Policies for more information regarding the University Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

ACADEMIC INTEGRITY

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

UF GRADING POLICIES

Information on current UF grading policies for assigning grade points can be found in the undergraduate catalog web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ONLINE 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/>.

ATTENDANCE POLICY

Class attendance and participation is an integral component of this course. You are expected to attend all classes and participate on a regular basis (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Excused absences will only be allowed for certain reasons:

- a) Medical reasons (with a medical note—only state the dates of the excuse and not the cause for privacy reasons)
- b) Mental health reason (with medical note only stating the dates of excuse and not the cause for privacy reasons)
- c) Representing the university at an outside event (i.e., athletes with an appropriate excuse)
- d) Student Organization outside event (such as a conference in another city – with advisor note)
- e) Court-mandated appearance (with appropriate documentation)
- f) Death of a close relative (i.e., father, mother, siblings, aunt, uncle, grandparents – with documentation)
- g) Religious holiday (students may choose only one religious affiliation)
- h) Others at the Professor’s discretion

Excuses will **not** be allowed for the following:

- a) Car troubles and repairs
- b) Work, Training
- c) Internship
- d) Leisure travel
- e) Family reunion
- f) Anything not included in items a-e in the excused absence section will not be excused

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 education 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 an 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 Honor Code and Student Conduct Code.

SERVICES TO STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site (<https://disability.ufl.edu/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.

NOTICE OF COPYRIGHT FOR COURSE SYLLABUS AND LECTURES

During this course, students are prohibited from selling notes to, or being paid for taking notes by, any person or firm without the express written permission of the instructor. The University requires all members of the University community to familiarize themselves with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

AVAILABLE RESOURCES FOR STUDENTS

- Online Computing Help Desk & e-Learning Support Services: <https://helpdesk.ufl.edu>.
- 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: The 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/>.
- If you are having difficulties with the course material, please email the Professor and/or visit the Health and Human Performance Subject Guide at the UF Library: <http://www.uflib.ufl.edu/cm/hhp/hhp.html>. Or contact the sport, tourism, and recreation subject librarian: <http://apps.uflib.ufl.edu/staffdir/SubjectsSpecialist.aspx>.
- Counseling Center: Phone 352-392-1575, <https://counseling.ufl.edu>.

FLEXIBILITY AND RESPONSIBILITY

Modifications to the course assignments, assessments, or schedule will be posted in canvas, and students are responsible for those announcements.

Modules Overview

Modules	Modules Topics
Module 1	<p>Developing a Personal-Selling Philosophy</p> <ul style="list-style-type: none"> • Ch. 1: Relationship Selling Opportunities in the Information Economy <ul style="list-style-type: none"> ○ The emergence of relationship selling in the age of information ○ Major sources of sales training • Ch. 2: Evolution of Selling Models That Complement the Marketing Concept <ul style="list-style-type: none"> ○ The evolution of personal-selling models as an extension of the marketing concept ○ How value- added selling strategies enhance personal selling
Module 2	<p>Developing A Relationship Strategy</p> <ul style="list-style-type: none"> • Ch. 3: Ethics: The Foundation for Partnering Relationships That Create Value <ul style="list-style-type: none"> ○ Issues that challenge the ethical decision making of salespeople ○ Factors that influence the ethical conduct of sales personnel • CH. 4: Creating Value with a Relationship Strategy <ul style="list-style-type: none"> ○ The major nonverbal factors that shape our sales image ○ Establish a self-improvement plan based on personal development strategies
Module 3	<p>Developing a Product Strategy</p> <ul style="list-style-type: none"> • Ch. 5: Communication Styles: A Key to Adaptive Selling Today <ul style="list-style-type: none"> ○ Identify your preferred communication style and that of your customer ○ Adapt interpersonal versatility and build strong selling relationships with style flexing • Ch. 6: Creating Product Solutions <ul style="list-style-type: none"> ○ The importance of developing product solutions that add value ○ Major sources of product, competitor, and industry information • Ch. 7: Product-Selling Strategies That Add Value 164 <ul style="list-style-type: none"> ○ Positioning as a product-selling strategy ○ Sell your product with a price strategy and a value-added strategy
Module 4	<p>Developing a Customer Strategy</p> <ul style="list-style-type: none"> • Ch. 8: The Buying Process and Buyer Behavior <ul style="list-style-type: none"> ○ The importance of alignment between the selling process and the customer’s buying process ○ The buying process of the transactional, consultative, and strategic alliance buyer • Ch. 9: Developing and Qualifying Prospects and Accounts <ul style="list-style-type: none"> ○ The importance of developing a prospect or account ○ Common methods of collecting and organizing prospect and account information
Module 5	<p>Developing a Presentation Strategy</p> <ul style="list-style-type: none"> • Ch. 10: Approaching the Customer with Adaptive Selling <ul style="list-style-type: none"> ○ Different team presentation strategies

	<ul style="list-style-type: none"> ○ How adaptive selling builds on four broad strategic areas of personal selling ● Ch. 11: Determining Customer Needs with a Consultative Questioning Strategy <ul style="list-style-type: none"> ○ The benefits of the consultative-sales process ○ The importance of active listening and the use of confirmation questions
Module 6	<p>Presentation concerns & Closing the Sale</p> <ul style="list-style-type: none"> ● Ch. 12: Creating Value with the Consultative Presentation <ul style="list-style-type: none"> ○ The elements of a persuasive presentation strategy ○ Selling tools that add value to your sales demonstrations ● Ch. 13: Negotiating Buyer Concerns <ul style="list-style-type: none"> ○ The principles of formal negotiations as part of the win-win strategy ○ Common types of buyer concerns ● Ch. 14: Adapting the Close and Confirming the Partnership <ul style="list-style-type: none"> ○ Selected guidelines for closing the sale ○ What to do when the buyer says yes and what to do when the buyer says no

Course Schedule

Week	Chapters	Modules	Assignments - Deadlines
Week 1	Introduction & Syllabus	Module 1	- Self-Introduction - Orientation Quiz
Week 2	Chapter 1	Module 1	
Week 3	Chapter 2	Module 1	- Quiz 1 (Ch 1+2)
Week 4	Chapter 3	Module 2	Assignment 1
Week 5	Chapter 4	Module 2	Quiz 2 (Ch 3+4)
Week 6	Chapter 5	Module 3	Assignment 2
Week 7	Chapter 6	Module 3	
Week 8	Chapter 7	Module 3	Assignment 3
Week 9	Exam 1 (Ch 1 to 7)	Module 1+2+3	Mid-Term Exam
Week 10	Chapter 8	Module 4	Assignment 4
Week 11	Chapter 9	Module 4	Quiz 3 (Ch 8+9)

Week 12	Chapter 10	Module 5	Event Sales Professional Paper & Simulation Presentation
Week 13	- Chapters 11 +12 - Class Presentations	Modules 5, 6	Quiz 4 (Ch 10+11+12)
Week 14	- Chapter 13 + 14 - Class Presentations	Module 6	
Week 15	- Class Presentations - Final Remarks & Review	Module 6	Quiz 5 (Ch13+14). Assignment 5
Finals Week	Final Exam (Cumulative - Ch 1 to 14)	Module 1 to 6	Final Exam

May be subject to change.

*For Thesis-track graduate students, each "Assignment" is replaced by "Academic Journal Article Critique."

Legal Disclaimer: Information discussed in this course in no way represents legal advice. Should students need legal advice, they are encouraged to utilize available campus legal services or contact an attorney.

Event Venue Sales & Services

HFT4517 | Class # XXXX | 3 Credits | Fall 20XX

Connect with HHP



Course Info

INSTRUCTOR

Giulio Ronzoni
Office: FLG 190A
Office Phone: (352) 294-1683
Email: Giulio.Ronzoni@ufl.edu
Preferred Method of Contact: email

OFFICE HOURS

M, W (12:30 PM to 2:30 PM) & by appointment

MEETING TIME/LOCATION

Access course through Canvas on UF e-Learning
(<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure
FLG 210, Tuesdays period 3, Thursdays periods 3-4

COURSE DESCRIPTION

Studies the scope and mechanics of event sales and operations from a venue's perspective. Presents the reciprocal relationship between selling and service within the context of tourism, hospitality, and event management marketing practices.

PREREQUISITE KNOWLEDGE AND SKILLS

HFT2750.

REQUIRED MATERIALS

Beck, J. & Fenich G. (2019). A Guide for the Hospitality Industry: Professional Sales & Selling for Meetings, Expositions, Events, Conventions & Groups. Kendall Hunt Publishing.
ISBN: 9781792419898 (eBook) - ISBN: 9781792416132 (Print)

RECOMMENDED MATERIALS

Ahearne, M. & Manning, G. (2024). Selling Today: Partnering to Create Value (15th ed). Pearson.
ISBN: 9780138170820 (eBook) – 9780137962907 (Print)

COURSE OVERVIEW

The role of sales in any successful business is vital. Indeed, as the landscape of hospitality sales continues to evolve, the sales discipline at hotels, conference centers, and other venues is more important than ever. Even as sales adapt to the shifting sands of customer needs, technology, and business processes, we can't lose focus on what is most important: the customer. Event Venue Sales & Services makes students understand the value of developing personal selling skills with a focus on the Meetings, Expositions, Exhibitions, and Conferences (MEEC)

industry. The course incorporates academic theory, roleplay scenarios, real-world applications, and ethical dilemmas and offers a wealth of tools to help students develop an ethical, customer-centered mindset. This course is organized around four pillars of personal selling: relationship, product, customer, and presentation strategies. Ethical selling is emphasized throughout. This course presents an overview of and teaches students to capitalize on the MEEC arena, providing an applicable sales experience in addition to vital information, as well as an immersive learning experience, thus allowing students to maximize the knowledge and skills they acquire.

COURSE LEARNING OBJECTIVES:

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

- Define the world of sales in a hospitality setting, focusing on MEEC events.
- Analyze the value of developing personal selling skills.
- Describe an ethical, customer-centered mindset and explain the value of its adoption.
- Describe the role of a salesperson in selling scenarios that are relevant to today's competitive environment.
- Describe and implement communication styles helpful to a salesperson, such as questioning, negotiations, and closing strategies.
- Discuss key applications of popular Customer Relationship Management (CRM) systems.
- Create social media materials appropriate for sales.
- Describe how technological advances have revolutionized consumer buying behavior and the role of electronically mediated interactions.
- Analyze the challenges of capturing the prospect's attention and attracting interest.

Course & University Policies

BASIS FOR FINAL GRADE

Assignment	Value	Percentage
Attendance	50	10%
Assignments	50	10%
Event Sales Professional Plan Paper	100	20%
Event Sales Professional Plan Presentation	50	
Quizzes (5x20 points)	100	15%
Mid-Term Exam	150	45%
Final Exam	250	
Total	750	100%

NOTE: This course does not assign extra credits. However, the instructor may add/create some extra credit opportunities.

Attendance – Each unexcused absence will result in a 5-point subtraction from the attendance points.

Quizzes—Each of the five quizzes will consist of 20 questions and be taken online through the Canvas platform. The questions will be multiple-choice and true/false. Students are not permitted access to any materials or notes. Students will be allowed 20 minutes to complete each quiz.

Mid-term Exam—The Mid-term Exam consists of 50 questions. Students will take it in person and in class. They are not permitted to access any materials or notes during the exam, and they will be allowed 50 minutes to complete it.

Comprehensive Final Exam—The Final Exam consists of 100 questions. Students will take it in person and in class. They are not permitted to access any materials or notes during the exam, and they will be allowed 100 minutes to complete it.

Assignments – Each of the five assignments contains problems and questions that must be answered in an essay format. These problems and questions are specific to the textbook, so that should be your primary resource for answering those questions. These assignments are NOT intended to be used as the primary study tool for exam preparation. The problems and questions pertaining to each assignment can be found in Canvas, including all detailed instructions and the grading rubric associated with it.

Event Sales Professional Plan Paper - In this project, students will develop an Event Sales Professional Plan for a new event. Students will have a “real-world” Meeting, Exposition, Event, or Convention (MEEC) Strategic Marketing Plan for a business of their choice. This is a proposed business and MEEC, so students should feel free to use some creativity in creating a name and key details for both the chosen business and MEEC. Therefore, students should come up with a hospitality/tourism MEEC concept of their choice, and prepare a Event Sales Professional Plan according to the guidelines provided for the assignment. All details and instructions pertaining to this paper can be found in Canvas, including the grading rubric associated with it.

Assignments & Event Sales Professional Plan Paper Rubric

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 sentences, paragraphs, and minimal grammar errors	Good-quality writing with minor issues in sentences, paragraphs, and grammar	Adequate writing quality with noticeable issues in grammar and structure	Limited quality of writing with significant issues in grammar and structure	Poor quality of writing, lacking proper sentences, paragraphs, and grammar
Overall Impression (10%)	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement	Limited effort with considerable improvement needed	Minimal effort and significant improvement needed

Event Sales Professional Plan Presentation – Students will create a PowerPoint report/presentation that addresses the specific concepts addressed in the Event Sales Professional Plan. There is no limit to the number of slides, but typically a well-developed report incorporating all of the required content and images is about 20 slides. Students will present their presentation in class towards the end of the semester (see the “Course Schedule” for the precise dates). All details and instructions pertaining to this presentation can be found in Canvas, including the grading rubric associated with it.

Event Sales Professional Plan Presentation Rubric

Presentation Rubric							
Criteria	Ratings					Pts	
Introductions	5.0 pts All group members were introduced, once, at the beginning.		3.0 pts More than one group members were introduced at the beginning.		0.0 pts One or no group members introduced at the beginning.	5.0 pts	
Equal participation of all group members & appropriate transitions	10.0 pts Equal participation of all group members & appropriate transitions between members.	10.0 pts Equal participation of all group members & poor transitions between members.	5.0 pts Unequal participation of all group members & appropriate transitions between members.	2.0 pts Unequal participation of all group members & poor transitions between members.	0.0 pts Missing or silent group members.	10.0 pts	
Appropriate Visuals	10.0 pts The presentation included visuals that enhanced the audiences understanding of the content.		5.0 pts The presentation included visuals that explained the content.		0.0 pts The visuals distracted from the presentation of the material.	10.0 pts	
Level of Sophistication	10.0 pts Enhanced level of sophistication		6.0 pts Informed level of sophistication.		2.0 pts Basic level of sophistication	0.0 pts No Marks	10.0 pts
Eye Contact	5.0 pts All group members made appropriate eye contact with audience		2.0 pts Some group members made appropriate eye contact with audience.		0.0 pts A significant lack of eye contact with audience.		5.0 pts
Vocal Pauses	5.0 pts All group members avoided vocal pauses (ahs, ums)		4.0 pts Limited Vocal Pauses		2.0 pts Many Vocal Pauses	0.0 pts Too Many Marks	5.0 pts
Q&A	5 pts						

LETTER GRADE

Letter Grade	Range	GPA	Letter Grade	Range	GPA	Letter Grade	Range	GPA
A	94%-100%	4.00	B-	80.0%-83.9%	2.67	D+	67.0%-69.9%	1.33
A-	90%-93.9%	3.67	C+	77.0%-79.9%	2.33	D	64.0%-66.9%	1.00
B+	87.0%-89.9%	3.33	C	74.0%-76.9%	2.00	D-	60.0%-63.9%	0.67
B	84.0%-86.9%	3.00	C-	70.0%-73.9%	1.67	E	< 60.0%	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.

PROFESSIONAL COURTESY

It is the expectation that all individuals will treat every other individual with respect and dignity, which includes but is not limited to:

- Timely attendance, unobtrusive entry or exit from a class that is in session
- Cell phone ringers off
- Body language that demonstrates a state of conscious awareness, no sleeping
- Attention directed at the designated speaker, eyes open, and standard hygienic practices required for acceptable assimilation into a crowded room

ATTENDANCE & LATE ASSIGNMENT POLICY

Each unexcused absence will result in a 5-point subtraction from the attendance points.

Requirements for class attendance and make-up exams, assignments and other work in the course are consistent with university policies. See the UF Academic Regulations and Policies for more information regarding the University Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

ACADEMIC INTEGRITY

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

UF GRADING POLICIES

Information on current UF grading policies for assigning grade points can be found on the undergraduate catalog web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

ONLINE 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.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their

Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ATTENDANCE POLICY

Class attendance and participation are integral components of this course. You are expected to attend all classes and participate regularly (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Excused absences will only be allowed for certain reasons:

- a) Medical reasons (with a medical note—only state the dates of the excuse and not the cause for privacy reasons)
- b) Mental health reason (with medical note only stating the dates of excuse and not the cause for privacy reasons)
- c) Representing the university at an outside event (i.e., athletes with an appropriate excuse)
- d) Student Organization outside event (such as a conference in another city – with advisor note)
- e) Court-mandated appearance (with appropriate documentation)
- f) Death of a close relative (i.e., father, mother, siblings, aunt, uncle, grandparents – with documentation)
- g) Religious holiday (students may choose only one religious affiliation)
- h) Others at the Professor’s discretion

Excuses will **not** be allowed for the following:

- a) Car troubles and repairs
- b) Work, Training
- c) Internship
- d) Leisure travel
- e) Family reunion
- f) Anything not included in items a-e in the excused absence section will not be excused

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 education 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 an 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 Honor Code and Student Conduct Code.

SERVICES TO STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site (<https://disability.ufl.edu/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.

NOTICE OF COPYRIGHT FOR COURSE SYLLABUS AND LECTURES

During this course, students are prohibited from selling notes to or being paid for taking notes by, any person or firm without the express written permission of the instructor. The University requires all members of the University community to familiarize themselves with and follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

AVAILABLE RESOURCES FOR STUDENTS

- Online Computing Help Desk & e-Learning Support Services: <https://helpdesk.ufl.edu>.
- 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: The 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/>.
- If you have difficulties with the course material, please email the Professor and/or visit the Health and Human Performance Subject Guide at the UF Library: <http://www.uflib.ufl.edu/cm/hhp/hhp.html>. Or contact the sport, tourism, and recreation subject librarian: <http://apps.uflib.ufl.edu/staffdir/SubjectsSpecialist.aspx>.
- Counseling Center: Phone 352-392-1575, <https://counseling.ufl.edu>.

FLEXIBILITY AND RESPONSIBILITY

Modifications to the course assignments, assessments, or schedule will be posted in canvas, and students are responsible for those announcements.

Modules Overview

Modules	Modules Topics
Module 1	Introduction to MEEC & The Roadmap to Sales: Marketing <ul style="list-style-type: none"> • Marketing Principles • Learning About Marketing Through Analogy • Marketing Research Marketing Function Marketing Tactics
Module 2	Sales for MEEC and Hospitality & Professional Development in Hospitality Sales <ul style="list-style-type: none"> • The Nature of MEEC and Hospitality Sales • Various Roles of the MEEC Salesperson • The Relationship of Sales to Marketing • Individual Sales Manager Organizational Activities • Business And Communication Etiquette & Professional Appearance • Time Management & Networking
Module 3	Communication Skills for Sales, Market Segment Behaviors & Developing a Strategy for Selling the Product <ul style="list-style-type: none"> • The Sales Relationship: Communication Styles • Selling to the Hospitality Customer: The Customer’s Buying Process • Customer Buying Theories Applied • Major Market segments in Hospitality • Selling to corporate meetings market • Solution selling & positioning
Module 4	Gaining Access to the Prospect & Establishing the Sales Dialogue <ul style="list-style-type: none"> • Prospecting & Sources of prospects • Meeting the prospect face-to-face • Types of sales communication • The sales contract plan • Determining customer needs • Hospitality sales questioning process
Module 5	Presenting the Hospitality Product & Getting the Customer to say Yes <ul style="list-style-type: none"> • The importance of the Hospitality Sales Presentation • Linking Features and Benefits • Presentation process, format, techniques • Reasons for concerns & forms of objections • Revenue management and sales • Negotiation techniques
Module 6	Asking for the Sale, Service after the sale & Management of the sales force <ul style="list-style-type: none"> • Plan and Techniques for closing the sale • Hospitality contracts • Providing service that strengthen the relationship • Catering/Convention/Event Services • On- and Off-property sales

Course Schedule

Week	Chapters	Modules	Assignments - Deadlines
Week 1	Introduction & Syllabus	Module 1	- Self-Introduction - Orientation Quiz
Week 2	Chapter 1	Module 1	
Week 3	Chapter 2	Module 1	- Quiz 1 (Ch 1+2) - Assignment 1
Week 4	Chapter 3	Module 2	
Week 5	Chapter 4	Module 2	- Quiz 2 (Ch 3+4) - Assignment 2
Week 6	Chapter 5	Module 3	
Week 7	Chapter 6	Module 3	
Week 8	Chapter 7	Module 3	Assignment 3
Week 9	Exam 1 (Ch 1 to 7)	Module 1+2+3	Mid-Term Exam
Week 10	Chapter 8	Module 4	
Week 11	Chapter 9	Module 4	- Quiz 3 (Ch 8+9) - Assignment 4
Week 12	Chapter 10	Module 5	Event Sales Professional Paper & Presentation
Week 13	- Chapter 11 +12 - Class Presentations	Modules 5, 6	- Quiz 4 (Ch 10+11+12)
Week 14	- Chapter 13 + 14 - Class Presentations	Module 6	
Week 15	- Class Presentations - Final Remarks & Review	Module 6	- Quiz 5 (Ch 13+14). - Assignment 5
Finals Week	Final Exam (Cumulative - Ch 1 to 14)	Module 1 to 6	Final Exam

May be subject to change.

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Course|New for request 20369

Info

Request: HFT 6XXX Risk, Liability, & Contract Management

Description of request: This is a new co-listed course. THEM department want to strengthen its education offering in the area of Hospitality and Event Management. This is a comprehensive course on risk and contract management, emphasizing risk identification, analysis, strategic planning, security orchestration, and emergency response for various event sizes. Proposed as stacked course; undergraduate equivalent submitted under #20368

Submitter: Svetlana Stepchenkova svetlana.step@ufl.edu

Created: 9/27/2024 1:52:17 PM

Form version: 4

Responses

Recommended Prefix

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

Response:

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:

Exams - Undergraduate Students Only

Two exams will be administered to undergraduate students only during the semester based on the lectures, readings, and supplemental materials. Exams are administered in class using Honorlock, are closed-notes, closed-book, include multiple choice and true/false questions and are not cumulative. Make-up exams are not permitted unless absences are in accordance with the University's Make-Up Policy. Refer to the Course Schedule for exam date.

Reports - Graduate Students Only

Graduate students will complete two formal reports during the semester. These reports should demonstrate the student's level of knowledge on the subject areas covered during that portion of the semester. Students will work independently to develop these reports and they will be submitted online via honor lock.

Industry Practice Assignments

Industry Practice Assignments are designed to provide practical hands-on industry experience. For undergraduate students, the industry practicum assignments can be completed as a group or individually. For graduate students, the industry practicum assignments must be completed individually. Additional details for each assignment are listed in Canvas. Refer to the Course Schedule for assignment due dates.

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:

Risk, Liability, & Contract 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:

Risk Liability Contract 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 curricula.

Response:

The department increases want to strengthen its course offering in the area of 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 *on average* 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:

A comprehensive study of risk and contract management, emphasizing risk identification, analysis, strategic planning, security orchestration, and emergency response for various event sizes. The curriculum extends to contract scrutiny, negotiation tactics, and advancement of negotiation skills as a component of strategic risk and liability management. Incorporates content for financial, ethical, and legal compliance.

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:

LEI 5188

Completing Prerequisites:

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

Example:

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

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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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 related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

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

Response:
Yes

Accommodations

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

- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their

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

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

Risk, Liability, & Contract Management

HFT 6XXX

Class Periods: TBA

Academic Term: FALL 20XX

Instructor: Rayven Crisafulli, CMP, CMP-HC

Email: Rayven.g@ufl.edu

Phone: 352-294-1681

Office: Florida Gym (FLG) 206J

Office Hours: To be added when the course is offered. Students can expect a minimum of 2 office hours per week.

Department Chair: Rachel J.C. Fu, PhD, CHE

Course Description

A comprehensive study of risk and contract management, emphasizing risk identification, analysis, strategic planning, security orchestration, and emergency response for various event sizes. The curriculum extends to contract scrutiny, negotiation tactics, and the advancement of negotiation skills as a component of strategic risk and liability management. Incorporates content for financial, ethical, and legal compliance.

Course Pre-Requisites / Co-Requisites

LEI 5188 Trends & Issues in Tourism, Hospitality and Event Management

Course Objectives

- By the end of this course, students will be able to:
- Remember and describe the fundamental legal principles that underpin the hospitality industry.
- Create a Risk, Threat, Vulnerability (RTV) assessment that identifies potential risks specific to events.
- Apply the RTV assessment to develop a comprehensive Event Safety and Security Plan that includes security orchestration and emergency response procedures.
- Identify and interpret key contractual elements and common terms used in hospitality and event contracts.
- Analyze hospitality & event contracts critically to evaluate potential issues and anticipate areas of risk.
- Design protective contractual clauses to minimize future financial risk and liability.
- Develop and practice negotiation skills that align with the objectives of both vendors and events, focusing on strategic risk and liability management.
- Develop and implement digital marketing strategies to promote events

This course meets the following Meeting and Business Event Competency Standards (MBECS), an industry-endorsed set of competencies for event industry professionals.

- 5.02 Manage Contracts
- 6.01 Identify risks
- 6.02 Analyze risks
- 6.03 Develop risk management & implementation plan
- 6.04 Develop & implement emergency response plan
- 6.05 Arrange security

Course Materials

Textbook: Hospitality Law: Managing Legal Issues in the Hospitality Industry. Stephen C. Barth and David K. Hayes. John Wiley & Sons Inc. ISBN-10 047008376X.

Course Format

The course will include a combination of lectures, assignments, and exams. Active participation is essential to the nature of this course. The instructor will provide quality feedback on all assignments on the individual grade item in Canvas.

Assessment

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

Assessment Tool	Points	Total Points	% Final Grade
Quizzes	6 quizzes at 10 pts each	60	15
Reports	2 reports at 100 pts each	200	48
Industry Practice Assignments		300	37
RTV Assessment	75 pts		
ESS Plan	75 pts		
Contract Design	75 pts		
Negotiation	75 pts		
Total		560 pts	100%

Quizzes

The quizzes are based on the lectures and textbook materials for the respective module. Quizzes are closed-notes, closed-book, and include multiple-choice and true/false questions. The quiz will be available to take as soon as the module opens each week in Canvas and will be due on the last Sunday in each module unless otherwise noted in the course schedule. Make-up quizzes are not permitted unless absences are in accordance with the University's Make-Up Policy.

Reports

Students will complete two formal reports during the semester. These reports should demonstrate the student's level of knowledge on the subject areas covered during that portion of the semester. Students will work independently to develop these reports and submit them online.

Grading Rubric for Reports:

Criteria and Weight	Rating (Points)				
	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	Good-quality writing with some minor issues in	Adequate quality of writing with noticeable issues	Limited quality of writing with significant issues in	Poor quality of writing, lacking proper sentences,

	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	sentences, paragraphs, and minimal grammar and spelling errors	sentences, paragraphs, grammar, and spelling	in sentences, paragraphs, grammar, and spelling	sentences, paragraphs, grammar, and spelling	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%					

Industry Practice Assignments

Industry Practice Assignments are designed to provide practical, hands-on industry experience. Graduate students complete the industry practicum assignments individually. Additional details for each assignment are listed in Canvas. Refer to the Course Schedule for assignment due dates.

Grading Rubric for Industry Practice Assignments

	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 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

	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
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%					

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:

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.99	A-	3.67
87.0 – 89.99	B+	3.33
84.0 – 86.99	B	3.00
80.0 – 83.99	B-	2.67
77.0 – 79.99	C+	2.33
74.0 – 76.99	C	2.00
70.0 – 73.99	C-	1.67
67.0 – 69.99	D+	1.33
64.0 – 66.99	D	1.00
60.0 – 63.99	D-	0.67
<60.00	E	0.00

Module Overview

Module # and Name	Module Topics
Module 1: Legal Aspects in Tourism, Hospitality & Events	<ul style="list-style-type: none"> • Overview of legal principles in the Tourism, hospitality & events industry. <ul style="list-style-type: none"> ○ Negligence ○ Permitting & Regulations ○ Environmental Impacts ○ Regulations for Government Meetings ○ Social Responsibility
Module 2: Risk, Threat, Vulnerability Assessment Principles	<ul style="list-style-type: none"> • Introduction to RTV assessment in event contexts • Risk management plans and best practices • Permitting & Regulations • Environmental Impacts • Regulations for Government Meetings • Social Responsibility

<p>Module 3: Strategic Planning for Event Safety and Security</p>	<ul style="list-style-type: none"> • Development of comprehensive safety and security policies. • Crowd management and evacuation procedures for various event sizes. • Technology in safety and security planning: surveillance, access control, and incident reporting. • Collaboration with public safety officials and emergency services.
<p>Module 4: Contract Essentials in Tourism, Hospitality, & Event Management</p>	<ul style="list-style-type: none"> • Key contract clauses for hotels & vendor agreements <ul style="list-style-type: none"> ○ Cancellation, attrition, and force majeure clauses. • Service level agreements and performance clauses in event contracts. • Insurance and risk allocation clauses.
<p>Module 5: Contract Analysis and Risk Assessment</p>	<ul style="list-style-type: none"> • Techniques for dissecting contracts to uncover hidden liabilities. • Strategies for assessing contractual risk and potential impact on the event. • Identifying and managing clauses that may result in financial exposure. • Scenario planning and contract contingency measures.
<p>Module 6: Contract Design for Risk Mitigation</p>	<ul style="list-style-type: none"> • Best practices for drafting contracts to shield from financial and operational risks. • Inclusion of protective clauses: indemnity, limitation of liability, and insurance requirements. • Updating contracts in response to legal and market changes.
<p>Module 7: Negotiation Strategies for Event Management</p>	<ul style="list-style-type: none"> • Fundamental principles of negotiation in the hospitality and event context. • Psychological tactics and communication skills for effective negotiation. • Contract negotiation simulations addressing vendor and venue negotiations. • Negotiation ethics and maintaining long-term business relationships.
<p>Module 8: Integrative Risk Management and Contract Negotiation</p>	<ul style="list-style-type: none"> • Advanced negotiation techniques for complex contracts and partnerships. • Integrating risk management strategies with contract negotiations. • Case studies on risk management in high-stakes event scenarios. • Cross-functional teamwork between legal, financial, and operational departments for holistic risk management.

Legal Disclaimer: Information discussed in this course in no way represents legal advice. Should students need legal advice, they are encouraged to utilize available campus legal services or contact an attorney.

Course Schedule

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

Module	Week	Start Date	Assignments: See Canvas for Final Due Dates
M1	1	Half week	
	2		Quiz 1
M2	3		
	4		Quiz 2
M3	5		IPA: RTV Assessment Due
	6		Quiz 3
M4	7		IPA: ESS Plan Due
	8		
M5	9		Risk Report Due
	10		Quiz 4
M6	11	The schedule allows for week w/o (e.g., Thanksgiving or a hurricane), can move within the schedule.	
	12		Quiz 5
M7	13		IPA: Contract Design Due
	14		Quiz 6
M8	15		Contracts & Negotiations Report Due
	16	Half week	IPA: Contract Negotiation Project Due Last Day of Class:

Class Policies

Students are expected to be professional in course discussions, which requires them to:

- Actively participate in the course throughout the semester. 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 regard to course due dates.
- Be courteous and respectful to your peers and the instructor.

Late Assignment Policy and Attendance

Assignments must be submitted by the deadline posted by the instructor. The equivalent of 15% will be deducted from the assignment grade for every business day past the due date unless in accordance with the University's make-up policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. For more information about UF's policies, please consult (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

AI Use Guidelines

The use of Artificial Intelligence (AI) tools in this class is permitted as a means to inspire, refine ideas, and enhance the quality of assignments. AI can be a valuable tool in the professional world, and students are encouraged to utilize it in a manner that mirrors its use in a professional setting.

Acceptable Use:

- Students may use AI for inspiration, refining ideas, or improving the verbiage of their projects.
- AI should be used as a tool to enhance and improve work, not as a means to avoid effort or responsibility.

Unacceptable Use:

- Directly copying and pasting assignment instructions into an AI tool and submitting the output as one's own work is strictly prohibited.
- Using AI to complete an entire assignment without any personal input or effort is not acceptable.

Consequences for Violation:

- Students found in violation of this policy may face reduced grades.
- Depending on the severity of the violation, students may be required to resubmit their assignment for partial credit.
- In extreme cases, students may receive a zero for the assignment. The discretion of the consequence lies with the instructor.

Name Modification

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

UF Policies

Students with Disabilities

Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Course Evaluations

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

University Policy on Academic Conduct

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 honesty 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. Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Any act of academic dishonesty will be reported to the Dean of Students Office and may incur academic and disciplinary consequences. There are no exceptions to this policy.

Student and Academic Support Services

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

- University Counseling & Wellness Center (www.counseling.ufl.edu)
- U Matter, We Care (www.umatter.ufl.edu/)
- Career Connections Center (<https://career.ufl.edu/>)
- Office of Academic Support (<https://oas.aa.ufl.edu/>)
- Tutoring Center (<https://teachingcenter.ufl.edu/tutoring/>)
- Writing Studio (<https://writing.ufl.edu/writing-studio/>)

Technology Requirements and Expected Learner Technology Skills

This course is delivered through the Canvas online learning management system. Canvas support information and technical requirements can be found in the Canvas student help guides (<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>). Learners are expected to have basic computer and internet skills in order to be successful in this course, including: knowledge of basic computer terminology (browser, log-in, download, etc.), the ability to perform computer operations (using a keyboard and mouse, managing files, security, copying/pasting, and sending/downloading files), and the ability to perform online research using various search engines and library databases.

- Technical support for Canvas and related course issues is available through UF E-Learning (<https://elearning.ufl.edu/>) by phone at 352-392-4357 or by email at helpdesk@ufl.edu.

Privacy and Accessibility Policies

Information on privacy and accessibility policies for technologies utilized in the course are as follows:

- Canvas Privacy Policy (<https://www.instructure.com/policies/privacy>)
- Canvas Accessibility Policy (<https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>)

Risk, Liability, & Contract Management

HFT 4XXX

Class Periods: TBA

Academic Term: FALL 20XX

Instructor: Rayven Crisafulli, CMP, CMP-HC

Email: Rayven.g@ufl.edu

Phone: 352-294-1681

Office: Florida Gym (FLG) 206J

Office Hours: To be added when the course is offered. Students can expect a minimum of 2 office hours per week.

Department Chair: Rachel J.C. Fu, PhD, CHE

Course Description

A comprehensive study of risk and contract management, emphasizing risk identification, analysis, strategic planning, security orchestration, and emergency response for various event sizes. The curriculum extends to contract scrutiny, negotiation tactics, and the advancement of negotiation skills as a component of strategic risk and liability management. Incorporates content for financial, ethical, and legal compliance.

Course Pre-Requisites / Co-Requisites

HFT 2750 Event Management

Course Objectives

- By the end of this course, students will be able to:
- Remember and describe the fundamental legal principles that underpin the hospitality industry.
- Create a Risk, Threat, Vulnerability (RTV) assessment that identifies potential risks specific to events.
- Apply the RTV assessment to develop a comprehensive Event Safety and Security Plan that includes security orchestration and emergency response procedures.
- Identify and interpret key contractual elements and common terms used in hospitality and event contracts.
- Analyze hospitality & event contracts critically to evaluate for potential issues and anticipate areas of risk.
- Design protective contractual clauses to minimize future financial risk and liability.
- Develop and practice negotiation skills that align with the objectives of both vendors and events, focusing on strategic risk and liability management.
- Develop and implement digital marketing strategies to promote events

This course meets the following Meeting and Business Event Competency Standards (MBECS), an industry-endorsed set of competencies for professionals in the event industry.

- | | |
|-------------------------|--|
| • 5.02 Manage Contracts | • 6.03 Develop risk management & implementation plan |
| • 6.01 Identify risks | • 6.04 Develop & implement emergency response plan |
| • 6.02 Analyze risks | • 6.05 Arrange security |

Course Materials

REQUIRED TEXTBOOK: Hospitality Law: Managing Legal Issues in the Hospitality Industry. Stephen C. Barth and David K. Hayes. John Wiley & Sons Inc. ISBN-10 047008376X.

Course Format

The course will include a combination of lectures, assignments, and exams. Active participation is essential to the nature of this course. The instructor will provide quality feedback on all assignments on the individual grade item in Canvas.

Assessment

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

Assessment Tool	Points	Total Points	% Final Grade
Quizzes	6 quizzes at 10 pts each	60	15
Exams	2 exams at 100 pts each	200	48
Industry Practice Assignments		300	37
RTV Assessment	75 pts		
ESS Plan	75 pts		
Contract Design	75 pts		
Negotiation	75 pts		
Total		560 pts	100%

Quizzes

The quizzes are based on the lectures and textbook materials for the respective module. Quizzes are closed-notes, closed-book, and include multiple-choice and true/false questions. The quiz will be available to take as soon as the module opens each week in Canvas and will be due on the last Sunday in each module unless otherwise noted in the course schedule. Make-up quizzes are not permitted unless absences are in accordance with the University's Make-Up Policy.

Exams

Two exams will be administered during the semester based on the lectures and textbook materials. The exams are closed-notes, closed-book, and include multiple-choice and true/false questions. They are not cumulative. Make-up exams are not permitted unless absences are in accordance with the University's Make-Up Policy. Refer to the Course Schedule for the exam dates.

Industry Practice Assignments

Industry Practice Assignments are designed to provide practical hands-on industry experience. For undergraduate students, the industry practicum assignments will be completed as a group or individually. Additional details for each assignment are listed in Canvas. Refer to the Course Schedule for assignment due dates.

Grading Rubric for Industry Practice Assignments

Criteria and Weight	Rating (Points)				
	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	Provided explanations justifying some	Provided explanations justifying a few	Did not provide explanations justifying any

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	justifying all answers	answers	answers	answers	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%					

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:

Percent	Grade	Grade Points
93.0 – 100.0	A	4.00
90.0 – 92.99	A-	3.67
87.0 – 89.99	B+	3.33
84.0 – 86.99	B	3.00
80.0 – 83.99	B-	2.67
77.0 – 79.99	C+	2.33
74.0 – 76.99	C	2.00
70.0 – 73.99	C-	1.67
67.0 – 69.99	D+	1.33
64.0 – 66.99	D	1.00
60.0 – 63.99	D-	0.67
<60.00	E	0.00

Module Overview

Module # and Name	Module Topics
Module 1:	<ul style="list-style-type: none"> Overview of legal principles in the Tourism,

<p>Legal Aspects in Tourism, Hospitality & Events</p>	<p>hospitality & events industry.</p> <ul style="list-style-type: none"> ○ Negligence ○ Permitting & Regulations ○ Environmental Impacts ○ Regulations for Government Meetings ○ Social Responsibility
<p>Module 2: Risk, Threat, Vulnerability Assessment Principles</p>	<ul style="list-style-type: none"> ● Introduction to RTV assessment in event contexts <ul style="list-style-type: none"> ○ Risk management plans and best practices ○ Permitting & Regulations ○ Environmental Impacts ○ Regulations for Government Meetings ○ Social Responsibility
<p>Module 3: Strategic Planning for Event Safety and Security</p>	<ul style="list-style-type: none"> ● Development of comprehensive safety and security policies. <ul style="list-style-type: none"> ○ Crowd management and evacuation procedures for various event sizes. ○ Technology in safety and security planning: surveillance, access control, and incident reporting. ○ Collaboration with public safety officials and emergency services.
<p>Module 4: Contract Essentials in Tourism, Hospitality, & Event Management</p>	<ul style="list-style-type: none"> ● Key contract clauses for hotels & vendor agreements <ul style="list-style-type: none"> ○ Cancellation, attrition, and force majeure clauses. ● Service level agreements and performance clauses in event contracts. ● Insurance and risk allocation clauses.
<p>Module 5: Contract Analysis and Risk Assessment</p>	<ul style="list-style-type: none"> ● Techniques for dissecting contracts to uncover hidden liabilities. ● Strategies for assessing contractual risk and potential impact on the event. ● Identifying and managing clauses that may result in financial exposure. ● Scenario planning and contract contingency measures.
<p>Module 6: Contract Design for Risk Mitigation</p>	<ul style="list-style-type: none"> ● Best practices for drafting contracts to shield from financial and operational risks. ● Inclusion of protective clauses: indemnity, limitation of liability, and insurance requirements. ● Updating contracts in response to legal and market changes.
<p>Module 7: Negotiation Strategies for Event Management</p>	<ul style="list-style-type: none"> ● Fundamental principles of negotiation in the hospitality and event context. ● Psychological tactics and communication skills for effective negotiation. ● Contract negotiation simulations addressing vendor and venue negotiations. ● Negotiation ethics and maintaining long-term

	business relationships.
Module 8: Integrative Risk Management and Contract Negotiation	<ul style="list-style-type: none"> • Advanced negotiation techniques for complex contracts and partnerships. • Integrating risk management strategies with contract negotiations. • Case studies on risk management in high-stakes event scenarios. • Cross-functional teamwork between legal, financial, and operational departments for holistic risk management.

Legal Disclaimer: Information discussed in this course in no way represents legal advice. Should students need legal advice, they are encouraged to utilize available campus legal services or contact an attorney.

Course Schedule

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

Module	Week	Start Date	Assignments: See Canvas for Final Due Dates
M1	1		
	2		Quiz 1
M2	3		
	4		Quiz 2
M3	5		IPA: RTV Assessment Due
	6		Quiz 3
M4	7		IPA: ESS Plan Due
M5	8		Exam 1 Modules 1-4
	9		Quiz 4
M6	10	The schedule allows for week w/o (e.g., Thanksgiving or a hurricane), can move within the schedule.	
	11		Quiz 5
M7	12		IPA: Contract Design Due
	13		Quiz 6
M8	14		Exam 2 Modules 5-8
	15		IPA: Contract Negotiation Project Due. Last day of class.

Class Policies

Students are expected to be professional in course discussions, which requires them to:

- Actively participate in the course throughout the semester. 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 regard to course due dates.
- Be courteous and respectful to your peers and the instructor.

Late Assignment Policy and Attendance

Assignments must be submitted by the deadline posted by the instructor. The equivalent of 15% will be deducted from the assignment grade for every business day past the due date unless in accordance with the University's make-up policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. For more information about UF's policies, please consult (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

AI Use Guidelines

The use of Artificial Intelligence (AI) tools in this class is permitted as a means to inspire, refine ideas, and enhance the quality of assignments. AI can be a valuable tool in the professional world, and students are encouraged to utilize it in a manner that mirrors its use in a professional setting.

Acceptable Use:

- Students may use AI for inspiration, refining ideas, or improving the verbiage of their projects.
- AI should be used as a tool to enhance and improve work, not as a means to avoid effort or responsibility.

Unacceptable Use:

- Directly copying and pasting assignment instructions into an AI tool and submitting the output as one's own work is strictly prohibited.
- Using AI to complete an entire assignment without any personal input or effort is not acceptable.

Consequences for Violation:

- Students found in violation of this policy may face reduced grades.
- Depending on the severity of the violation, students may be required to resubmit their assignment for partial credit.
- In extreme cases, students may receive a zero for the assignment. The discretion of the consequence lies with the instructor.

Name Modification

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

UF Policies

Students with Disabilities

Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Course Evaluations

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

University Policy on Academic Conduct

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 honesty 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. Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Any act of academic dishonesty will be reported to the Dean of Students Office and may incur academic and disciplinary consequences. There are no exceptions to this policy.

Student and Academic Support Services

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

- University Counseling & Wellness Center (www.counseling.ufl.edu)
- U Matter, We Care (www.umatter.ufl.edu/)
- Career Connections Center (<https://career.ufl.edu/>)
- Office of Academic Support (<https://oas.aa.ufl.edu/>)
- Tutoring Center (<https://teachingcenter.ufl.edu/tutoring/>)
- Writing Studio (<https://writing.ufl.edu/writing-studio/>)

Technology Requirements and Expected Learner Technology Skills

This course is delivered through the Canvas online learning management system. Canvas support information and technical requirements can be found in the Canvas student help guides (<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>). Learners are expected to have basic computer and internet skills in order to be successful in this course, including: knowledge of basic computer terminology (browser, log-in, download, etc.), the ability to perform computer operations (using a keyboard and mouse, managing files, security, copying/pasting, and sending/downloading files), and the ability to perform online research using various search engines and library databases.

- Technical support for Canvas and related course issues is available through UF E-Learning (<https://elearning.ufl.edu/>) by phone at 352-392-4357 or by email at helpdesk@ufl.edu.

Privacy and Accessibility Policies

Information on privacy and accessibility policies for technologies utilized in the course are as follows:

- Canvas Privacy Policy (<https://www.instructure.com/policies/privacy>)
- Canvas Accessibility Policy (<https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>)

Course|New for request 19690

Info

Request: MCB 7XXX Final Assessment - Literature Review

Description of request: This request is to create a distinctive course to help online, non-thesis MS students complete their capstone project to complete the MS program.

This course is currently being taught as a MCB 7922 Journal Colloquy, but because students must do an extensive amount of individual research and writing we thought the course was sufficiently distinct and should have its own course number.

Submitter: Jamie Foster jfoster@ufl.edu

Created: 3/27/2024 3:30:24 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:

MCB

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:
Final Assessment - Literature Review

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:
Final Assessment

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:
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.

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Seminar

Weekly Contact Hours

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

Response:

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:

Critical presentation and synthesis of recent original articles in the microbiological literature. Specifically, this course will help students prepare and generate their literature review for the final MS program assessment.

Co-requisites

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

Response:

none

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Students must be in their final semester of coursework for the MS program

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

Currently this course is taught as course MCB 7922 Journal Colloquy, however, the goals of this course is to prepare student to write their final literature review to pass the final assessment of the MS program, which differs from the current seminar course MCB 7922; therefore, we feel it would be important to create a distinctive course for students.

By formalizing this course and creating a structured program for students, it will provide students with the feedback and guidance they may need to complete their capstone project to facilitate graduation from the MS 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:

The objectives of this course are to: 1) enhance graduate students' understanding of the current state of knowledge regarding the fields of microbiology and cell science; and 2) provide a framework in which students can synthesize that knowledge into a literature review that will be

should contain an overview of the research within its appropriate scientific context. It should also identify gaps-in-knowledge that the student intends to address (if appropriate for the assignment). The student should also include an explanation of the broader significance of the research.

Item 3. Interpretation of the results Introduction to the topic and balanced view point: Objective, goals of the work are presented. A balanced view from various perspectives are included and the student presents study relates to the topic and to other studies. Depth and breadth of research: Variety of studies and attention to detail about the topic presented. Students should not overlook that science data has complexities that defy a simple interpretation, therefore, it may be necessary to discuss plausible inconsistencies, uncertainty and alternative explanations and potential limitations of the results.

Item 4. Conclusion and Synthesis: Information is synthesized and brought to a logical conclusion. Students should make connections between the results and other published studies. Also, students should address how this work could lead to future research within the targeted field of inquiry. Potentially a suggestion of additional experiments or alternative approaches.

Item 5. Organization, Mechanics and Alignment: Information logically organized with good flow. Issues threaded throughout the review. Correct spelling, punctuation, sentence structure, scientific names in italics, word usage

Item 6. References and Citations: References presented consistently and professional throughout the text.

Final Grades:

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

Instructor(s)

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

Response:

Jamie Foster will serve as the key instructor that will coordinate the course each semester.

However, all graduate in the faculty will help serve as mentors and students will be partnered with faculty that have expertise in the chosen topic.

Attendance & Make-up

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

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

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

Response:

Yes

Accomodations

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

• *Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](https://disability.ufl.edu/students/get-started/). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.*

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

FINAL ASSESSMENT - LITERATURE REVIEW

MCB 7XXX

Class Periods: Asynchronous

Location: e-Learning Canvas

Academic Term: Fall, Spring, Summer

Instructor:

Jamie Foster, Ph.D.

jfoster@ufl.edu

321-525-1047

Office Hours: available by appointment via Zoom

Course Description – 1 credit

This course will help students prepare for the capstone project of the MS program, which is to generate a literature review in the field of Microbiology and Cell Science. Students must be in their final semester of coursework and this course will enable students to present, discuss, and synthesize recent original articles in the microbiological literature.

Course Learning Objectives

The objectives of this course are to: 1) enhance graduate students' understanding of the current state of knowledge regarding the fields of microbiology and cell science; and 2) provide a framework in which students can synthesize that knowledge into a literature review that will be used as the student's programmatic final assessment.

Course Schedule (Approximate – please follow specific dates in the Canvas course page)

Week 1 & 2: Decide on topic for literature review and begin to accumulate references. Complete tutorials on science writing and plagiarism.

Week 3: Complete science writing and plagiarism learning module quiz.

Week 4 & 5: Complete outline of proposed review paper and include list of references.

Week 6 & 7: Submit a first draft of the literature review paper.

Week 8 - end: Revise the first draft and complete as many iterations as needed for passing of final draft of literature review before the final deadline.

Critical Dates (Fall 2024 dates used as an example)

Outline of Capstone Literature Review Due: **September 23, 2024**

First Draft of Capstone Literature Review Due: **October 25, 2024**

Final Draft of Capstone Literature Review due: **November 20, 2024**

No Required or Recommended Textbooks

Although this course does not require any textbooks, it will require extensive searches and reading of the primary literature on the topic you choose to write about in this capstone literature review. It is anticipated you will need to read and synthesize ~50 peer-reviewed, primary literature articles when researching your chosen topic.

Rubric for First and Final Drafts of Review Paper

A detailed rubric is available for the first and final drafts of your literature review are available in Canvas.

Attendance Policy, Class Expectations, and Make-Up Policy

As this course is online and asynchronous there is no required attendance. Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Science Writing & Plagiarism Quiz	10	10%
Outline of Review Paper	10	10%
First Draft of Review paper	10	10%
Final Draft of Review paper	70	70%
Total Points	100	100%

Grading Policy

The course will be evaluated on a straight scale. Those grades with a B or higher are considered a passing grade (grades highlighted in orange below) for the final programmatic assessment. Those students who do not receive a grade of B or higher would have to re-take the course again to pass the final assessment.

Grade Points	Grade
93.0 - 100	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.9	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
67.0 - 69.9	D+
63.0 - 66.9	D
60.0 - 62.9	D-
< 60.0	E

For information on current UF policies for assigning grade points, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-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. See the "[Get Started With the DRC](#)" webpage on the Disability Resource Center site. 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. Students requesting classroom accommodation must first register with the [Dean of Student Office](#). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

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

University Honesty Policy

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

implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Software Use

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

Student Privacy

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

Campus Resources:

Health and Wellness

U Matter, We Care:

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

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

Course|New for request 20829

Info

Request: PHC 7XXX Advanced Psychotherapy

Description of request: Request to create new course PHC 7XXX Advanced Psychotherapy

Submitter: April Oneal apriloneal3@ufl.edu

Created: 12/13/2024 10:01:45 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:

7

- 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:
Advanced Psychotherapy

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:
Advanced Psychotherapy

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:
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:
Seminar

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course. 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 intended for third, fourth, and fifth year graduate students in Clinical and Health Psychology who wish to advance their intervention competencies with adult patients with complex comorbid mental/behavioral disorders and physical health conditions. The course is appropriate for students who have met expectations on all core assessment competencies and have begun to develop advanced intervention competencies.

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:
Admission to Clinical and Health Psychology and in third, fourth, and fifth year. Others may be admitted with instructor permission.

Completing Prerequisites:

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

Example:

- Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
- Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

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 curricula.

Response:

All Clinical and Health Psychology students are required to engage in supervised psychotherapy with individual therapy patients.

Syllabus Content Requirements

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 observable, measurable 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 <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> 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](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) 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](https://disability.ufl.edu/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.
- 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
CLP 7XXX Section XXXX: Advanced Psychotherapy in the Practice of Clinical and
Health Psychology (3 credit hours)

Fall: 2025

Delivery Format: On-Campus

Microsoft Teams (Team > Advanced Psychotherapy 2025) or Canvas (Advanced Psychotherapy 2025)

Instructor Name: Deidre B. Pereira, PhD, ABPP

Room Number: HPNP 3150

Phone Number: (352) 273-6039

Email Address: dpereira@ufl.edu

Office Hours: Tuesdays, 3-5pm

Teaching Assistants: None

Preferred Course Communications: email

Prerequisites

Third, fourth, and fifth year doctoral students admitted to the Department of Clinical and Health Psychology.

Doctoral students in other American Psychological Association (APA) - accredited departments who have treated at least one therapy patient, are training for licensure in the practice of psychology, and are bound by the APA Ethical Principles of Psychologists and Code of Conduct and the most current Florida Mental Health Act (Title XXIX [Public Health], Chapter 394 [Mental Health], Part I [Florida Mental Health Act]) (e.g., doctoral students in the School Psychology program) may be eligible for this course with instructor and departmental permission.

PURPOSE AND OUTCOME

Course Overview

This course is intended for third, fourth, and fifth year graduate students in Clinical and Health Psychology who wish to advance their intervention competencies with adult patients with complex comorbid mental/behavioral disorders and physical health conditions. The course is appropriate for students who have met expectations on all core assessment competencies and have begun to develop advanced intervention competencies.

This course is grounded in the principle that empathy (understanding, acceptance, and hopefulness) is the foundation for all effective psychotherapeutic interventions. Specifically, the course will explore the ways in which empathy is optimally experienced by therapists and communicated to patients. The course's grounding in instruction related to empathic practice is paired with didactics and discussion related to common questions, issues, and dilemmas related to intervention practice experienced among therapists-in-training. In this regard, the course starts with a primer on diagnostic challenges that impact treatment process and outcomes and then focuses on advancing foundational therapy and case management skills. The course then explores identifying and managing urgencies and emergencies in the therapy room. Competencies are assessed via evaluation of (1) a presentation of a journal article related to a specific topic, (2) a series of essays on topics relevant to intervention practice (NB: up to two essays may be substituted with a video clip and discussion of a therapy session), (3) a written and orally presented intervention practice sample, and (4) class participation. Competency evaluations are aligned with requirements for applying for internship and with broad criteria for board certification in clinical health psychology.

Relation to Program Outcomes

All Clinical and Health Psychology students are required to engage in supervised psychotherapy with individual therapy patients. This course is intended to advance competencies required to meet expectations on evaluations for intervention practica.

Course Objectives and/or Goals

- 1.0 Identify and problem-solve common diagnostic challenges and describe how they may impact therapy process and outcomes;
- 2.0 Describe what an episode of care is and how it is facilitated by a biopsychosocial-cultural case conceptualization;
- 3.0 Identify and describe advanced psychotherapeutic and case management skills and discuss how to apply them in health service psychology practice;
- 4.0 Identify, describe, and problem-solve mental health, behavioral, and medical urgencies and emergencies that may occur in the therapy room;
- 5.0 Identify the core components of the alternative DSM-5 model for personality disorders and describe how to apply these to intervention practice in clinical health psychology patients; and
- 6.0 Effectively present the biopsychosocial-cultural conceptualization of a current/recent adult UF Health Psychology Specialties (or other appropriate clinical environment approved by the instructor) patient, describe the problems/objectives/goals of treatment, and articulate how these are being (or were) met via evidence-based treatment.

Instructional Methods

Primary teaching methods include classroom-based instruction and process-oriented discussion and dialogue.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

FC = Advanced Foundational Competency

CMS = Advanced Case Management Skill

TS = Advanced Therapy Skill

TC = Advanced Therapeutic Challenge

Week	Date(s)	Topic(s)	Readings
1	8/27/2025	Syllabus and Course Review; Empathy and Meaning Systems (FC, TS)	Course Syllabus; (Slattery & Park, 2020) – Chapters 1, 2
2	9/3/2025	Diagnostic Challenges (FC, TC); Understanding Culture and Identity (FC, TS); Goals and Treatment Plans (All Advanced Elements); Journal Article Presentation(s)	(American Psychiatric Association, 2022) – Adjustment Disorders; (American Psychiatric Association, 2022) – Psychological Factors Affecting Other Medical Condition; (Slattery & Park, 2020) – Chapters 3,8

Week	Date(s)	Topic(s)	Readings
3	9/10/2025	Episodes of Care (FC, CMS); Biopsychosocial-cultural Case Formulations (FC); Journal Article Presentation(s)	(Jongsma Jr et al., 2021) – Introduction and Depression, Unipolar Chapters; (Sue et al., 2022) – Chapters 2, 3, 11
4	9/17/2025	Therapeutic Alliance (FC, TS); Limits and Boundaries (All Advanced Elements); Journal Article Presentation(s) Due: First Professional Statement	(Slattery & Park, 2020) – Chapter 4; (Linehan, 1993) – Chapter 8; (Linehan, 1993) – Chapter 10; (Pope & Keith-Spiegel, 2008)
5	9/24/2025	Session Process (FC, TS, TC); Communicating Empathy (FC, TS, TC); Journal Article Presentation(s)	(Hill et al., 2018); (Hill et al., 2008); (Kasper et al., 2008); (Slattery & Park, 2020) – Chapter 5
6	10/1/2025	Confrontation/Challenging (FC, TS, TC); Irreverence/Humor (FC, TS, TC); Empathy in Interventions (FC, TS, TC); Journal Article Presentation(s)	(Linehan, 1993) – Chapter 12; (Slattery & Park, 2020) – Chapter 9
7	10/8/2025	No Shows/Cancelations (FC, CMS, TC); Homework (FC, CMS, TS); Journal Article Presentation(s) Due: Second Professional Statement; Optional Presentation of Therapy Video Clip as Substitute for Two of Three Professional Statements	(Dantas et al., 2018); (Xiao et al., 2017); (DeFife et al., 2010); (DeFife et al., 2013); (Strunk, 2022); (Tompkins, 2002); (Dobson, 2021)
8	10/15/2025	Managing Emotional Dysregulation/Anger (CMS, TS, TC), Therapeutic Rupture (CMS, TS, TC), and Therapeutic Repair (CMS, TS, TC); Journal Article Presentation(s) Due: Third Professional Statement	(Linehan, 2014) - Chapter 10; (Chipidza et al., 2016); (Hallett & Dickens, 2017); (Bien et al., 1993); (Iroku-Malize & Grissom, 2018); (Gardner et al., 2019); (Eubanks et al., 2018); (Safran et al., 2011)
9	10/22/2025	Counter-transference (CMS, TS, TC); Self-care (FC); Ending Treatment (All Advanced Elements); Journal Article Presentation(s)	(Rosenberger & Hayes, 2002); (Hayes et al., 2018); (Slattery & Park, 2020) – Chapter 13; Slattery, J.M. and Park, C.L. (2020) – Chapter 10; (Bhatia & Gelso, 2017); (Norcross et al., 2017); (Swift et al., 2017); (Goode et al., 2017); (Marmarosh et al., 2017)
10	10/29/2025	Managing Suicide Risk (All Advanced Elements); Using DSM-5 Models for Personality Disorders in Therapy (FC); Journal Article Presentation(s)	(Shea, 1998); (Shea, 2017); (American Psychiatric Association, 2022) – Alternative DSM-5 Model for Personality Disorders

Week	Date(s)	Topic(s)	Readings
11	11/5/2025	Managing Physical Threats/Medical Emergencies (All Advanced Elements); Interpreting Laboratory Values (FC); Journal Article Presentation(s)	(Farber, 2015); (Carr et al., 2014); (Daniels & Anadria, 2019); (Pinals, 2007) - Chapter 3; (De Becker, 1999) – Chapters 1-3; (Jackson & Grugan, 2015); (Gibbs & Jimenez, 2019); (Maunder, 2011) - Hematology and Biochemistry Chapters
12	11/12/2025	Student Practice Sample Presentations	None
13	11/19/2025	Student Practice Sample Presentations Due: Written Presentation of Intervention Practice Sample	None
14	12/3/2025	Student Practice Sample Presentations	None
15	<i>(The Fall 2025 semester only contains 14 Wednesdays in which class will be held; during semesters in which there are 15 weeks, the 15th topic will be "Open Dialogue About Being an Advanced Therapist")</i>		

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

1. Select and orally present (~60 minutes) a published journal article on a topic related to one of the following (10%)
 - a. Individual and cultural diversity in health service psychology practice
 - b. Professional and/or ethical behavior in health service psychology practice
 - c. Case study relevant to health service psychology practice
 - d. Other topic, as approved by the instructor (in the past, some students have chosen to present an article on the topic of that particular week)

The presentation itself should be approximately 40 minutes long and should summarize and critically evaluate the article. A required element of this assignment is that the student must engage the class in meaningful and substantive discussion about the content of the article and the strengths and weaknesses of the article. This discussion should occur over approximately 20 minutes of the presentation or be reserved for the last 20 minutes of the hour. PowerPoint or another appropriate application should be used for the presentation. Students should

email their journal article to me and/or the class approximately 3 business days prior to their presentation. I will then post it onto the chosen e-platform for the class.

2. Write a set of 3 professional statements, chosen from the following list (30% total)
 - a. Describe your current professional work and long-term plans in psychology (750 words, 10%)*
 - b. Describe the scientific base that informs your clinical practice (750 words, 10%)
 - c. Describe an example of how you handled a complex interpersonal interaction in intervention (750 words, 10%)
 - d. Describe a meaningful and challenging ethical dilemma personally encountered, the aspects of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and how the dilemma was managed (750 words, 10%)*
 - e. Describe examples of your awareness of individual and cultural diversity in intervention (750 words, 10%)*
 - f. Students may substitute the completion of 2 of the above, starred essays (2.c., 2.d., and/or 2.e.) with the following:
 - i. The presentation of a 10 minute video clip of a therapy session for 20 minutes of class discussion.
 1. The clip should have some relevance to the topics covered by 2c, 2d, or 2e, if possible.
 2. You will need to obtain the permission of your supervisor for this assignment. Please forward the email to Dr. Pereira with your supervisor giving permission for this.
 3. In addition, if you do not have written authorization from your patient allowing for the recording of sessions, you will need to obtain this.
 4. Please discuss with your supervisor how you should handle discussing this with your patient.
 5. This would then be worth 20% of the student's total grade.

Students should submit their statements in the appropriate Assignments location in the chosen e-learning platform.

3. Write (~3000 words, 25%) and orally present (~50 minutes + ~30 minutes of questions, 25%) an Intervention Practice Sample (Total: 50%)
 - a. Describe your intervention work with a patient, the theoretical and empirical bases of your approach, the rationale for your actions, relevant ethical issues, and consideration of diversity factors. Your sample should include enough background information so that Dr. Pereira can evaluate the reasonableness of your treatment approach. A required element of this assignment is to identify an Advanced (i) Foundational Competency (FC), (ii) Case Management Skill (CMS), (iii) Therapy Skill (TS), and/or (iv) Therapeutic Challenge (TC); describe how you managed it; and (with curiosity and a non-judgmental attitude) evaluate your management and outcome.
 - b. The oral presentation should be presented to the class using PowerPoint or another appropriate presentation package. The presentation itself should be approximately 50 minutes in length. An additional 30 minutes should be devoted to questions and discussion. Slides should be uploaded under the appropriate Assignment entry on the chosen e-platform by 12:50pm on the day of the students' assigned presentation date.
4. Participate in Class (10%)
 - a. Students are expected to participate in class discussions in a meaningful way during every class.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Journal Article Presentation	Any Date Between 9/3/2025 and 11/5/2025 Based on Student Preference	10
First Professional Statement	9/17/2025	10
Second Professional Statement	10/8/2025	10
Optional Presentation of Therapy Video Clip as Substitute for Two of Three Professional Statements	10/8/2025	20
Third Professional Statement	10/15/2025	10
Written Presentation of Intervention Practice Sample	11/19/2025	25
Oral Presentation of Intervention Practice Sample	11/12/2025, 11/19/2025, or 12/3/2025 Based on Student Preference	25
Student Participation	Every Class Throughout Semester	10

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://gradcatalog.ufl.edu/graduate/regulations/#Grades> *[Remove if course is an undergraduate level course.]*

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> *[Remove if course is a graduate level course.]*

Exam Policy

There are no exams in this course.

Policy Related to Make Up Exams or Other Work

Deadline extensions will be considered on a case-by-case basis for students experiencing extreme emergencies, such as a personal or family health emergency (e.g., hospitalization), with appropriate documentation. A request for an extension must be made as soon as is practical and possible in the context of an extreme emergency. An extension may not be approved if the request is deemed by the instructor as not being timely. Extensions will not be granted for situations that can be easily anticipated and require planning in advance, including but not limited to vacations, instrumental activities of daily living, routine caregiving responsibilities, conference attendance, and competing demands related to other courses/research/clinical responsibilities. In the absence of an approved-extension, grades for assignments will be reduced by 5% for every day they are late. Extra credit opportunities are available tied to completion of Instructor and Course Evaluations. For instance, if all students submit evaluations, students will receive 2% extra credit; if 95% of students submit evaluations, students will receive 1% extra credit. If less than 95% of students submit evaluations, there will be no extra credit.

If a student is in observation of a religious holiday, and a particular assignment due date would conflict with, and thus inhibit, the observation of that holiday, please contact Dr. Pereira promptly to request a deadline extension.

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

Policy Related to Required Class Attendance

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

Unexcused class absences will result in 0 points for that day's participation grade.

Late arrivals (i.e., more than 10 minutes) may be classified as excused or unexcused.

Excused late arrivals include those due to unforeseen patient care responsibilities (e.g., patient crisis), time needed to walk from the clinic to HPNP, late dismissal from another class, and other reasons per the discretion of Dr. Pereira. Excused late arrivals will not incur penalty to class participation grades.

Late arrivals due to research obligations, foreseeable personal obligations, and other reasons per the discretion of Dr. Pereira will be considered unexcused, even with advance notice. These will incur penalty to class participation grades.

Students should notify Dr. Pereira of the reasons behind their late arrivals at the end of class. Dr. Pereira will then determine if this is an excused or unexcused late arrival. If students do not meet with Dr. Pereira after class, the late arrival will be considered unexcused, regardless of the reason behind the late arrival.

Early departures (i.e., more than 10 minutes) may be classified as excused or unexcused.

Excused early departures include those due to unforeseen patient care responsibilities (e.g., patient crisis), time needed to walk from HPNP to the clinic to see a patient, and other reasons per the discretion of Dr. Pereira. Excused early departures will not incur penalty to class participation grades.

Early departures due to research obligations, foreseeable personal obligations, and other reasons per the discretion of Dr. Pereira will be considered unexcused, even with advance notice. These will incur penalty to class participation grades.

Students should notify Dr. Pereira of the reasons behind their early departures prior to the start of class. Dr. Pereira will then determine if this is an excused or unexcused early departure. If students do not do this, the early departure will be considered unexcused, regardless of the reason.

Class participation grades will be reduced by 5% (.5 points out of 10) for every 2 or more instances of unexcused late arrivals and/or early departures from class. Should this occur, the student must meet with Dr. Pereira to discuss how to problem-solve their unexcused late arrivals/early departures.

Students are expected to attend in person except when the student has an infectious illness, exacerbation of a chronic illness, and/or unexpected caregiving responsibilities that preclude in-person attendance but still allow for class attendance and participation. In these cases, Dr. Pereira will allow the student to attend and participate by Zoom. Students who are in the throes of a suspected or diagnosed infectious illness should not attend class in person and will be allowed to participate by Zoom. Requests for Zoom participation should be made to Dr. Pereira as soon as practically possible. Students who participate by Zoom for these limited purposes are expected to return to in-person attendance as soon as their unexpected circumstances resolve. Students who participate by Zoom must have their cameras on, unless their unexpected circumstances preclude the ability to be on camera (e.g., visible signs of illness, children/care recipients in view of camera). Students who make two or more requests for Zoom attendance across the course must schedule and

attend an appointment with Dr. Pereira to discuss how to best meet their educational needs in light of their circumstances.

Zoom attendance will not be allowed under any other circumstances, including but not limited to not having a parking permit or transportation, convenience factors, and/or non-class related obligations (e.g., including home maintenance appointments, need to be off-site for research or clinical obligations). Students who participate by Zoom for non-approved reasons will be given “0” participation points for that class.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

You may keep your cell phones on (but set to silent) during class so that you can be notified in case of a clinical urgency or emergency among patients. If you have a clinical urgency or emergency that you need to attend to during class time, please let Dr. Pereira know before you step out of class.

Inappropriate, unacceptable, and/or unprofessional behaviors in the classroom include: use of smart phones or laptops during class to check email, browse the web, and send/receive text messages unrelated to any clinical urgencies/emergencies; diverting one’s attention away from another student’s presentation; interrupting the instructor and/or other students when there is lecture and course dialogue; discussing the instructor’s or other students’ personal experiences, clinical cases, and clinical experiences with people who are not students in the class; and behaving in ways that devalue students in the class and/or individuals with marginalized identities. These behaviors indicate a lack of regard for the instructor, other students, and learning process. It also has downstream effects on students’ abilities to provide high quality care to their therapy patients in the future. These behaviors will result in class participation grade reductions of 1% (.1 pt out of 10) per episode.

We will occasionally discuss material that may be emotionally difficult to discuss. If for any reason the content becomes difficult to “sit with,” please do not hesitate to leave class for as much time as is necessary to regroup. No questions will be asked, but Dr. Pereira is available any time to discuss the issue privately.

It is very common for course dialogue to drift occasionally into thoughts and feelings students may have about their experiences as graduate trainees and therapists-in-training. It is expected that – as is the case for many group experiences - “what is said in the room, stays in the room.” Dr. Pereira will keep this dialogue private unless it veers into territory that requires mandated reporting. The goal of this dialogue will always be to result in the highest quality patient care and satisfaction.

Communications Guidelines

This is an on-campus course and, thus, threaded discussions, chats, and online collaborations will not be utilized. Email messages related to the course should be sent to the Instructor, rather than to the entire class, unless stated otherwise in the Syllabus.

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 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.

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.

- *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 Materials and Technology

- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders* (5th, Text Revision ed.).
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- Gardner, J., Lipner, L., Eubanks, C., & Muran, J. (2019). A Therapist's Guide to Repairing Ruptures in the Working Alliance. In (pp. 159-180). <https://doi.org/10.1093/med-psych/9780190868529.003.0008>
- Gibbs, C. P., & Jimenez, E. (2019). University of Florida Health Shands Core Policy and Procedure, Clinical Emergency Response Plan, CP02.007.
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- Slattery, J. M., & Park, C. L. (2020). *Empathic counseling: Building skills to empower change*. American Psychological Association.
- Strunk, D. R. (2022). Homework. *Cognitive and Behavioral Practice*.
- Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons.
- Swift, J. K., Greenberg, R. P., Tompkins, K. A., & Parkin, S. R. (2017). Treatment refusal and premature termination in psychotherapy, pharmacotherapy, and their combination: A meta-analysis of head-to-head comparisons. *Psychotherapy (Chic)*, 54(1), 47-57. <https://doi.org/10.1037/pst0000104>
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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/>

Course|New for request 20441

Info

Request: POS 6XXX Election Data Science

Description of request: Request to create a new course titled "Election Data Science" currently taught as a special topics class.

Submitter: Michael McDonald michael.mcdonald@ufl.edu

Created: 11/22/2024 10:53:25 AM

Form version: 7

Responses

Recommended Prefix

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

Response:
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.).

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

Response:
6

Course Number

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

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

Response:
Joint (Ugrad/Grad)

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

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

Course Title

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

Response:
Election Data 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:
Election Data 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 currently planned to be delivered.

Response:
On-Campus

Co-Listing

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

Response:
Yes

Co-Listing Explanation

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

see the example below.

• *Differentiation of Co-Listed Courses - Example*

 For more information please see the [Co-Listed Graduate Undergraduate Courses Policy](http://aa.ufl.edu/media/aaufledu/policies/Co-listed-grad-ug-courses-policy.pdf).

Response:

I have taught this special topics undergraduate course as cross-listed with a graduate special topics course. The graduate course is primarily tailored to the Political Science department's masters program in political campaigning (<https://campaigning.polisci.ufl.edu/>), but other graduate students are welcome. Class content delivery is generally the same for undergraduates and graduate students, as these classes are taught simultaneously. The primary difference is expectations for the class project. Graduate students are expected to create a more rigorous and ambitious project than undergraduates, consistent with their academic goals. Students in the masters' campaigning program may choose to complete a campaign simulation that utilizes fundamentals presented in class.

Effective Term

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

Response:

Fall

Effective Year

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

Response:

Earliest Available

Rotating Topic?

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Lecture

Weekly Contact Hours

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

Response:

3

Course Description

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

Response:

Introduction to basics of data science including programming for data analytics, file management, relational databases, visualizations, geographic information systems, and web development with application to large-scale election databases.

Prerequisites

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

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

Response:

Graduate standing

Completing Prerequisites on UCC forms:

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

Example:

Example:

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

Co-requisites

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

Response:

N/A

Rationale and Placement in Curriculum

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

Response:

The course as proposed will satisfy elective credit for the MA in political campaigning, general Political Science MA, and Political Science PhD program. The course is currently taught as a special topics course that satisfies these programs. A permanent course listing will allow students to discover the class and its content.

Course Objectives

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

Response:

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

Campaign Field Operation Track (Political Science Campaign MA Program)

1. Identify key precinct election results and voter file characteristics to develop strategic campaign objectives.
2. Analyze precinct data to distinguish get-out-the-vote and persuasion targets for a legislative district or locality.
3. Create targeted voter lists in a format suitable for campaign field operations, demonstrating proficiency in data organization and practical application.
4. Synthesize election data into actionable plans, such as canvassing, phone banking, or mass mailing strategies.
5. Assess the effectiveness of campaign field operation strategies based on simulated outcomes and contextual variables.

Graduate Research Track (PhD and MA Research-Oriented Students)

1. Identify advanced research questions relevant to election administration data and align them with graduate-level research goals.
2. Assess the suitability and limitations of large-scale databases, such as voter registration files and precinct-level records, for proposed research.
3. Apply R programming to clean, analyze, and interpret complex election administration datasets.
4. Analyze large datasets to generate insights and conclusions that contribute to the student's thesis, dissertation, or independent research project.
5. Synthesize research findings into professional-grade visualizations presented on an interactive website.
6. Create and execute a graduate-level research proposal that demonstrates critical thinking and methodological rigor, with potential for academic publication or professional application.

General Course Outcomes (Applicable to Both Tracks)

1. Demonstrate proficiency in R programming through the successful completion of data analysis and visualization tasks based on real-world election examples.
2. Compare the unique requirements of campaign field operations and graduate-level research, leveraging course knowledge to address practical and theoretical challenges.
3. Reflect on how the analytical and visualization skills acquired in this course align with professional aspirations in politics, data science, or academia.

These outcomes are designed to ensure that students gain both the practical and theoretical expertise necessary for their specialized track while building skills that are transferable across political and data-driven career pathways.

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:

- Hadley Wickham and Garrett Grolemund, 2nd edition. 2023. R for Data Science. Sebastopol, CA: O'Reilly Media Inc.
- Kieran Healy. 2018. Data Visualization: A Practical Introduction. Princeton University Press.
- Additional readings include:
 - Gimpel, Dyck, and Shaw. 2007. "Election-Year Stimuli and the Timing of Registration." Party Politics 13(3): 351-74.
 - Enrijeta Shino, Michael Martinez, Michael P. McDonald, and Daniel Smith. 2020. "Verifying Voter Registration Records: Part of Special Symposium on Election Sciences." American Politics Research 48(6): 677-81.
 - Brian Amos and Michael P. McDonald. 2020. "A Method to Audit the Assignment of Voters to Districts." Political Analysis 28(3): 356-71.
 - Enrijeta Shino and Daniel A. Smith. 2020. "Mobilizing the Youth Vote? Early Voting on College Campuses." Election Law Journal 19(4): 524-541. (On Canvas)

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

Aug 22 Thurs: Let's Get R-eady to R-umble!

Reading

- Wickham and Grolemund Chapter 1.
- Healy, Preface (follow installation instructions)

I refer to the R for Data Science book by the authors' initials WG and the Healy book as Healy.

Week 2

Aug 27 & 29 Tues: Making a Plot

- Healy Chapter 1, 2, 3
- WG Chapter 1 (Data visualization)

Thurs: Workshop

Week 3

Sept 3 & 5 Tues: R Programming Basics

Reading

- WG Chapter 2 (Workflow: basics)
- WG Chapter 3 (Data transformation)
- WG Chapter 4 (Workflow: code style)

Thurs: Workshop

Week 4

Sept 10 & 12 Tues: Data Structures and Data Import

Reading

- WG Chapter 5 (Data Tidying)
- WG Chapter 6 (Workflow: scripts and projects)
- WG Chapter 7 (Data import)

Thurs: Relational Databases

Reading

- WG Chapter 13 (Joins)

Week 5

Sept 17 & 19 Tues: Voter Registration Data

Reading

- Gimpel, Dyck, and Shaw. 2007. "Election-Year Stimuli and the Timing of Registration." Party Politics 13(3): 351-74. (On Canvas)
- <https://www.brennancenter.org/blog/voter-purge-rates-remain-high-analysis-finds>

Thurs: Little Errors and Big Data

Reading

- Enrijeta Shino, Michael Martinez, Michael P. McDonald, and Daniel Smith. 2020. "Verifying Voter Registration Records: Part of Special Symposium on Election Sciences." American Politics Research 48(6): 677-81.
- "Texas Audit Proposed by GOP Would Miss Minor But Real Errors." [Link]

Week 6

Sept 24 & 26 Tues: Census Data

Reading

- TidyCensus package documentation (it reads more like a primer on how to use the package)

Thurs: Workshop

Week 7

Oct 1 & 3 Tues: R Markdown and YAML

Reading

- <https://rmarkdown.rstudio.com/lesson-1.html> (Recommend all the lessons)
- <https://learn-the-web.algonquindesign.ca/topics/markdown-yaml-cheat-sheet/#yaml>

Thurs: Workshop

Week 8

Oct 8 & 9 Tues: Making Maps

Reading

- Healy Chapter 7

Thurs: Workshop

Week 9

Oct 15 & 17 Tues: Geocoding

Reading

- Brian Amos and Michael P. McDonald. 2020. "A Method to Audit the Assignment of Voters to Districts." *Political Analysis* 28(3): 356-71.

Thurs: Workshop

Week 10

Oct 22 & 24 Tues: Parsing Strings

Reading

- Hardcopy: Chapter 11
- Online: 14 Strings

Thurs: Workshop

Week 11

Oct 29 & 31 Tues: Exploratory Data Analysis & Difference-in-Difference

Reading

- WG: Chapter 7 Exploratory Data Analysis
- <https://www.mailman.columbia.edu/research/population-health-methods/difference-difference-estimation>
- https://www.huffpost.com/entry/early-vote-election-eve-p_b_12853864

Thurs: Campus Early Voting

Reading

- Enrijeta Shino and Daniel A. Smith. 2020. "Mobilizing the Youth Vote? Early Voting on College Campuses." *Election Law Journal* 19(4): 524-541. (On Canvas)

Week 12

Nov 5 & 7 Tues: Project Status Check

Thurs: Project Status Check

Week 13

Nov 12 & 14 Tues: Ecological Inference

Reading

- <https://rpubs.com/rjb6233/ei>

Thurs: Workshop

Week 14

Nov 19 & 21 Tues: Class Presentations

Thurs: Class Presentations

Week 15

Nov 26 & 28 Thanksgiving Break

Week 16

Dec 3 Tues: Class Presentations

Thurs: Reading Day

Week 17

Dec 9 Fri: FINAL EXAM @3-5pm

(We will use this class for presentations, if needed)

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:

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

Instructor(s)

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

Response:
Michael McDonald

Attendance & Make-up

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

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

Response:
Yes

Accommodations

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

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be

presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:
Yes

UF Grading Policies for assigning Grade Points

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

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

Response:
Yes

Course Evaluation Policy

Course Evaluation Policy

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

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/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

POS 6933
3 Credits

Fall 2024 T 8:30am-10:25am
Th 9:35am-10:25am

Informatics
Lecture Room

Election Data Science

Prof. Michael McDonald

Contact Info

Office: Anderson 222

E-mail: michael.mcdonald@ufl.edu

Phone: 352-273-2371

Office Hours

W 9:30am-11:30am or by appointment

Course Description

Introduction to basics of data science including programming for data analytics, file management, relational databases, visualizations, geographic information systems, and web development with application to large-scale election databases.

Course Overview

Campaign consultants since the late 1960s have analyzed large-scale databases in the areas of voting, campaign finance, and redistricting. We learn the properties of election data and the programming tools used to visualize analyses. Students produce a research project published on a public website suitable to present to prospective employers.

Relation to Program Outcomes

This class serves as elective credit for the Political Science Campaign MA program, and the general Political Science MA and PhD degrees. It is most suitable for students with an interest in American politics since the data analyzed is primarily drawn from United States sources. Students with an international interest should speak with the instructor about the suitability of this class to their educational goals.

Student Learning Outcomes

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

Campaign Field Operation Track (Political Science Campaign MA Program)

1. **Identify** key precinct election results and voter file characteristics to develop strategic campaign objectives.
2. **Analyze** precinct data to distinguish get-out-the-vote and persuasion targets for a legislative district or locality.
3. **Create** targeted voter lists in a format suitable for campaign field operations, demonstrating proficiency in data organization and practical application.
4. **Synthesize** election data into actionable plans, such as canvassing, phone banking, or mass mailing strategies.
5. **Assess** the effectiveness of campaign field operation strategies based on simulated outcomes and contextual variables.

Graduate Research Track (PhD and MA Research-Oriented Students)

1. **Identify** advanced research questions relevant to election administration data and align them with graduate-level research goals.
2. **Assess** the suitability and limitations of large-scale databases, such as voter registration files and precinct-level records, for proposed research.
3. **Apply** R programming to clean, analyze, and interpret complex election administration datasets.
4. **Analyze** large datasets to generate insights and conclusions that contribute to the student's thesis, dissertation, or independent research project.
5. **Synthesize** research findings into professional-grade visualizations presented on an interactive website.
6. **Create** and execute a graduate-level research proposal that demonstrates critical thinking and methodological rigor, with potential for academic publication or professional application.

General Course Outcomes (Applicable to Both Tracks)

1. **Demonstrate** proficiency in R programming through the successful completion of data analysis and visualization tasks based on real-world election examples.
2. **Compare** the unique requirements of campaign field operations and graduate-level research, leveraging course knowledge to address practical and theoretical challenges.
3. **Reflect** on how the analytical and visualization skills acquired in this course align with professional aspirations in politics, data science, or academia.

These outcomes are designed to ensure that students gain both the practical and theoretical expertise necessary for their specialized track while building skills that are transferable across political and data-driven career pathways.

Course Objectives

There are two tracks for graduate students of this course.

The first track is appropriate for students of the Political Science Campaign MA program. Successful students learn the necessary skills to independently conduct a campaign field operation. Students select a legislative district or locality to conduct a campaign simulation. Analyzing precinct election results and voters files, students identify get-out-the-vote and persuasion targets. Students produce lists of targeted voters in a format suitable for canvassing neighborhoods, phone banking, or mass mailing. Detailed instructions for this project are attached at the end of this syllabus.

The second track is appropriate for graduate students that aspire to do graduate-level research. Students must analyze election administrative data, which generally includes large-scale databases such as voter registration files, precincts, or other relevant administrative records. The results must be visualized on a website. In consultation with the professor graduate students make a research proposal and execute the research utilizing the principles taught in the class. The research is at a graduate level, meaning that it is at an advanced level that furthers a student's intended PhD dissertation; or

masters thesis or project. Proposals that further an independent research project for other purposes, such as preparation of a manuscript for academic journal submission, may be considered.

We primarily use a programming language called R. If you don't already have it, it is freely available at <https://www.r-project.org/>. You may also wish to download a popular program that provides a user-interface called R Studio, which is also freely available at <https://www.rstudio.com/>. Throughout the course we apply programming tasks to real-world election examples to track R competency.

The analysis and visualization skills you apply here will assist you in your future careers in politics or data science. Alumni of this class have provided their class projects as work product examples, which have helped them in securing a job upon graduation. They have published their research in peer-reviewed academic journals.

Course Materials

- Hadley Wickham and Garrett Grolemund, 2nd edition. 2023. [*R for Data Science*](#). Sebastopol, CA: O'Reilly Media Inc.
- Kieran Healy. 2018. [*Data Visualization: A Practical Introduction*](#). Princeton University Press.
- Additional readings are available online on Canvas.

You do not need to purchase a textbook! I find having a hard copy sometimes useful, but having one is not necessary. Free online versions of the textbooks are available through the links provided.

The readings that will be discussed each class are listed below as a Reading Assignment for that day of class.

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](#): 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](#).

Attendance Policy

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the professor to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will not notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence of your absences.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

For more information on the university's attendance policies, see [here](#).

In my experience, students who fail to attend class tend to have a personal problem affecting their performance. If you're struggling, please contact the instructor so we can devise a plan together. The university provides [resources to students in distress](#) that I encourage you to seek out.

The policy for this class is that every student should make the best attempt to attend all classes. A student that misses four or more classes without a university-approved excuse will have their overall grade reduced a letter step (e.g., B+ to B). Students do not need, and should not approach the professor, to provide non-university-approved excuses for missing three or fewer classes. A student with ten or more unexcused class absences will receive a failing grade for the entire course and will be barred from attending further classes.

If you are late to class the instructor may not credit your presence as attending. This penalty is usually invoked for chronic tardiness and is usually preceded by a warning.

If there is an issue that affects your ability to attend class, please let the professor know as soon as possible. Accommodation can be made if we devise a plan together as soon as a problem occurs.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies

Grades

Grades consist of a class project and workshops to track your progress. The weighting of the aspects of the grade are:

<u>Assignment</u>	<u>Due</u>	<u>% of Overall Grade</u>
Class Project Proposal	Sept. 26	10%

Final Submission	Dec. 9	80%
Workshops	Various	10%

Class Assignments Details

Proposal (10% of Overall Grade)

There are two paths for class projects, a research project and a campaign simulation.

Research projects are most appropriate for students who plan to conduct research in their future careers. You will write a one or two-page memo outlining your intended project. You must identify:

1. Why this is an interesting topic/question
2. The data you will analyze
3. What you expect to discover (i.e., a hypothesis)

Research proposals are graded on:

- (40% of proposal grade) Why their topic is interesting and what they expect to discover (i.e., a question framed as a hypothesis)
- (30% of proposal grade) The data that will be analyzed and possible analysis approaches.
- (30% of proposal grade) professionalism of the proposal, e.g., spelling, grammar, and formatting.

The campaign simulation path (discussed below) is most appropriate for students who wish to work on campaigns, particularly students of UF's Masters in Campaigning. Students should discuss their desired selection with the instructor for suitability before submitting their desired district or locality.

Campaign simulation proposals are graded on:

- (10% of proposal grade) Suitability of the district or locality
- (60% of proposal grade) Links to data needed for this project. (Voter file data may be provided by the instructor if it is not freely available from a public portal. You are still required to identify where you could obtain these data if you needed it for your campaign.)
- (30% of proposal grade) professionalism of the proposal, e.g., spelling, grammar, and formatting.

Class Project (80% of Overall Grade)

There are two paths for graduate students' class assignments.

The first path is for students who wish to conduct independent research.

You will create a webpage describing your project, data visualization(s), code snippets and a description how you created your visualization(s), and a description of what the visualizations tell us. The webpage can be generated using R Markdown and publish to RPubS (<https://rpubs.com/about/getting-started>). You may publish to another platform if you wish to do so.

All students' class projects must be an original analysis of election administration data. Election administration data are data such as voter registration files, district or precinct boundary files, and precinct election results. These data do not include survey data, and projects analyzing survey data are inappropriate for the class project.

Student may conduct original data collection, for example, by contacting election offices. If you intend to such independent data collection please discuss your topic with the instructor as soon as possible.

Where appropriate to the research question and data, conduct advanced statistical analyses, such as difference-in-difference or ecological inference techniques in addition to more common statistical models.

The following elements are required for an independent research project:

- (25% of project grade) Overall narrative, which should incorporate text from the class project proposal. The narrative should explain how chosen visualizations address the research question. The narrative should include a discussion of findings and possible future research at the end.
- (50% of project grade) Students are graded on the appropriateness of their visualizations to their research project and class content, a description of the code required to generate the visualization, and any challenges that needed to be overcome. The types of required visualizations depend upon the student's research question and data. Typically, students are required to create a mapping visualization and line or bar charts.
- (25% of project grade) professionalism of the proposal, e.g., spelling, grammar, and formatting of text; clarity of sample code; labeling and aesthetics of visualizations.

Workshops (10% of Overall Grade)

Throughout the semester, we will have workshops typically on Thursday classes. You will be given an assignment on Tuesday to complete by Thursday. These Thursday classes will be days where we collectively work through the problem in class. The assignment will be due that Thursday evening. Grades will be pass/fail for successful completion. Meaning, you can receive a grade of 100 or 0 for each completed assignment. A partially completed assignment counts as a fail or 0. There are six scheduled workshop assignments. You will be allowed to drop one from your grade calculation.

Grading Scale

Your number grade on assignments is converted to a letter grade using the following scale:

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

Your grade can be adjusted further for failure to adhere to the attendance and technology use policies. These grade adjustments are described in detail in the attendance and technology use sections of this syllabus, to reiterate:

- A student that misses four or more classes without a university-approved excuse (e.g., from the Dean’s office, sports department, or other university official) will have their overall grade reduced a letter step (e.g., B+ to B). Students do not need, and should not approach the professor, to provide non-university-approved excuses for missing three or fewer classes. A student with ten or more unexcused class absences will receive a failing grade for the entire course and will be barred from attending further classes.
- Do not use cell phones and otherwise browse devices or laptops for non-class content. A first offense of using electronic devices for other than approved uses earns a warning. A second offense results in a full letter grade reduction of the overall class grade, and a third offense results in an automatic failing grade for the course.

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.

Your class grade translates into university grade points. For more information please refer to [university policies](#).

Policy Related to Make Up Exams or Other Work

Students are required to submit work when due. The due dates for workshops are the midnight of the assigned date. In most cases this provides students an opportunity to receive feedback in class before making a final submission. You are strongly encouraged

to work on your workshop assignment before it is covered in class. Keep in mind that you may drop one workshop from your grade if you cannot complete it for any reason.

If students cannot complete assignments on the due date, they must notify the instructor in advance that they will be unable to do so. A proper remedy will be discussed given the circumstances of the tardiness. University-approved excuses, such as circumstances verified by the Dean of Students or athletic travel, typically receive no late grade penalty if the assignment is promptly completed by a new due date. Other failures may result in grade reductions or a failing grade.

Technology Use Policy

Laptops are welcome in the classroom since there is a programming element to the course. However electronic devices are to be used only for class-related activities. **Don't use cell phones and otherwise browse devices or laptops for non-class content.** A first offense of using electronic devices for other than approved uses earns a warning. A second offense results in a full letter grade reduction of the overall class grade, and a third offense results in an automatic failing grade for the course.

Recordings

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

Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, 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](#).

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.

Basically, don't cheat. You cheat yourself of your education and more severe punishment may follow. Assisting someone else complete a project is cheating, too. If you have any questions if your approach to completing an assignment may violate the honor code, please contact the instructor for guidance. This is true for any class.

Disability Statement

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the ["Get Started With the DRC"](#) webpage on the Disability Resource Center site. 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.

- *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.

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/>.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Chronic tardiness is disrespectful. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Course Schedule

Week 1 Aug 22	Thurs: Let's Get R-eady to R-umble! <u>Reading</u> <ul style="list-style-type: none"> • Wickham and Grolemond Chapter 1. • Healy, Preface (follow installation instructions) <p>I refer to the <i>R for Data Science</i> book by the authors' initials WG and the Healy book as Healy.</p>
Week 2 Aug 27 & 29	Tues: Making a Plot <ul style="list-style-type: none"> • Healy Chapter 1, 2, 3 • WG Chapter 1 (Data visualization) Thurs: Workshop
Week 3 Sept 3 & 5	Tues: R Programming Basics <u>Reading</u> <ul style="list-style-type: none"> • WG Chapter 2 (Workflow: basics) • WG Chapter 3 (Data transformation) • WG Chapter 4 (Workflow: code style)

	Thurs: Workshop
Week 4 Sept 10 & 12	Tues: Data Structures and Data Import <u>Reading</u> <ul style="list-style-type: none"> • WG Chapter 5 (Data Tidying) • WG Chapter 6 (Workflow: scripts and projects) • WG Chapter 7 (Data import) Thurs: Relational Databases <u>Reading</u> <ul style="list-style-type: none"> • WG Chapter 13 (Joins)
Week 5 Sept 17 & 19	Tues: Voter Registration Data <u>Reading</u> <ul style="list-style-type: none"> • Gimpel, Dyck, and Shaw. 2007. "Election-Year Stimuli and the Timing of Registration." <i>Party Politics</i> 13(3): 351-74. (On Canvass) • https://www.brennancenter.org/blog/voter-purge-rates-remain-high-analysis-finds Thurs: Little Errors and Big Data <u>Reading</u> <ul style="list-style-type: none"> • Enrijeta Shino, Michael Martinez, Michael P. McDonald, and Daniel Smith. 2020. "Verifying Voter Registration Records: Part of Special Symposium on Election Sciences." <i>American Politics Research</i> 48(6): 677-81. • "Texas Audit Proposed by GOP Would Miss Minor But Real Errors." [Link]
Week 6 Sept 24 & 26	Tues: Census Data <u>Reading</u> <ul style="list-style-type: none"> • TidyCensus package documentation (it reads more like a primer on how to use the package) Thurs: Workshop
Week 7 Oct 1 & 3	Tues: R Markdown and YAML <u>Reading</u> <ul style="list-style-type: none"> • https://rmarkdown.rstudio.com/lesson-1.html (Recommend all the lessons) • https://learn-the-web.algonquindesign.ca/topics/markdown-yaml-cheat-sheet/#yaml Thurs: Workshop
Week 8 Oct 8 & 9	Tues: Making Maps <u>Reading</u> <ul style="list-style-type: none"> • Healy Chapter 7 Thurs: Workshop
Week 9	Tues: Geocoding

Oct 15 & 17	<p><u>Reading</u></p> <ul style="list-style-type: none"> Brian Amos and Michael P. McDonald. 2020. "A Method to Audit the Assignment of Voters to Districts." <i>Political Analysis</i> 28(3): 356-71. <p>Thurs: Workshop</p>
Week 10 Oct 22 & 24	<p>Tues: Parsing Strings</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Hardcopy: Chapter 11 Online: 14 Strings <p>Thurs: Workshop</p>
Week 11 Oct 29 & 31	<p>Tues: Exploratory Data Analysis & Difference-in-Difference</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> WG: Chapter 7 Exploratory Data Analysis https://www.mailman.columbia.edu/research/population-health-methods/difference-difference-estimation https://www.huffpost.com/entry/early-vote-election-eve-p_b_12853864 <p>Thurs: Campus Early Voting</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> Enrijeta Shino and Daniel A. Smith. 2020. "Mobilizing the Youth Vote? Early Voting on College Campuses." <i>Election Law Journal</i> 19(4): 524-541. (On Canvas)
Week 12 Nov 5 & 7	<p>Tues: Project Status Check</p> <p>Thurs: Project Status Check</p>
Week 13 Nov 12 & 14	<p>Tues: Ecological Inference</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> https://rpubs.com/rjb6233/ei <p>Thurs: Workshop</p>
Week 14 Nov 19 & 21	<p>Tues: Class Presentations</p> <p>Thurs: Class Presentations</p>
Week 15 Nov 26 & 28	<p>Thanksgiving Break</p>
Week 16 Dec 3	<p>Tues: Class Presentations</p> <p>Thurs: Reading Day</p>
Week 17 Dec 9	<p>Fri: FINAL EXAM @3-5pm (We will use this class for presentations, if needed)</p>

Campaign Targeting Project

What is the goal of this project?

This project simulates a campaign's voter targeting plan. Students will select a district or other locality (such as a county or town) and devise a targeting plan for mail, phone, and canvassing operations. A statewide analysis is inappropriate for this exercise. Students must propose a district or other locality to work on, which the instructor must approve.

For the purposes of this assignment, the election must be a general election with a Democrat and Republican running for an office. While the techniques discussed here can be applied to primary and non-partisan elections, this adds a complicated layer of complexity that is beyond this assignment.

The mechanics of this project are the essentially the same for a Democrat or Republican candidate. It is these mechanics that you will be graded on. If you have ambitions to work on a partisan campaign it is recommended that you select a candidate from that party.

Who may work on this project?

This campaign project is tailored for students in the University of Florida's campaigning program. All students may choose to do this project. All students, including campaigning program students, are welcome to devise their own projects in consultation with the instructor. A reminder is that any project must analyze election administration data, such as the precinct results and voter file data that are components of this project. All students are to work independently, unless given approval from the instructor.

What am I required to do?

There are two important components to this project. The first step analyzes precinct election returns to select persuasion and Get-Out-The-Vote (GOTV) targets. The second step analyzes voter files to identify individuals to contact within the persuasion and GOTV target precincts.

Step 1: Identify precincts in your district or locality

You will identify all the precincts within your district or locality. Among these precincts you will identify persuasion and GOTV targets. Precinct election results available from state or county election offices are usually a good source to identify the list of precincts in your district or locality. Generally, precinct election results are organized such that the past results for your office of interest will be reported only for the precincts within the district or locality.

You will need precinct election results for other steps in this assignment.

County election officials occasionally change precinct boundaries following a redistricting or for administrative reasons. Local election offices usually provide precinct maps which can be compared to district and locality boundaries to verify there have been no changes to precinct boundaries. If changes have occurred for the upcoming election since the last election was held, discuss these changes and how best to manage them with the instructor.

Step 2: Identify persuasion and GOTV precinct targets

Persuasion targets are places where voters show the most *variability* in their support for the two major parties' candidates in general elections. A common misperception is that the precincts with the most variability are the competitive precincts, those closest to even support for the two major party candidates.

Competitive precincts can be, but are not necessarily, the precincts that make the best persuasion targets. The goal is to identify voters who are most likely to be persuadable. In this context, *variability* is measured by the difference in vote shares for the two major party candidates running for different offices and across different election years.

Typically, consultants want to analyze as many recent elections as they can. However, since 2021 was a redistricting year many precincts changed between 2020 and 2022. Thus, it may not be possible to obtain election results for precinct boundaries consistent across the 2020 and 2022 elections. There are spatial merging techniques to mitigate this issue, but that is outside the scope of this assignment.

Example: Mayor of Targetville

The town of Targetville has five precincts. In the 2022 general election *contested* elections were held for Governor, US House, State House, Mayor, and City Council.

Why examine contested elections? The goal is to measure *typical* candidate support. If one party did not run a candidate, then the major-party vote share will be 100% for the winning candidate. This will not provide a typical measure of the true support for the winning party if an opponent ran. Likewise, campaign consultants may exclude elections where one candidate performed poorly due to atypical events, such as a scandal. Think critically if any uncontested election or unusual circumstances may justify excluding an election from your analysis.

In Table 1, I provide the vote shares for one of the two major party candidates in these elections and across the precinct. The vote shares are calculated only for the Democratic and Republican candidates, omitting any minor party candidates. For example, if the Democrat won 42 votes, the Republican won 58 votes, and the minor candidate won 10 votes, the two major party vote share for the Republican candidate would be calculated as $58/(58+42) = 58\%$ (for simplicity's sake I refer to this as "vote share" hereafter, but I really mean two major party vote share).

Minor party candidates that draw a significant number of votes pose a problem for this exercise, and may be one of the unusual circumstances that justifies exclusion of an election from the analysis.

Table 1 has two important calculations necessary to identify persuasion and GOTV targets. For the persuasion target the important calculation is the standard deviation of the vote shares across the offices. For the GOTV calculation it is the average.

Precinct	US		State	City		Standard	
	Governor	House	House	Mayor	Council	Average	Deviation
4	34%	42%	21%	36%	28%	32.2%	8.0%
3	62%	45%	60%	63%	57%	57.4%	7.3%
1	45%	55%	55%	57%	54%	53.2%	4.7%
2	81%	82%	73%	82%	81%	79.8%	3.8%
5	15%	16%	12%	16%	15%	14.8%	1.6%

Table 1. Targetville Precinct Statistics

Note: I spent time making this table presentable. You are graded on presentation style.

The goal of the persuasion target is to identify voters who are most likely to change their party candidate preferences, i.e., may be persuaded by a campaign. The standard deviation measures variability across a list of numbers, with larger values indicating more variability.

Table 1 ranks precincts by their standard deviations. Precinct 4 is the most variable precinct with a standard deviation of 8.0%. Precinct 3 is next with 7.3%. In this contrived example, note how the average vote share in precinct 4 is 32.2% while in precinct 3 it is 57.4%. This is meant to illustrate that the precinct closest to a 50% vote share is not necessarily the one with the most persuadable voters.

How far should one go down the persuasion target list? In the fictional Targetville there are only five precincts but most districts and localities there have many precincts. In practice, campaigns do a cost-benefit analysis to determine how far into the rankings they will go. For the purposes of this project, the first 20 precincts on the ranking will suffice for the persuasion target. If your assigned district or locality has few precincts, please discuss with the instructor.

It is also sometimes the case that precincts will have few registered voters. If a precinct has small population sizes, it may be inappropriate to prioritize in your targets.

The GOTV target works in a similar manner but uses the average in place of the standard deviation. The goal of the GOTV target is to identify the candidate's likely strong supporters. These are the people a campaign most wants to encourage to vote.

In Targetville, Precinct 2 with the highest support for the candidate's party, so this will top the GOTV list. The next two are much more competitive. In practice, there will be a greater range of precinct vote shares. As with the persuasion target, select the top 20 average vote share. It is okay if there is overlap between the persuasion and GOTV target lists. If your assigned district or locality has few precincts, again, please discuss with the instructor.

Step 3: Select Voter File Targets

Once targets have been identified, a campaign contacts potential voters with persuasion and GOTV messages. Voter registration files provide names, addresses, and in some states even phone numbers or email addresses.

Voter files have a precinct identifier. Select all of the registered voters in your target precincts using this identifier (in R the command is `filter`).

Now it is time to do some microtargeting, or targeting registered based on their individual characteristics.

In a state with party registration you can assume registered Democrats and Republicans will be strong supporters or opponents of your candidate. Those with no party registration (often called "decline to state" or "no party affiliation") are more persuadable. In a state without party registration, consultants often examine past participation in party primaries for clues about a registrant's partisanship.

Past vote history is also important to identify persons likely to vote. A person with a past history of voting in many elections is someone who your campaign will likely target one way or another. You may also wish to consider targeting younger people who are newly registered that haven't had an opportunity to vote in past elections.

Some states, such as Florida, have additional demographic information, such as gender and race or Hispanic ethnicity. Perhaps your campaign has a special reason to target these groups.

In practice, campaign consultants create statistical models to estimate the propensity of a voter to support a partisan candidate and their likelihood of voting. Consultants often supplement individuals' voter registration records with their spending habits from their credit records, their income, more information about their household and neighborhood, any political donations they have made, and so on. The steps outlined here are probably about 80% as effective as a more sophisticated data analytics approach.

Step 4. Create mail merge, phone, or walk sheets.

Programs such as Microsoft Word (the one I am most familiar with) can make a "Mail Merge" document. These documents draw columns from a data file and populate a letter with information found in each row of the data file, such as the name of the person, their address, and so on.

This is your end-product of this assignment. Create a mail merge document ready for printing for your persuasion and GOTV documents. The document must use multiple voter file fields, such as name and address. Any successful mail merge document will satisfy this requirement, such as envelope address labels.

Step 5. Write a memo for the campaign manager

Write a memo for a campaign manager describing the steps you took and assumptions you made in producing the persuasion and GOTV targets. Creating clear and informative tables, as needed, is a plus.

How is my grade for this assignment determined?

You must complete all steps of this assignment to receive a grade. Incomplete projects will receive a failing grade. When submitting your assignment, you will upload all data files and documents you evaluated and produced, including any supporting spreadsheets.

Your grade will be apportioned in the following manner:

Campaign manager memo: 30%

You will be graded on content and professionalism of your memo.

Identifying target precincts: 30%

You will be graded on identifying precincts (Step 1) and identifying persuasion and GOTV targets (Step 2). Document your work and calculations in a spreadsheet.

Identifying target registrants: 30%

You will be graded on the R code and the output it produces.

Produce mail-merge document: 10%

You will be graded on how well the mail merge document achieves its purpose. Any document with a minimum of the registrants' names and addresses is acceptable, such as mailing labels, a personalized letter, or walk or phone sheets. It is not necessary to print this document, but it is necessary to produce a pdf of 100 records (to keep the size of the document manageable). You may use any word processing software.

POS 4931 Fall 2024 T 8:30am-10:25am Informatics
3 Credits Th 9:35am-10:25am Lecture Room
Prerequisite:
Sophomore Standing

Election Data Science

Prof. Michael McDonald

Contact Info

Office: Anderson 222

E-mail: michael.mcdonald@ufl.edu

Phone: 352-273-2371

Office Hours

W 9:30am-11:30am or by appointment

Course Description

Introduction to basics of data science including programming for data analytics, file management, relational databases, visualizations, geographic information systems, and web development with application to large-scale election databases.

Course Overview

Campaign consultants since the late 1960s have analyzed large-scale databases in the areas of voting, campaign finance, and redistricting. We learn the properties of election data and the programming tools used to visualize analyses. Students produce a research project published on a public website suitable to present to prospective employers.

Relation to Program Outcomes

This class serves as elective credit for the Political Science major and Data Science major. It is most suitable for students with an interest in American politics since the data analyzed is primarily drawn from United States sources. Students with an international interest should speak with the instructor about the suitability of this class to their educational goals.

Student Learning Outcomes for the Course

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

1. **Identify** the characteristics and properties of large-scale election administration data, such as voter registration files and precinct-level records.
2. **Assess** the suitability of election administration datasets for specific research questions, avoiding reliance on survey data.
3. **Apply** the R programming language to analyze election administration data and perform data manipulation, cleaning, and summarization.
4. **Analyze** complex election administration data to derive meaningful insights related to real-world electoral processes.

5. **Synthesize** analytical findings into cohesive narratives and visual representations using R and related tools.
6. **Create** an interactive website to showcase the results of a research project, integrating analysis, visualization, and interpretation of election administration data.
7. **Compare** and evaluate the effectiveness of different visualization techniques to communicate election data insights to diverse audiences.
8. **Demonstrate** competency in programming with R through the development of research projects and the completion of practical programming tasks based on real-world election scenarios.
9. **Reflect** on the applicability of learned skills in professional contexts such as politics, data science, graduate studies, or academic publishing.

Course Objectives

Students of this course produce a research project, the results of which are visualized on a website. Students analyze election administration data, which generally includes large-scale databases such as voter registration files, precincts, or other relevant administrative records. It does not include survey data.

Successful completion of this class results in an understanding of the properties of election administration data, how to apply sound analyses to it, and how to visualize the results of analyses.

We primarily use a programming language called R. If you don't already have it, it is freely available at <https://www.r-project.org/>. You may also wish to download a popular program that provides a user-interface called R Studio, which is also freely available at <https://www.rstudio.com/>. Throughout the course we apply programming tasks to real-world election examples to track R competency.

The analysis and visualization skills you apply here will assist you in your future careers in politics or data science. Alumni of this class have provided their class projects as work product examples, which have helped them in securing a job upon graduation. They have published their research in peer-reviewed academic journals and provided their research in their successful applications to graduate programs.

Course Materials

- Hadley Wickham and Garrett Golemund, 2nd edition. 2023. [*R for Data Science*](#). Sebastopol, CA: O'Reilly Media Inc.
- Kieran Healy. 2018. [*Data Visualization: A Practical Introduction*](#). Princeton University Press.
- Additional readings are available online on Canvas.

You do not need to purchase a textbook! I find having a hard copy sometimes useful, but having one is not necessary. Free online versions of the textbooks are available through the links provided.

The readings that will be discussed each class are listed below as a Reading Assignment for that day of class.

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](#): 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.](#)

Attendance Policy

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the professor to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will not notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence of your absences.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

For more information on the university's attendance policies, see [here](#).

In my experience, students who fail to attend class tend to have a personal problem affecting their performance. If you're struggling, please contact the instructor so we can devise a plan together. The university provides [resources to students in distress](#) that I encourage you to seek out.

The policy for this class is that every student should make the best attempt to attend all classes. A student that misses four or more classes without a university-approved excuse will have their overall grade reduced a letter step (e.g., B+ to B). Students do not need, and should not approach the professor, to provide non-university-approved excuses for missing three or fewer classes. A student with ten or more unexcused class absences will receive a failing grade for the entire course and will be barred from attending further classes.

If you are late to class the instructor may not credit your presence as attending. This penalty is usually invoked for chronic tardiness and is usually preceded by a warning.

If there is an issue that affects your ability to attend class, please let the professor know as soon as possible. Accommodation can be made if we devise a plan together as soon as a problem occurs.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the University Attendance Policies

Grades

Grades consist of a class project and workshops to track your progress. The weighting of the aspects of the grade are:

<u>Assignment</u>	<u>Due</u>	<u>% of Overall Grade</u>
Class Project		
Proposal	Sept. 26	10%
Final Submission	Dec. 9	80%
Workshops	Various	10%

Class Assignments Details

Proposal (10% of Overall Grade)

You will write a one or two-page memo outlining your intended project. You must identify:

1. Why this is an interesting topic/question
2. The data you will analyze
3. What you expect to discover (i.e., a hypothesis)

Proposals are graded on:

- (40% of proposal grade) Why their topic is interesting and what they expect to discover (i.e., a question framed as a hypothesis)
- (30% of proposal grade) The data that will be analyzed and possible analysis approaches.
- (30% of proposal grade) professionalism of the proposal, e.g., spelling, grammar, and formatting.

Class Project (80% of Overall Grade)

You will create a webpage describing your project, data visualization(s), code snippets and a description how you created your visualization(s), and a description of what the

visualizations tell us. The webpage can be generated using R Markdown and publish to RPubs (<https://rpubs.com/about/getting-started>). You may publish to another platform if you wish to do so.

All students' class projects must be an original analysis of election administration data. Election administration data are data such as voter registration files, district or precinct boundary files, and precinct election results. These data do not include survey data, and projects analyzing survey data are inappropriate for the class project.

The following elements are considered for your project's grade:

- (25% of project grade) Overall narrative, which should incorporate text from the class project proposal. The narrative should explain how chosen visualizations address the research question. The narrative should include a discussion of findings and possible future research at the end.
- (50% of project grade) Students are graded on the appropriateness of their visualizations to their research project and class content, a description of the code required to generate the visualization, and any challenges that needed to be overcome. The types of required visualizations depend upon the student's research question and data. Typically, students are required to create a mapping visualization and line or bar charts.
- (25% of project grade) professionalism of the proposal, e.g., spelling, grammar, and formatting of text; clarity of sample code; labeling and aesthetics of visualizations.

Workshops (10% of Overall Grade)

Throughout the semester, we will have workshops typically on Thursday classes. You will be given an assignment on Tuesday to complete by Thursday. These Thursday classes will be days where we collectively work through the problem in class. The assignment will be due that Thursday evening. Grades will be pass/fail for successful completion. Meaning, you can receive a grade of 100 or 0 for each completed assignment. A partially completed assignment counts as a fail or 0. There are six scheduled workshop assignments. You will be allowed to drop one from your grade calculation.

Grading Scale

Your number grade on assignments is converted to a letter grade using the following scale:

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

Your grade can be adjusted further for failure to adhere to the attendance and technology use policies. These grade adjustments are described in detail in the attendance and technology use sections of this syllabus, to reiterate:

- A student that misses four or more classes without a university-approved excuse (e.g., from the Dean’s office, sports department, or other university official) will have their overall grade reduced a letter step (e.g., B+ to B). Students do not need, and should not approach the professor, to provide non-university-approved excuses for missing three or fewer classes. A student with ten or more unexcused class absences will receive a failing grade for the entire course and will be barred from attending further classes.
- Do not use cell phones and otherwise browse devices or laptops for non-class content. A first offense of using electronic devices for other than approved uses earns a warning. A second offense results in a full letter grade reduction of the overall class grade, and a third offense results in an automatic failing grade for the course.

Your class grade translates into university grade points. For more information please refer to [university policies](#).

Policy Related to Make Up Exams or Other Work

Students are required to submit work when due. The due dates for workshops are the midnight of the assigned date. In most cases this provides students an opportunity to receive feedback in class before making a final submission. You are strongly encouraged to work on your workshop assignment before it is covered in class. Keep in mind that you may drop one workshop from your grade if you cannot complete it for any reason.

If students cannot complete assignments on the due date, they must notify the instructor in advance that they will be unable to do so. A proper remedy will be discussed given the circumstances of the tardiness. University-approved excuses, such as circumstances verified by the Dean of Students or athletic travel, typically receive no late grade penalty if the assignment is promptly completed by a new due date. Other failures may result in grade reductions or a failing grade.

Technology Use Policy

Laptops are welcome in the classroom since there is a programming element to the course. However electronic devices are to be used only for class-related activities. **Do not use cell phones and otherwise browse devices or laptops for non-class content.** A first offense of using electronic devices for other than approved uses earns

a warning. A second offense results in a full letter grade reduction of the overall class grade, and a third offense results in an automatic failing grade for the course.

Recordings

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

Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, 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](#).

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.

Basically, don't cheat. You cheat yourself of your education and more severe punishment may follow. Assisting someone else to complete a project is cheating, too. If you have any questions if your approach to completing an

assignment may violate the honor code, please contact the instructor for guidance. This is true for any class.

Disability Statement

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the ["Get Started With the DRC"](#) webpage on the Disability Resource Center site. 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.

- *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.

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.

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/>.

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Chronic tardiness is disrespectful. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Course Schedule

<p>Week 1 Aug 22</p>	<p>Thurs: Let's Get R-eady to R-umble! <u>Reading</u></p> <ul style="list-style-type: none"> • Wickham and Grolemund Chapter 1. • Healy, Preface (follow installation instructions) <p>I refer to the <i>R for Data Science</i> book by the authors' initials WG and the Healy book as Healy.</p>
<p>Week 2 Aug 27 & 29</p>	<p>Tues: Making a Plot</p> <ul style="list-style-type: none"> • Healy Chapter 1, 2, 3 • WG Chapter 1 (Data visualization) <p>Thurs: Workshop</p>
<p>Week 3 Sept 3 & 5</p>	<p>Tues: R Programming Basics <u>Reading</u></p> <ul style="list-style-type: none"> • WG Chapter 2 (Workflow: basics) • WG Chapter 3 (Data transformation) • WG Chapter 4 (Workflow: code style) <p>Thurs: Workshop</p>
<p>Week 4 Sept 10 & 12</p>	<p>Tues: Data Structures and Data Import <u>Reading</u></p> <ul style="list-style-type: none"> • WG Chapter 5 (Data Tidying) • WG Chapter 6 (Workflow: scripts and projects) • WG Chapter 7 (Data import) <p>Thurs: Relational Databases <u>Reading</u></p> <ul style="list-style-type: none"> • WG Chapter 13 (Joins)
<p>Week 5 Sept 17 & 19</p>	<p>Tues: Voter Registration Data <u>Reading</u></p> <ul style="list-style-type: none"> • Gimpel, Dyck, and Shaw. 2007. "Election-Year Stimuli and the Timing of Registration." <i>Party Politics</i> 13(3): 351-74. (On Canvass) • https://www.brennancenter.org/blog/voter-purge-rates-remain-high-analysis-finds <p>Thurs: Little Errors and Big Data <u>Reading</u></p> <ul style="list-style-type: none"> • Enrijeta Shino, Michael Martinez, Michael P. McDonald, and Daniel Smith. 2020. "Verifying Voter Registration Records: Part of Special Symposium on Election Sciences." <i>American Politics Research</i> 48(6): 677-81. • "Texas Audit Proposed by GOP Would Miss Minor But Real Errors." [Link]

Week 6 Sept 24 & 26	Tues: Census Data <u>Reading</u> <ul style="list-style-type: none"> • TidyCensus package documentation (it reads more like a primer on how to use the package) Thurs: Workshop
Week 7 Oct 1 & 3	Tues: R Markdown and YAML <u>Reading</u> <ul style="list-style-type: none"> • https://rmarkdown.rstudio.com/lesson-1.html (Recommend all the lessons) • https://learn-the-web.algonquindesign.ca/topics/markdown-yaml-cheat-sheet/#yaml Thurs: Workshop
Week 8 Oct 8 & 9	Tues: Making Maps <u>Reading</u> <ul style="list-style-type: none"> • Healy Chapter 7 Thurs: Workshop
Week 9 Oct 15 & 17	Tues: Geocoding <u>Reading</u> <ul style="list-style-type: none"> • Brian Amos and Michael P. McDonald. 2020. "A Method to Audit the Assignment of Voters to Districts." <i>Political Analysis</i> 28(3): 356-71. Thurs: Workshop
Week 10 Oct 22 & 24	Tues: Parsing Strings <u>Reading</u> <ul style="list-style-type: none"> • Hardcopy: Chapter 11 • Online: 14 Strings Thurs: Workshop
Week 11 Oct 29 & 31	Tues: Exploratory Data Analysis & Difference-in-Difference <u>Reading</u> <ul style="list-style-type: none"> • WG: Chapter 7 Exploratory Data Analysis • https://www.mailman.columbia.edu/research/population-health-methods/difference-difference-estimation • https://www.huffpost.com/entry/early-vote-election-eve-p_b_12853864 Thurs: Campus Early Voting <u>Reading</u> <ul style="list-style-type: none"> • Enrijeta Shino and Daniel A. Smith. 2020. "Mobilizing the Youth Vote? Early Voting on College Campuses." <i>Election Law Journal</i> 19(4): 524-541. (On Canvas)

Week 12 Nov 5 & 7	Tues: Project Status Check Thurs: Project Status Check
Week 13 Nov 12 & 14	Tues: Ecological Inference <u>Reading</u> <ul style="list-style-type: none"> • https://rpubs.com/rjb6233/ei Thurs: Workshop
Week 14 Nov 19 & 21	Tues: Class Presentations Thurs: Class Presentations
Week 15 Nov 26 & 28	Thanksgiving Break
Week 16 Dec 3	Tues: Class Presentations Thurs: Reading Day
Week 17 Dec 9	Fri: FINAL EXAM @3-5pm (We will use this class for presentations, if needed)