

Graduate Curriculum Committee

Minutes

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>

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

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>

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

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

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>

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

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

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

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

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

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

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

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>

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

5. AEC 6XXX *Partisanship in Agriculture and Natural Resources*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20235>

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

CALS – Agronomy

6. AGR 7XXX *Multi-Omic Integration for Applied Prediction Breeding*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20430>

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

ENG – Civil and Coastal Engineering

7. CWR 6XXX *Advanced Urban Stormwater Systems Design*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20156>

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

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>

The proposal has been approved by the GCC.

9. EDA 6XXX *Legal Methods and Research in Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20774>

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

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

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

The proposal has been approved by the GCC.

CALS – Entomology and Nematology

11. ENY 6XXXL *Invasive Ant Boot Camp*

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

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

HHP – Tourism, Hospitality, & Event Management

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

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

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

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

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

The proposal has been approved by the GCC.

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

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

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

CALS – Microbiology and Cell Science

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

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

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

PHHP – Health Science

16.PHC 7XXX *Advanced Psychotherapy*

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

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

CLAS – Political Science

17.POS 6XXX *Election Data Science*

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

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

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

Graduate Curriculum Committee

Agenda

February 13, 2025
Meeting Materials

Voting Conducted
via Zoom

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

PHHP – Public Health

1. HSA 6XXX *Long-Term Care Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20626>

GCC requested revisions to the course description and schedule. The unit was also asked to clarify or correct their contact hours. 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.

2. HSA 6XXX *Management of Artificial Intelligence in Healthcare*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20623>

GCC requested revisions to the contact hours, schedule, and assignment descriptions. 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.

3. HSA 6XXX *Revenue Cycle Management in Healthcare Organizations*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20624>

GCC requested revisions to the contact hours, schedule, and reading list. 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.

4. HSA 6XXX *Value-Based Care*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20625>

GCC requested revisions to the contact hours, 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.

PHPH – Health Science

5. PHC 6149 *Public Health Leadership*

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

GCC requested revisions to the selection on the submitted form for variable credit. 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.

PHPH – Health Science

1. PHC 7727 *Grant Writing for Population Health Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20895>

This is a request to change the credit hours from 2 to 3.

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 6XXX *Computer Vision and Deep Learning for Biological Systems*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20134>

The exploration of applied machine vision with a focus on modern deep learning techniques to solve problems in agricultural and food systems (AFS). Learn and apply the principles of machine vision, convolutional neural networks, and recurrent neural networks for image semantic understanding and processing to address challenges in AFS, such as visual

navigation of agricultural robots, monitoring and managing crops and livestock, and food postharvest sorting.

DCP – Design, Construction and Planning

2. DCP 6XXX *Life Cycle Assessment*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20827>

This course provides an in-depth understanding of Life Cycle Analysis (LCA) and its applications in the built environment. Students will learn to evaluate the environmental impacts of building materials, construction processes, and building operations from a life cycle perspective. The course emphasizes the importance of LCA in promoting sustainable building practices and decision-making.

CLAS – Psychology

3. EAB 6XXX *Organizational Behavior Management and Supervision*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20073>

Extending learning principles to organizational concerns and employee performance. Topics include measurement, assessment, training, workplace interventions, safety, supervision, and burnout.

COE – School of Human Development and Organizational Studies in Education

4. EDH 7XXX *Higher Education Research Fieldwork*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20828>

This course will support students with fieldwork and implementation of research projects, including data access, participant recruitment, data collection, data storage, and appropriate data analysis procedures.

SFRC – Fisheries, Aquatic Sciences, and Geomatics

5. FAS 6XXX *Applied Aquaculture Genetics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20591>

The goal of this course is to provide students with the background knowledge and practical methodologies for the current technologies used for the genetic improvement of fish and shellfish aquaculture and fishery resource management. This course will be a combination of online lectures, group discussions, and video demonstrations to prepare students with the most updated advancements in the field.

MED – Neuroscience

6. GMS 6024 *Behavioral and Cognition Neuroscience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20924>

Teaches basic principles and methodology in behavioral neuroscience to graduate students. Students will learn about an array of systems and topics that have been studied by various investigators with a focus on how the nervous system controls particular behaviors. The class will involve introductory lectures, research articles, discussion-based learning exercises and student presentations.

HHP – Tourism, Hospitality, & Event Management

7. HMG 6XXX *Professional Paper*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19907>

Through this culminating experience, students will complete a professional paper derived from a real-world hospitality/tourism management industry-related issue. Examples of appropriate professional paper topics include, but are not limited to, developing a marketing plan for a hospitality/tourism organization, analyzing secondary data to address an issue for an HBM organization or the industry, and working with an organizational client to address a client-identified issue.

HHP – Health Education and Behavior

8. HSC 6XXX *Behavioral and Environmental Determinants of Obesity*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20354>

Explores interactions among individual, behavioral and environmental determinants of obesity. Focuses on the extent of the obesity problem primarily in the US from an epidemiological perspective. Ideas for prevention and control are discussed along with effective interventions to address obesity including policy development and implementation.

Hamilton Center

9. ISS 5XXX *Great Books of the Ancient World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20858>

What are the most influential books from the Greco-Roman world? How should we read them today? In this graduate seminar, we will engage these questions by studying texts written across the whole sweep of Greco-Roman history, from Homer in Iron Age Greece to the troubled Roman Empire of the third century A.D.

10.ISS 5XXX *Great Books of the Early Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20859>

This course will introduce students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

11.ISS 5XXX *Great Books of the Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20944>

This course will introduce students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

12.ISS 6XXX *Political and Historical Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20860>

The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on political and historical traditions.

CLAS – Jewish Studies

13.JST 6XXX *Approaches to Holocaust and Genocide Studies*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20810>

Introduces major scholarly approaches to the Holocaust, explores methodological problems concerning source materials, and examines intersections of the Holocaust with other instances of genocidal violence. Includes methodological approaches from various disciplines, including history, sociology, literary and memory studies, and psychology.

CALS – Microbiology and Cell Science

14.MCB 5XXX *Clinical Bacteriology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20665>

Study of human pathogenic bacterial species and their identification by biochemical, immunological and molecular biology methods. The virulence factors of bacteria, their clinical manifestations, and significance in human health, as well as correlation of bacterial metabolism and physiological characteristics with host interactions to enhance diagnostic

and susceptibility testing. Integration of laboratory results with clinical observations and improvement of patient care.

15. MCB 5XXX *Clinical Immunology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20668>

Study of the human immune system and their response mechanisms to pathogens and their relevance in maintaining health. Methods in clinical immunology labs, result interpretation, correlation with clinical practice. Discussion of current advancements and trends in clinical immunology research. Analysis of immune disorders and their impact on patient's health. Integration of laboratory results with clinical observations and improvement of patient care.

16. MCB 5XXX *Clinical Laboratory Ethics, Management, Safety, and Professional issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20669>

The Clinical Laboratory Ethics, Management, Safety, and Professional Issues course is designed for students entering healthcare, research, or clinical laboratory science. It explores clinical laboratory microbiology, emphasizing theoretical knowledge and practical applications. Key topics include fiscal and personnel management, laboratory information systems, legal aspects of test reporting, government regulations, certification, licensure, and medical ethics and accreditation policies.

17. MCB 5XXX *Clinical Mycology, Virology and Parasitology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20666>

Study of human pathogenic fungi, virus and parasites and their identification via laboratorial methods. The virulence factors of non-bacterial microbes, their interactions with the host immune system and their clinical significance and impact on public health. Review the traditional and most current laboratory techniques for the isolation, identification and susceptibility testing of these pathogens. Integration of laboratory results with clinical observations and improvement of patient care.

18. MCB 5XXX *Clinical Research, Assessment, Education, and Quantitative methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20671>

The Clinical Research, Assessment, Education, and Quantitative Methods course explores clinical laboratory microbiology for healthcare, research, and lab science students. It emphasizes theoretical knowledge and practical applications, focusing on interprofessional healthcare, integrity, and education theory. Students learn scientific inquiry, research steps, topic selection, literature evaluation, data analysis, and various research designs, including quantitative and qualitative methods.

19. MCB 5XXXL *Clinical Experience in Microbiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20675>

This experience is a hands-on training in a clinical microbiology laboratory with practical exposure to the essential functions of a clinical microbiology laboratory. This course is designed to equip students with the skills needed to conduct a variety of clinical laboratory tests with accuracy, safety, and efficiency. Students will learn to apply quality control principles and practices, critically evaluate laboratory results while consider quality control measures and instrument operation.

20.MCB 5XXXL *Clinical Microbiology Lab*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20676>

The Clinical Microbiology Laboratory course provides an in-depth, hands-on exploration of a variety of microorganisms that play a pivotal role in human health and disease. Designed for students pursuing careers in healthcare, research, or clinical laboratory science, this course emphasizes practical skills and real-world applications. You will engage in a variety of laboratory techniques to culture, identify, and analyze bacteria, viruses, fungi, and parasites.

PHHP – Health Science

21.PHC 6XXX *Introduction to Mixed Methods Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20902>

Provides in-depth training on designing and implementing research studies that integrate qualitative and quantitative data. Through assignments and practical activities, students will learn the strengths and challenges of mixed methods research, develop skills in creating robust research proposals, and explore strategies to effectively combine and analyze diverse data types while avoiding common pitfalls.

22.PHC 7XXX *Causal Artificial Intelligence for Health Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20907>

Will cover theoretical and practical topics related to advanced methods in causal Artificial Intelligence (AI), embedding machine learning with causal inference methods on real-world data, and methodologies for automated causal learning. Health research approaches such as target trials and transportability, AI fairness, and tackling health disparities and inequity will be taught. The students will learn theory behind causal inference methods applied under different constraints, and h

CLAS – Womens Studies

23.WST 6XXX *Advanced Black Feminisms: Frameworks, Methods, Futures*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20105>

Interdisciplinary investigation of Black feminist knowledge production, including institutional origins, key sites of inquiry, and imagined futures. Explores multiple methodological approaches. Prioritizes contributions of scholars who may be outside of the canon. Engages primary sources, secondary texts, and audio and visual material. Possible topics include labor, pleasure, and violence.

vi. Information Items:

1. [APK 6940](#) – 20385 – Change variable, max repeat credit, and prerequisites
2. [DEN 6616](#) – 20804 – Change maximum repeatable credit
3. [DEN 6617](#) – 20805 – Change maximum repeatable credit
4. [EDF 7469C](#) – 20781 – Change lab code and pre-requisites
5. [EML 6466](#) – 20618 – Change course description
6. [GMS 6335](#) – 20836 – Transfer of course ownership from Physiology & Aging to Molecular Genetics & Microbiology
7. [HSA 6196](#) – 20646 – Change course title and description
8. [LEI 7901](#) – 19644 – Change course title and description
9. [LIT 6236](#) – 20736 – Change maximum repeatable credit
10. [LIT 6934](#) – 20735 – Change maximum repeatable credit
11. [MAS 7216](#) – 20251 – Change maximum repeatable credit
12. [MUH 7938](#) – 20876 – Change maximum repeatable credit
13. [PHC 6410](#) – 20795 – Change course title, description, and objectives
14. [PHC 7918](#) – 20820 – Change course title and maximum repeatable credit
15. [SPM 5185](#) – 20873 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
16. [SPM 5207](#) – 20874 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
17. [SPM 5518](#) – 20875 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
18. [TTE 6008](#) – 20118 – Change prerequisites
19. [WIS 6934](#) – 20124 – Change maximum repeatable credit

HSA 6XXX Long-Term Care Management (20626)

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 6 weeks.

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

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 designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience. The syllabus has been updated.

c) The contact hours on the form are inconsistent with the syllabus. The form lists 3 contact hours while the syllabus states "12 in-person at the beginning and 6 in-person hours at the end". Is this equivalent?

The course is designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience.

d) It may be possible that the final project might take several more weeks than the 6 weeks of instruction, but this isn't fully explained in the syllabus.

The project is designed to be completed in four to five weeks. The MHA program works with various UF Health entities to integrate multiple projects into MHA classes.

2) The course description needs minor revisions.

a) Delete preliminary words to reduce unneeded introduction to simply begin at "Provides an in-depth..."

Completed

b) Change from course overview to course description on the syllabus.

Completed

c) Ensure that the course description on the submitted form and syllabus match.

The syllabus has been updated.

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.

Combined

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.

Completed

Course|New for request 20626

Info

Request: HSA 6XXX Long-Term Care Management

Description of request: Request to create new course HSA 6XXX: Long-Term Care Management.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/15/2025 10:17:01 AM

Form version: 4

Responses

Recommended Prefix

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

Response:

HSA

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Long-Term Care Management

Transcript Title

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

Response:
Long-Term Care Management

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2026

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *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:
This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

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

Prerequisites

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

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

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

Response:
HSA 6115 Introduction to Management of Health Services Organizations

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not 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 course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements

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

- Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
- Required and recommended readings for the course.
- Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
- Materials and Supplies fees, if any.
- Methods by which students will be graded
- The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
- A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
- A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies."
- A statement related to accommodations for students with disabilities such as: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- A statement informing students of the online course evaluation process such as: "Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.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

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Long-Term Care Management (3 credit hours)

Semester: Fall 2026

Delivery Format: Blended

Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA

Room Number: HPNP 3106

Email Address: keithbenson@php.ufl.edu

Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment

Phone Number: 352-273-6069

Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:

TBD

Prerequisites: HSA 6115 Introduction to Management of Health Services Organizations

PURPOSE AND OUTCOME

Course Description

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

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

Course Objectives and/or Goals and Relation to Program Outcomes

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

Specific Course Objectives:

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

6. Formulate the criteria for designing or evaluating current and future long-term care systems.

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

1. **HEC-2** – Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment
2. **HOP-1** – Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations

Blended Learning

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

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings and related assignments
1	TBD	Overview of Long-Term Care	Read McSweeney-Feld and Molinari, Chapters 1, 2, & 7 Case Study – Community Asset Mapping, Homework
2	TBD	Care Settings for Long-Term Care Services	Read McSweeney-Feld and Molinari, Chapters 3, 4, 5, & 6 Presentations on various LTC facilities, Discussion on LTC versus PAC
3	TBD	Management Issues of LTC	Read McSweeney-Feld and Molinari, Chapters 10, 11, and 12 Read Benson et al., Using LMX-Based Classroom Exercises to Reduce Turnover of Low-Wage Earners in Post-Acute Care Facilities. https://www.ingentaconnect.com/contentone/aupha/jhae/2021/00000038/00000002/art00008?crawler

			r=true&mimetype=application/pdf LMX Exercise, Case study on licensing requirements by state
4	TBD	Financing LTC Services	Read McSweeney-Feld and Molinari, Chapters 15 & 16 Budgeting homework, Case study on LTC Insurance
5	TBD	Regulatory and Compliance of LTC	Read McSweeney-Feld and Molinari, Chapters 13 & 14 Exercise on understanding the five-star rating system
6	TBD	Project Presentation and Exam	Final Project Presentation, Paper, and Exam

Course Materials and Technology

Textbooks

- (Required) McSweeney-Feld, M.H and Molinari, C.A. Dimensions of Long-Term Care Management: An Introduction, Third Edition, HAP Press (2023) ISBN: 978-1-64055-367-5. <https://www.ache.org/learning-center/publications/books/2476i>

Other readings

- Additional readings may be distributed through the course website through CANVAS.

Technology

Required Equipment: Computer with high-speed internet access, webcam, microphone, and a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1 12 hours of in-class	In-class discussions, Case Study – Community Asset Mapping, Homework
Week 2 5 hours of asynchronous	In-class discussions, Presentations on various LTC facilities, Discussion on LTC versus PAC
Week 3 5 hours of asynchronous	In-class discussions, LMX Exercise, Case study on licensing requirements by state
Week 4 5 hours of asynchronous	In-class discussions, Budgeting homework, Case study on LTC Insurance
Week 5 5 hours of asynchronous	In-class discussions, Exercise on understanding the five-star rating system
Week 6 5 hours of asynchronous 6 hours of in-class	Final Project Presentations & Papers
Week 6 2 hours of in-class	Final Exam

Final Project

The project will involve a team to deliver a final project at the end of the semester. The project focuses on building or acquiring various LTC facilities to complement UF Health's Integrated Care Continuum. The team will develop a strategic management plan for long-term care facilities that addresses key operational, financial, and quality improvement aspects while considering the unique needs of aging populations. Through the project, students will gain experience managing selected long-term care facilities' planning, implementation, and evaluation activities. services organizations. Details of each deliverable will be provided throughout the semester. A rubric for the final project will be provided in Canvas.

Homework

Homework will be assigned weekly and completed homework uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted in Canvas

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

Point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not acceptable for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C would count toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:
<https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog <https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>.

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:

Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- **Do not engage in unauthorized communication or entertainment (web surfing, instant**

messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.

- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
 - If you choose to use one, you should test the background first to ensure your device can support it.
 - Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule are subject to revision, so remember to always check Canvas for updates if you miss class.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

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

clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Online Faculty Course Evaluation Process

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

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 cannot attend cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

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."

HSA 6XXX Management of Artificial Intelligence in Healthcare (20623)

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 6 weeks.

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

- 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 designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience. The syllabus has been updated.

- c) The contact hours on the form are inconsistent with the syllabus. The form lists 3 contact hours while the syllabus states “12 in-person at the beginning and 6 in-person hours at the end”. Is this equivalent?

It is a three-credit class for 45 contact hours. The total contact hours have been updated in the syllabus.

- d) It may be possible that the final project might take several more weeks than the 6 weeks of instruction, but this isn't fully explained in the syllabus.

The project is designed to be completed in four to five weeks. The MHA program works with various UF Health entities to integrate multiple projects into MHA classes.

- 2) The course description needs minor revisions.

- a) Delete preliminary words to reduce unneeded introduction to simply begin at “Comprehensively explores...”

Completed

b) Change from course overview to course description on the syllabus.

Completed

c) Ensure that the course description on the submitted form and syllabus match.

The syllabus has been updated.

3) Request stronger descriptions of course assignments.

In the Homework section of the syllabus, an updated and more detailed description of the purpose and goal of each week's homework has been added.

4) 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.

The assigned readings are included in the assignment. As artificial intelligence in healthcare grows and matures, it is the expectation that the current readings will be dated and somewhat obsolete. When the course is first offered, the readings will be updated to current topics.

5) 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.

It is a six-week course and is shown in the syllabus as such.

Course|New for request 20623

Info

Request: HSA 6XXX Management of Artificial Intelligence in Healthcare

Description of request: Request to create new course HSA6XXX Management of Artificial Intelligence in Healthcare.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/15/2025 10:16:45 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:

HSA

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Management of Artificial Intelligence in Healthcare

Transcript Title

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

Response:
Mgmt of AI in Healthcare

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2026

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *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:
This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

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

Prerequisites

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

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

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

Response:
HSA 6196 Healthcare Data Analytics

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not 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 course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements

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

- Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
- Required and recommended readings for the course.
- Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
- Materials and Supplies fees, if any.
- Methods by which students will be graded
- The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
- A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
- A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies."
- A statement related to accommodations for students with disabilities such as: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- A statement informing students of the online course evaluation process such as: "Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.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.ufl.edu/public-

results.”

Response:
All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Management of Artificial Intelligence in Healthcare (3 credit hours)
Semester: Spring 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

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

Course meeting times and location:

TBD

Prerequisites: HSA 6196 Healthcare Data Analytics

PURPOSE AND OUTCOME

Course Description.

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

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

Course Objectives and Goals and Relation to Program Outcomes

Upon completing the course, students can manage the planning, design, implementation, and evaluation of various artificial intelligence applications in health services organizations.

Specific Course Objectives:

1. Describe the principles and technologies underlying AI and machine learning.
2. Analyze the potential applications of AI in various healthcare contexts.
3. Appraise the benefits and challenges of implementing AI in health services organizations.
4. Identify ethical, legal, and regulatory issues related to AI in healthcare.
5. Assess the impact of AI on patient outcomes, healthcare delivery, and organizational efficiency.

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

1. **HOP-4** – Understand and articulate the role of health information systems for administrative and clinical functions, including issues that may impact patient care, data privacy, and systems security for the enterprise.
2. **HOP-1** – Propose, develop, and defend strategic approaches to operational effectiveness based on quantitative and qualitative evaluations

Blended Learning

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

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

This is a six-week course

Week	Date(s)	Topic(s)	Readings
1	TBD	Introductions, Introduction to AI and AI in Healthcare; Review Data Analytics and Machine Learning	<p>Read the Introduction and Part 1 of Mollick's Co-Intelligence</p> <p>Read Chapter 1 of De Cremer The AI- Savvy Leader</p> <p>Read Ali et al. A systematic literature review of artificial intelligence in the healthcare sector: Benefits, challenges, methodologies, and functionalities https://www.sciencedirect.com/science/article/pii/S2444569X2300029X?via%3Dihub</p> <p>Read DiCuonzo et al. Healthcare system: Moving forward with artificial intelligence https://www.sciencedirect.com/science/article/pii/S0166497222000578?via%3Dihub</p> <p>Read Tahir and Khan Big Data: The Fuel for Machine Learning and AI Advancement (found in Canvas)</p> <p>Read Jimma Artificial Intelligence in Healthcare: A bibliometric analysis</p>

			https://www.sciencedirect.com/science/article/pii/S2772503023000014?via%3Dihub
2	TBD	<p>AI Applications in Clinical Settings</p> <ul style="list-style-type: none"> • Diagnostic tools and imaging technologies • Personalized medicine and treatment planning <p>Ethical, Legal, and Regulatory Considerations</p> <ul style="list-style-type: none"> • Ethical implications of AI in healthcare • Data privacy and security issues 	<p>Read the Part 2 # 4 of Mollick's Co-Intelligence</p> <p>Read Chapters 2 and 7 of De Cremer The AI-Savvy Leader</p> <p>Read Gupta and Kumar Perspective of artificial intelligence in healthcare data management: A journey towards precision medicine</p> <p>https://www.sciencedirect.com/science/article/pii/S0010482523005164?via%3Dihub</p> <p>Read Kumar et al. Artificial Intelligence in Healthcare: Review, Ethics, Trust Challenges & Future Research Directions</p> <p>https://www.sciencedirect.com/science/article/pii/S0952197623000787?via%3Dihub</p> <p>Read Alowis et al., Revolutionizing healthcare: the role of artificial intelligence in clinical practice</p> <p>https://link.springer.com/article/10.1186/s12909-023-04698-z</p>
3	TBD	<p>Project Management and Implementation</p> <ul style="list-style-type: none"> • Planning and managing AI projects • Budgeting and resource allocation for AI initiatives 	<p>Read the Part 2 # 5 of Mollick's Co-Intelligence</p> <p>Read Chapters 3 and 4 of De Cremer The AI-Savvy Leader</p> <p>Read Jarrahi et al. Artificial intelligence and knowledge management: A partnership between human and AI</p> <p>https://www.sciencedirect.com/science/article/pii/S0007681322000222?via%3Dihub</p>
4	TBD	<p>AI in Health Administration</p> <ul style="list-style-type: none"> • Operational efficiencies through AI • AI in supply chain management and logistics • Enhancing patient engagement and experience with AI 	<p>Read the Part 2 # 6 and 7 of Mollick's Co-Intelligence</p> <p>Read Chapters 8 and 5 of De Cremer The AI-Savvy Leader</p> <p>Read Namvar et al. Beyond effective use: Integrating wise reasoning in machine learning development</p> <p>https://www.sciencedirect.com/science/article/pii/S0268401222001001?via%3Dihub</p> <p>Read Lee et. AI The implementation of artificial intelligence in organizations: A systematic literature review</p> <p>https://www.sciencedirect.com/science/article/pii/S0378720623000642?via%3Dihub</p>
5	TBD	<p>Strategic Management of AI Initiatives</p> <ul style="list-style-type: none"> • Developing AI strategies for healthcare organizations • Change management and stakeholder engagement <p>Future Trends and Innovations</p> <ul style="list-style-type: none"> • Emerging AI technologies in healthcare • The future of AI in health services organizations • Preparing for continuous innovation and adaptation 	<p>Read the Part 2 # 8 and 9 of Mollick's Co-Intelligence</p> <p>Read Chapters 6 and 9 of De Cremer The AI-Savvy Leader</p> <p>Read Wang and Hsu Integrating Artificial Intelligence and Wearable IoT System in Long-Term Care Environments</p> <p>https://www.mdpi.com/1424-8220/23/13/5913</p> <p>Read Kumar et al. Artificial intelligence (AI)-enabled CRM capability in healthcare: The impact on service innovation</p> <p>https://www.sciencedirect.com/science/article/pii/S0268401222001323?via%3Dihub</p>

6	TBD	Project Presentation and Exam	Final Project Presentation, Paper, and Exam
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Course Materials and Technology

Textbooks

1. (Required) Mollick, Ethan (2024). Co-Intelligence, Portfolio, ISBN 9780593716717
2. De Cremer, David (2024) The AI-Savvy Leader: Nine Ways to Take Back Control and Make AI Work. Harvard Business Review

Other readings

1. Additional readings will be distributed through the course website and in the readings section.

Technology

Required Equipment: Computer with high-speed internet access, webcam, microphone, and a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

For technical support for this class, please get in touch with the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

ACADEMIC REQUIREMENTS AND GRADING – Assignments

This is a six-week course

Due Date and Time	Homework Assignment
Week 1 12 hours of in-class	In-class discussions, Complete the LinkedIn Learning AI Complete the LinkedIn Learning Fundamentals of Machine Learning for Healthcare https://www.linkedin.com/learning/machine-learning-fundamentals-for-healthcare/applications-of-machine-learning-in-

	healthcare?autoSkip=true&resume=false&u=41282748 ; Presentations on assigned readings
Week 2 5 hours of asynchronous	In-class discussions, Complete the LinkedIn Learning AI https://www.linkedin.com/learning/responsible-ai-principles-and-practical-applications/ai-in-healthcare?u=41282748 . Presentations on assigned readings; Case study on precision medicine
Week 3 5 hours of asynchronous	In-class discussions, Complete the LinkedIn Learning An Introduction to How Generative AI Will Transform Healthcare https://www.linkedin.com/learning/an-introduction-to-how-generative-ai-will-transform-healthcare/gpt-passes-medical-exams-breakthrough-or-hype?autoSkip=true&resume=false&u=41282748 Presentations on assigned readings; Exercise on knowledge management and AI.
Week 4 5 hours of asynchronous	In-class discussions, presentations on assigned readings, and exercises on AI implementation are based on the Lee et al. article (Figure 1). In this exercise, students will work in teams, examining and applying AI applications in selected clinical departments.
Week 5 5 hours of asynchronous	In-class discussions, Complete the LinkedIn Learning How to Boost Your Productivity with AI Tools https://www.linkedin.com/learning/how-to-boost-your-productivity-with-ai-tools/ai-is-a-dream-for-productivity?u=41282748 Presentations on assigned readings; Exercise on AI and IoT
Week 6 5 hours of asynchronous 6 hours of in-class	Final Case Presentations & Papers
Week 6 2 hours of in-class	Final Exam

Project

The project will involve a team to deliver a final project at the end of the semester. The project focuses on the Humber River Health Hospital <https://www.hrh.ca/> and Dicuonzo et al. article. The team will analyze the AI at Humber Health and then make recommendations for a health system/hospital in Florida. Through the project, students will gain experience managing the planning, analysis, design, implementation, support, and evaluation activities of artificial intelligence solutions for health services organizations. Details of each deliverable will be provided throughout the semester in Canvas.

Homework

Homework will be assigned weekly, and completed homework will be uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment-specific rubrics will be posted in Canvas

Week 1 Homework – focuses on an introduction to Artificial Intelligence and AI in Healthcare and understanding the various components of artificial intelligence. The readings cover the diverse administrative and clinical processes in healthcare affected by artificial intelligence. Completion of the LinkedIn Learning module allows the student to demonstrate an understanding of machine learning and large language models applicable to healthcare organizations.

Week 2 Homework – focuses on AI applications in the clinical environment. The readings explore how AI

improves precision medicine and the ethical and legal concerns associated with AI. Completion of the LinkedIn Learning module allows the student to demonstrate an understanding of ethical issues associated with AI in healthcare clinical settings.

Week 3 Homework – focuses on how AI can assist in project management, budgeting, and other administrative tasks. The readings provide examples of how AI can improve administrative tasks such as supply chain management and the patient experience. Completion of the LinkedIn Learning module allows the student to demonstrate an understanding of AI’s impact on administrative processes.

Week 4 Homework – focuses on improving operational efficiencies in administrative processes through AI applications. The readings cover the diverse administrative and clinical processes in healthcare affected by artificial intelligence. Completion of the homework provides an opportunity to apply AI applications in a clinical setting.

Week 5 Homework – focuses on strategically focused applications of Artificial Intelligence in Healthcare operations. The readings cover how AI, IoT, and wearables can improve the patient experience. Completion of the LinkedIn Learning module allows the student to improve personal productivity through AI applications.

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework &	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

The point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not acceptable for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C would count toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of

Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number from the help desk when the problem was reported. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty to request a make-up.

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days but with the following policies and penalty schedule:

You must check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. This is particularly important if you are absent for a test because approved makeup tests are on the next scheduled testing date if you contact the instructor. It would be best to e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note

all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog <https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>.

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:

Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before class.
- Remember to keep your laptop closed during presentations and other in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
 - If you choose to use one, you should test the background first to ensure your device can support it.

- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule is subject to revision, so remember to always check Canvas for updates if you missed class

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

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

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

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

Online Faculty Course Evaluation Process

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

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. 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/>

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."



HSA 6XXX Revenue Cycle Management in Healthcare Organizations (20624)

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 6 weeks.

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

- 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 designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience. The syllabus has been updated.

- c) The contact hours on the form are inconsistent with the syllabus. The form lists 3 contact hours while the syllabus states "12 in-person at the beginning and 6 in-person hours at the end". Is this equivalent?

The course is designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience.

- d) It may be possible that the final project might take several more weeks than the 6 weeks of instruction, but this isn't fully explained in the syllabus.

The project is designed to be completed in four to five weeks. The MHA program works with various UF Health entities to integrate multiple projects into MHA classes.

- 2) The course description needs minor revisions.

- a) Delete preliminary words to reduce unneeded introduction to simply begin at "Provides an in-depth exploration..."

Completed

b) Change from course overview to course description on the syllabus.

Completed

c) Ensure that the course description on the submitted form and syllabus match.

The syllabus has been updated.

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.

Combined

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.

This is a six-week course. There is no supplemental reading list associated with this course now. If there are additional readings, they will be distributed through Canvas.

Course|New for request 20624

Info

Request: HSA 6XXX Revenue Cycle Management in Healthcare Organizations

Description of request: Request to create new course HSA 6XXX: Revenue Cycle Management in Healthcare Organizations

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/15/2025 10:15:22 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

HSA

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Revenue Cycle Management in Healthcare Organizations

Transcript Title

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

Response:
Rev Cycle Mgmt in Hlthcare Org

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2026

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *<i>on average </i>* throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

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

Prerequisites

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

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

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

Response:
HSA 6177 Healthcare Finance

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not 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 course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements

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

- Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
- Required and recommended readings for the course.
- Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
- Materials and Supplies fees, if any.
- Methods by which students will be graded
- The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
- A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
- A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies."
- A statement related to accommodations for students with disabilities such as: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- A statement informing students of the online course evaluation process such as: "Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.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

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Revenue Cycle Management in Healthcare Organizations (3 credit hours)
Semester: Spring 2026
Delivery Format: Blended
Course Website or E-Learning elearning.ufl.edu

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

Course meeting times and location:

TBD

Prerequisites: HSA 6177 Healthcare Finance

PURPOSE AND OUTCOME

Course Description

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

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

Course Objectives and Relation to Program Outcomes

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

1. Describe the key components of the healthcare revenue cycle.
2. Evaluate revenue cycle management processes associated with billing processes and procedures.
3. Analyze the impact of regulations and compliance requirements on revenue cycle management.
4. Develop strategies to optimize revenue cycle processes and improve financial performance.
5. Appraise the role of technology and data analytics in enhancing RCM.
6. Illustrate shared challenges and barriers to effective revenue cycle management.
7. Implement best practices for patient billing, coding, and collections.

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

1. **BAT-2** – Assess multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations.

Blended Learning

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

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

This is a six-week course

Week	Date(s)	Topic(s)	Readings & related assignments
1	TBD	Introductions, Introduction to Revenue Cycle Management,	Read Castro and White Chapters 1,2,3 & Appendix G. Appendix G Problems
2	TBD	Reimbursement methodologies and payment systems	Read Castro and White Chapters 4-8, and 15. Presentations on revenue cycles from different healthcare organizations.
3	TBD	Revenue Cycle Processes	Read Castro and White Chapters 9-11, and Appendix D and E Appendix D and E problems.
4	TBD	Coding and Clinical Documentation,	Read Castro and White Chapters 12 & 13. Selected chapter exercises
5	TBD	Revenue Cycle Analysis	Read Castro and White Chapters 14 Selected chapter exercises
6	TBD	Project Presentation and Exam	Final Project Presentation, Paper, and Exam

Course Materials and Technology

Textbooks

1. (Required) Castro, A and S. White, Principles of Healthcare Reimbursement and Revenue Cycle Management (2024) AHIMA Press, ISBN 978-1-58426-915-1

Other readings

1. Additional readings may be distributed through the course website in CANVAS.

Technology

Required Equipment: Computer with high-speed internet access, webcam, microphone, and use of a supported browser and Microsoft excel program. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)



ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1 12 hours of in-class	In-class exercises, Appendix G Problems
Week 2 5 hours of asynchronous	In-class exercises, Presentations on reimbursement systems for Acute Inpatient hospital care, SNF care, Outpatient care, and Physician (Provider) care.
Week 3 5 hours of asynchronous	In-class exercises, Appendix D and E Homework
Week 4 5 hours of asynchronous	In-class exercises, Chapter exercises
Week 5 5 hours of asynchronous	In-class exercises, Chapter exercises
Week 6 5 hours of asynchronous 6 hours of in-class	Final Project Presentation & Paper
Week 6 2 hours of in-class	Final Exam

Final Project

The final project will involve a team to deliver a final project at the end of the semester. The project focuses on Revenue Integrity: Leveraging Data to Enhance Collaboration Across the Revenue Cycle (RC). A rubric will be posted on Canvas.

Key deliverables include a PPT and paper with an executive summary that includes:

A plan for UF Health Physician Practice to identify and systematically address revenue challenges.

1. Review the current revenue cycle model (RCM) operations for RCM Leakage
2. Opportunities for provider reimbursement enhancement
3. Ensuring appropriate reimbursement for all services
4. Managing patient data at various points of access
5. Use of AI to enhance RCM

Homework

Homework will be assigned weekly (See the assignment table above) and uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted on Canvas.

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

The point system used (i.e., how do course points translate into letter grades).

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not acceptable for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days but with the following policies and penalty schedule:

You must check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should e-mail both the instructor and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog <https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>.

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, all coursework should be prepared individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:

Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, attending all classes, taking detailed notes, and actively participating in class and group discussions is essential. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
 - If you choose to use one, you should test the background first to ensure your device can support it.
 - Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Your individual responsibility is to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Handbook for additional details:

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

<https://graduateschool.ufl.edu/work/handbook/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations,

clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Online Faculty Course Evaluation Process

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

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. 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/>

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."

HSA 6XXX Value-Based Care (20625)

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 6 weeks.

This is a six-week course with face-to-face contact and asynchronous instruction. The first weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

- 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 designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience. The syllabus has been updated.

- c) The contact hours on the form are inconsistent with the syllabus. The form lists 3 contact hours while the syllabus states “12 in-person at the beginning and 6 in-person hours at the end”. Is this equivalent?

The course is designed to have 45 contact hours in a six-week semester. This program is designed for working professionals with at least three years of healthcare experience.

- d) It may be possible that the final project might take several more weeks than the 6 weeks of instruction, but this isn't fully explained in the syllabus.

The project is designed to be completed in four to five weeks. The MHA program works with various UF Health entities to integrate multiple projects into MHA classes.

- 2) The course description needs minor revisions.

- a) Delete preliminary words to reduce unneeded introduction to simply begin at “Explores value-based care...”

Completed

- b) Change from course overview to course description on the syllabus.

Completed

- c) Ensure that the course description on the submitted form and syllabus match.

The syllabus has been updated.

- 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.

Combined

- 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.

Completed

Course|New for request 20625

Info

Request: HSA 6XXX Value-Based Care

Description of request: Request to create new course HSA 6XXX: Value-Based Care.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/15/2025 10:18:49 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

HSA

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Value-Based Care

Transcript Title

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

Response:
Value-Based Care

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2026

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
This is a six-week course with face-to-face contact and asynchronous instruction. The first weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

Course Description

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

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

Prerequisites

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

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

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

Response:
HSA 6126 U.S. Health Insurance System

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not 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 course is one of four new courses that will be offered as electives for the MHA program.

Syllabus Content Requirements

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

- Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
- Required and recommended readings for the course.
- Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
- Materials and Supplies fees, if any.
- Methods by which students will be graded
- The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
- A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
- A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies."
- A statement related to accommodations for students with disabilities such as: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- A statement informing students of the online course evaluation process such as: "Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.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

University of Florida
College of Public Health & Health Professions Syllabus
HSA 6XXX: Value-Based Care (3 credit hours)

Semester: Spring 2026

Delivery Format: Blended

Course Website or E-Learning elearning.ufl.edu

Instructor Name: Keith J. Benson, PhD, MHA, MBA

Room Number: HPNP 3106

Email Address: keithbenson@pnhp.ufl.edu

Office Hours: Wednesday 2:00 pm – 3:00 pm or by appointment

Phone Number: 352-273-6069

Preferred Course Communications: Email to Instructor or Canvas Message

Course meeting times and location:

TBD

Prerequisites: HSA 6126 U.S. Health Insurance System

PURPOSE AND OUTCOME

Course Description

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

This is a six-week course with face-to-face contact and asynchronous instruction. The first-weekend session comprises 12 hours of face-to-face time. The final weekend session includes 8 hours of face-to-face time. The remaining 25 hours come from five hours of asynchronous contact hours per week for the five weeks between the first and sixth weeks. The course is designed to meet 20 hours of in-class and 25 hours of asynchronous instruction time during the six-week course. The total contact hours are 45.

Course Objectives and/or Goals and Relation to Program Outcomes

Upon successfully completing the course, students can articulate and apply various value-based care mechanisms in health services organizations. And gain insights into improving patient outcomes, reducing costs, and enhancing quality through value-based care strategies.

Specific Course Objectives:

1. Identify the fundamentals and policies of value-based care.
2. Analyze various value-based payment models and their implications.
3. Formulate performance metrics and quality measures used in value-based care.
4. Design strategies for implementing and managing value-based care initiatives.
5. Calculate the impact of value-based care on patients, providers, and healthcare systems.
6. Illustrate challenges and barriers to the adoption of value-based care.

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

1. **BAT-2** – Assess multiple dimensions of financial performance to measure and improve the financial viability of healthcare organizations.
2. **HEC-2** – Analyze and synthesize government policies, laws, and regulations that affect the healthcare environment

Blended Learning

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

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule –

Week	Date(s)	Topic(s)	Readings & assignments
1	TBD	<p>Introductions, Introduction to Value-based Care (VBC)</p> <p>Moving from a volume-based reimbursement to a value-based healthcare system</p>	<p>Read Porter & Lee's The Strategy That Will Fix Health Care, Harvard Business Review, Oct 2013 https://hbr.org/2013/10/the-strategy-that-will-fix-health-care</p> <p>Read Terrell and Bobbitt, Chapters 1 & 2</p> <p>In-class discussions, Presentations on assigned readings, Presentations on comparing volume-based care to value-based care</p>
2	TBD	<p>Understanding Value-based Payment Models</p> <p>Financial Management of VBC</p>	<p>Read Terrell and Bobbitt, Chapter 5</p> <p>Read Scott et al., Financial Incentives to Encourage Value-Based Health Care https://journals.sagepub.com/doi/full/10.1177/1077558716676594</p> <p>In-class discussions: Complete the homework</p>

			analysis comparing fee for service, prospective, and capitation payment models. Presentations on assigned readings; Case study on value-based payment models.
3	TBD	Implementation Strategies for VBC VBC Quality Metrics and Performance Measurement	Read Terrell and Bobbitt, Chapters 3, & 4 Read Teisberg et al., Defining and Implementing Value-Based Health Care: A Strategic Framework https://journals.lww.com/academicmedicine/FullText/2020/05000/Defining_and_Implementing_Value-Based_Health_Care.14.aspx In-class discussions, Exercise on Social determinants of health and value-based care. Reflection Paper for homework.
4	TBD	Technology and Innovation in Value-Based Care Regulatory and Ethical Considerations	Read Terrell and Bobbitt, Chapter 6 Read Sheikh et al., Health information technology and digital innovation for national learning health and care systems https://www.thelancet.com/journals/landig/article/PIIS2589-7500(21)00005-4/fulltext In-class discussions, Presentations on assigned readings, Exercise on EHR applications and VBC.
5	TBD	Future trends of VBC and Population Health Management	Read Terrell and Bobbitt, Chapter 7 Read Tinetti et al., Moving From Disease-Centered to Patient Goals-Directed Care for Patients With Multiple Chronic Conditions Patient Value-Based Care https://jamanetwork.com/journals/jamacardiology/article-abstract/2503084 In-class discussions, Guest speaker on ethical considerations of VBC. Presentations on assigned readings.
6	TBD	Project Presentation and Exam	Final Project Presentation and Exam

Course Materials and Technology

Textbooks

- (Required) Terrell G. and Bobbitt, J.D., Jr. Value-Based Healthcare and Payment Models: Including Frontline Strategies for 20 Clinical Subspecialties <https://www.physicianleaders.org/publications/books/value-based-healthcare-and-payment-models-including-frontline-strategies-for-20-clinical-subspecialties?v=31483214757959>

Other readings

- Additional readings will be distributed through the course website and in the readings section.

Technology

Required Equipment: Computer with high-speed internet access, webcam, microphone, and use of a supported browser. To access this course, you will use your Gatorlink ID and password to log in to the course (via Canvas).

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

ACADEMIC REQUIREMENTS AND GRADING – Assignments

Due Date and Time	Assignment
Week 1 12 hours of in-class	In-class discussions, Presentations on assigned readings, Presentations on comparing volume-based care to value-based care
Week 2 5 hours of asynchronous	In-class discussions: Complete the homework analysis comparing fee for service, prospective, and capitation payment models. Presentations on assigned readings; Case study on value-based payment models.
Week 3 5 hours of asynchronous	In-class discussions, Exercise on Social determinants of health and value-based care. Reflection Paper for homework.
Week 4 5 hours of asynchronous	In-class discussions, Presentations on assigned readings, Exercise on EHR applications and VBC.
Week 5 5 hours of asynchronous	In-class discussions, Guest speaker on ethical considerations of VBC. Presentations on assigned readings.
Week 6 5 hours of asynchronous 6 hours of in-class	Final Project Presentations & Papers
Week 6 2 hours of in-class	Final Exam

Project

This project aims to focus on implementing and assessing value-based care programs in a community-based health system in an assigned region. This project should equip students with a comprehensive understanding of the strategic, operational, and financial aspects of implementing a successful value-based care strategy within a healthcare organization.

Background:

In the rapidly evolving landscape of healthcare delivery, the shift from free-for-service to value-based care is paramount. Healthcare costs continue to rise, necessitating a paradigm shift towards a more sustainable and patient-centric approach. The value-based care model aligns healthcare incentives with patient outcomes, focusing on preventative care, chronic disease management, and overall population health. By strategically implementing value-based care, the healthcare organization can not only enhance patient well-being but also optimize financial sustainability through improved efficiency and a reduction in unnecessary services.

A successful team will:

1. Understand various entity structures associated with the delivery of value-based care (ACO, PHO, etc.)
2. Understand the importance of risk scoring appropriately for a defined beneficiary population

3. Demonstrate the importance of patient retention as it pertains to participation in value-based care programs/agreements
4. Highlight PCP differentiation
5. Successfully outline potential cost-of-care reductions
6. Be able to forecast and trend the long-term impacts of the implementation of value-based care initiatives across an assigned market
7. Communicate all the above in a 20-minute presentation

Organizational Context:

- UF Health Jacksonville
- UF Health Central Florida
- UF Health St. Johns

Deliverables:

1. Literature Review: 1-2 slides
 - a. Explore existing literature on value-based care in healthcare
 - b. Identify successful models and strategies implemented in community-based hospital settings, also taking into consideration related ancillary facilities
 - c. Understand the financial implications of risk-scoring and how it impacts reimbursement to hospitals
2. Current State Analysis & Stakeholder Engagement: 2-3 slides
 - a. Conduct a needs assessment within the community to understand healthcare demands, demographics, and prevalent health issues
 - b. Identify key stakeholders, including patients, healthcare providers, payors, and community leaders
 - c. Develop a plan for engaging stakeholders in value-based care initiatives
3. Payor Strategy – 1 slide
 - a. Develop a strategy to engage payors in value-based care arrangements
 - b. Describe what a value-based care arrangement with a payor might look like for an assigned market
4. Metrics and Measurement – 1-2 slides
 - a. Define key performance and quality indicators aligned with value-based care principles
 - b. Develop a data collection and measurement plan to assess the impact on patient outcomes, cost reduction, and overall healthcare quality
5. Value-Based Care Framework/PCP Strategy 1-2 slides
 - a. Develop a customized value-based care framework tailored to the community's needs, including care coordination, patient engagement, and outcome measurement.
 - b. Consider the role of care teams and interdisciplinary collaboration
 - c. Develop a PCP strategy for the assigned market
6. Financial Modeling/Cost Control 1-2 slides
 - a. Create a financial model to demonstrate the potential cost-effectiveness of the proposed value-based care initiatives
 - b. Create a cost-benefit analysis demonstrating the allocation of resources for value-based care initiatives (consider staffing (analytics, care management etc.), data storage, etc.)
 - c. Create a projection over three years demonstrating the cost of care for the defined beneficiary population
7. Implementation Plan: 2-3 slides
 - a. Develop a phased implementation plan outlining the steps and timeline for introducing value-based care practices
 - b. Include strategies for overcoming potential barriers and challenges
 - c. Establish mechanisms for continuous monitoring and evaluation of the program
8. Patient Retention Strategy: 1 slide
 - a. Develop a plan to engage and retain assigned beneficiaries
 - b. Create a sample personalized care plan for a patient who would be an assigned beneficiary

- c. Discuss various ways in which the organization can successfully retain and engage patients

A rubric for the project is provided in Canvas

Homework

Homework will be assigned weekly (See the assignment table above) and uploaded via Canvas. Homework will be problems from the textbook and in-class exercises. Assignment specific rubrics will be posted on Canvas.

Class Participation

Your participation grade will be determined according to your level of participation during in-class and hybrid activities, discussions, and attendance throughout the semester. Attending but not actively participating during class discussions and in-class activities will NOT earn full participation credit. The instructor will record participation weekly. Students are encouraged to contact the instructor during the semester for updates on their recorded participation. In addition to the quantitative component, there is a qualitative component to participation. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Point system used (i.e., how do course points translate into letter grades).

Grading

Requirement	Due date	% of final grade
Final Team Project	Final Class	40%
Homework	Weekly	25%
Class Participation	Weekly	5%
Final Exam	Final Class	30%
Total		100%

Example:

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. In all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

More information on UF grading policy may be found at: <https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Exam Policy

A final exam will be given during the last class in Week 6. A study guide will be provided for the final exam. It will be an in-class exam using a lockdown browser. Final exam questions will be multiple choice and short answer.

Policy Related to Make-up Work

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

Late Submissions

Late submissions are not encouraged but will be accepted for up to 7 days, but with the following policies and penalty schedule:

It is your responsibility to check that the correct assignment has been submitted to Canvas on time. It may be possible to avoid a late penalty if you contact the instructor at least 24 hours in advance. You should e-mail both the instructor and your teaching assistant and explain what issue (e.g., bereavement, illness) necessitates lateness. In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

1 minute to 24 hours late	10% of maximum deducted from the achieved grade
1 day + 1 minute late to 48 hours late	20% of maximum deducted from the achieved grade
2 days + 1 minute late to 72 hours late	30% of maximum deducted from the achieved grade
3 days + 1 minute late to 96 hours late	40% of maximum deducted from the achieved grade
4 days + 1 minute late to 120 hours late	50% of maximum deducted from the achieved grade
5 days + 1 minute late to 144 hours late	60% of maximum deducted from the achieved grade
6 days + 1 minute late to 168 hours late	70% of maximum deducted from the achieved grade
7 days + 1 minute late or longer	100% of maximum deducted from the achieved grade

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process. Students are expected to be present for all classes since much of the material will be covered only once in class. Please note all faculty are bound by the UF policy for excused absences.

Excused absences must be consistent with university policies in the Graduate Catalog <https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>.

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, all coursework should be prepared

individually. If you are unsure about the appropriate collaboration level, ask the instructor before beginning any graded assignment.

Policy Related to Guests Attending Zoom Classes:

Only registered students are permitted to attend Zoom classes. Students are responsible for course material regardless of attendance.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

To succeed, it is essential to attend all classes, take detailed notes, and actively participate in class and group discussions. Finally, students are expected to be engaged and respectful of the instructor, peers, and guest speakers.

Electronic Device Policy:

- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately. When the use of electronic devices is permitted, please adhere to the following
- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- During class, do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) unless it is part of the lesson.
- The expectation is any use of technology will be conducted professionally and appropriately.

Zoom Etiquette

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! So, while attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.

- **Your professor and classmates can also see what is behind you, so be aware of your surroundings. Ensure the background is not distracting or something you would not want your classmates to see.**
- **When in doubt, use a virtual background.**
 - **If you choose to use one, you should test the background first to ensure your device can support it.**
 - **Your background can express your personality, but avoid using backgrounds that may contain offensive images and language.**
- **Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.**
- **If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.**

Communication Guidelines

For questions regarding course logistics, assignments, or Canvas or Zoom issues, please get in touch with your classmates to see if your team can help resolve the issue. If your team cannot resolve the issue, please contact the instructor during office hours or class. If that is impossible or the concern is urgent, please email the instructor and allow a one-business-day response.

Guest Lecturers

If we have a guest lecturer this semester, please be respectful and participate, make sure to arrive on time, and refrain from staring at your phone.

Attendance

Students are expected to arrive for class on time, prepare, and participate in class discussions.

Make-up Work

Students are responsible for obtaining notes, handouts, and a summary of the lesson/class activities from their team members if a class is missed. In addition, the syllabus and course schedule is subject to revision, so remember to always check Canvas for updates if you missed class

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<https://graduateschool.ufl.edu/work/handbook/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

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

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

Online Faculty Course Evaluation Process

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

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://phttp.ufl.edu/policy-classroom-guests-of-students/>

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|Modify for request 20694

Info

Request: PHC 6149 Public Health Leadership - Change credit hours and course description

Description of request: Request to modify course PHC6149 Public Health Leadership.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/22/2025 9:40:51 AM

Form version: 2

Responses

Current Prefix

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

Response:

PHC

Course Level

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

* *

Response:

6

Lab Code

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

Response:

None

Number

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

Response:

149

Course Title

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

Response:

Public Health Leadership

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Requested Action

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
No

Change Variable Credit?

Response:
Yes

Current Min and Max Credits

Response:
1 credit, not variable

Proposed Min and Max Credits

Response:
1-2

Change S/U Only?

Response:
No

Change Contact Type?

Response:

No

Course Type

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

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

Multiple Offerings in a Single Semester

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

Response:
No

Change Course Description?

Response:
Yes

Current Course Description

Response:
This graduate course focuses on leadership and management within the Public Health field. Through completion of this course, students acquire knowledge and skills to grow as a public health professional, build collaborative professional relationships, work effectively as a team member, and lead public health efforts.

Proposed Course Description (500 characters max)

Response:
This graduate course focuses on leadership and management within the Public Health field. Students acquire knowledge of management and leadership skills to grow as a public health

professional, build collaborative professional relationships, develop strategies, and lead public health efforts as a team member and future leader.

Change Course Objectives

Response:
No

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale

Please explain the rationale for the requested change.

Response:

The MPH is changing its curriculum. Along with this is increasing the content and course objectives covered in this increase. However, the curriculum change will only affect students entering the program in Fall 2025 or later. Current MPH students will still require the 1-credit version of this course.

For that reason, we need for the course to be allowed as a variable 1- or 2-credit course.

University of Florida
College of Public Health and Health Professions
PHC 6149 – Public Health Leadership (2 credits)
Class Meeting Information: Online Asynchronous
Fall 2025

Instructor: Julia R. Varnes, PhD, MPH, MCHES

Office: HPNP 4331

Office Hours: Wednesdays, 10:30am-11:30am; Thursdays, 10am-11am; Other by appt.

Virtual Office: [Zoom link will be here]

Use this Zoom link when visiting my virtual office hours, or for any appointments we make.

Phone: 352-294-5382

Email: jrvarnes@ufl.edu

Preferred Course Communication: Email

Teaching assistants: None

Pre-requisites or Co-requisite: PHC 6600, Foundations of Public Health

I. Course Overview

This graduate course focuses on leadership and management within the Public Health field. Students acquire knowledge of management and leadership skills to grow as a public health professional, build collaborative professional relationships, develop strategies and lead public health efforts as a team member and future leader.

Relation to Program Outcomes

This course is associated with the following MPH core competencies as outlined by the Council on Education for Public Health (CEPH) Core :

- CEPH D2-2.10. Explain basic principles and tools of budget and resource management.
- CEPH D2-13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing health outcomes.
- CEPH D2-2.16. Apply leadership and/or management principles to address a relevant health issue.
- CEPH D2-2.17. Apply negotiation and mediation skills to address organizational or community challenges.

Course Objectives

1. Explain how various leadership styles/approaches influence problem solving, decision making, and system functioning in public health.
2. Describe emerging leadership, public health, and healthcare trends.

3. Identify resource management strategies appropriate for specified public health or health care scenarios.
4. Demonstrate use of ethical principles in public health decision making.
5. Propose setting-specific strategies to build partnerships in influencing public health outcomes.
6. Develop a plan to effectively convey information to key public health partners.
7. Apply leadership principles to support an organizational or community mission to address a public health issue.
8. Apply basic negotiation and conflict management skills when addressing an organization or community health challenge.
9. Examine existing healthcare structures and how they undermine health and create challenges to achieving health equity.
10. Integrate perspectives from other sectors and/or professions to promote and advance population health.

What is expected of you?

You are expected to actively engage in the course throughout the semester. Prior to completing module assignments and discussions, you are expected to fully prepare for participation by completing all module preparatory work. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you do not complete the assigned preparatory work, you may struggle to keep pace with (or meet expectations of) the activities in this course, and it is unlikely that you will reach the higher learning goals of the course. Your thoughtful participation and engagement fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

II. DESCRIPTION OF COURSE CONTENT

Please see the last page of this syllabus for the **topical course schedule** and **content outline**.

Course Materials & Technology

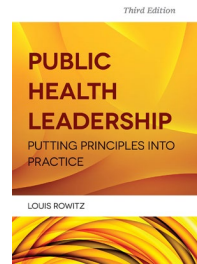
This asynchronous course will use the Canvas LMS. If you experience technical difficulties, please contact the UF Help Desk (helpdesk@ufl.edu; 352-392-HELP – select option 2).

UF Internet (eduroam) is available at thousands of locations worldwide!

[UF students can access eduroam](#) (highspeed WiFi) for free with their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! [Here's a link to all the eduroam sites](#).

Required

- Rowitz, L. (2014). *Public health leadership: Putting principles into practice* (3rd edition). Jones & Bartlett. ISBN: 978-1-284-02173-8. (E-book available in the UF library)
- Shi & Singh (2021). *Delivering Health Care in America: A Systems Approach*. Jones & Bartlett Learning; 8th edition. ISBN-10: 9781284224610 (E-book available in the UF library)
- Harvard Business Review Coursepack. (The link will be posted on announcement.)
- Additional readings posted to Canvas.



Recommended (Optional)

- Morgan, J. (2020.) *The future leader: 9 skills and mindsets to succeed in the next decade*. John Wiley & Sons, Inc.

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](#).

Description of Course Assignments

Syllabus Quiz (0 pt): You must complete and pass the syllabus quiz prior to accessing the remaining content. Although the syllabus quiz shows as 1 point on Canvas, this 1 point does not count toward your overall grade.

Peer Introductions (2 pts): Associated with Module 1. The purpose of this activity is to provide space for you to introduce yourself to your peers (And learn about them!). On this discussion board, you will share your prior or current management/leadership experiences and future associated goals.

The Leadership Toolkit Discussion Board (6 pts): Throughout this course, you will begin development of your own *Leadership Toolkit*. This assignment is designed to allow you to share your identified resources with your peers, and identify additional resources for your own toolkit. You are required to contribute a minimum of three times (before three separate deadlines).

Case Studies (22 points)

Throughout the semester, you will complete three case studies. Although these case studies are associated with a specific module, you are expected to use what you learned in prior modules so to demonstrate your synthesis of the materials.

1. **Module 6: Resource Management (7 pts).** In this scenario, students first act as the new director of one of a community health agency, a healthcare system, or a local government organization (i.e., Department of Health) where they have been directed to establish fiscal control procedures that were otherwise lacking. First, you will identify at least three health issues in the community from your assigned role's perspective via using the information provided and publicly available data to brainstorm ideas for potential solutions. [3 pts]
Next, you will be provided with some alternatives that were considered in the situation and the action that was actually taken. You will discuss your thoughts (using specific prompts) on this information. [2 pts].
Lastly, as the new director, you will develop strategies that can leverage current resources and policies to solve existing issues or prevent potential issues. At this stage, you also consider stakeholders who would be involved in the strategies. (2pts)
2. **Module 9 Group Case Study & Role Play: Community Negotiation (7 pts).** For this role play activity, students will practice learned negotiation techniques to address a major community health problem. Roles (in the form or title and affiliation) will be assigned by the instructor. Each student should research their role prior to participating in the activity. This is a small group activity. Options for completing this assignment include:
 - a. **Live Virtual Role Play (record and submit):** Schedule a time to meet virtually and record your 'live' role play interaction. If you opt for this modality, you need to 1) review the instructions ahead of time; 2) schedule a time to meet; 3) meet at your scheduled time; 4) hit record and play your part! After the role play, you will continue recording while you reflect on the negotiation strategies used during your interaction. One person from each group will upload the recording to the Canvas assignment. No follow-up activity is necessary.
 - b. **Discussion Board Role Play:** Complete the assignment with your group using the discussion board prompts. Be sure to meet the posting deadlines and requirements as outlined in the assignment. [5 pts] Upon completion of the discussion board, write a reflection on the activity that identifies specific tactics that were used and/or tactics that could have been used. [2 pts]

Please note that one of your module activities is a discussion that allows you to communicate with your instructor and class peers on your preferences for completing this activity. Check Canvas for details.

3. **Module 10: Building Partnerships (8 pts).** Students are provided with a scenario outlining a health issue (e.g., lack of primary care in a low-income neighborhood in Gainesville, FL.). The student must 1) identify key partners to include in addressing the issue; 2) denote why those key partners were selected; and 3) create a plan to foster collaboration amongst those partners.

[6 pts] Students will also review peers' scenarios and plans to provide constructive feedback. [2 pts]

Module Readiness Quizzes (8 pts): Each week, students will take a short quiz that covers all content from the preparatory work for that module (i.e., readings, lectures/videos, supplemental materials). Quizzes include questions that cover all content presented in the associated modules (i.e., readings, lectures/videos, and supplemental materials). While the quizzes are not formally proctored and thus can be considered open book, they are timed. You will not have time to look up every concept covered on the quiz. Therefore, you should complete all learning activities from each module before taking the quiz. The quiz will offer feedback based on your answers and you will have **two opportunities to take each quiz**. The questions are randomly selected from a pool of potential items, so it is unlikely that you will get the exact same questions twice. **There are 10 quizzes worth 1 point each; the two lowest quiz grades will be dropped.** Quizzes cannot be made up.

Module Assignments/Discussions (31 pts): All students are expected to make informed contributions through class activities. To do this, students will need to prepare appropriately by viewing all assigned video presentations, completing weekly readings, and then discussing content with their peers. There are five module assignments/discussions valued at 5-points each; and one valued at 7-points each. Details for each discussion are posted on Canvas along with rubrics. In summary, the assignments are as follows:

- Module 1 Assignment: Reflecting on Leadership (5 pts)
- Module 2 Small Group Discussion: Shared Values (5 pts)
- Module 3 Video & Discussion: Elevator Speech (6 pts)
- Module 4 Assignment: The Leader's Role in Health Equity (5 pts)
- Module 8 Discussion: Traditional & Crisis Leadership (5 pts) Module 9 Assignment & Discussion: Strategic thinking in community engagement (5 pts)

Exams (30 pts): There are two exams in this course: a mid-term and a final. Each exam is valued at 15 points each and both are completed online (via Canvas) and are proctored through HonorLock. Check the course outline for timing of exams.

Overview of Assignments & Deadlines

ASSIGNMENTS*	POINTS
Course Content Based Assignments	
1. Syllabus Quiz (must pass)	0
2. Peer Introductions	2
3. Leadership Toolkit Resources (three posts)	6
4. Case Studies (three for 7-8 points each)	22
5. Quizzes (11 at 1 point each; two dropped)	9
6. Module Assignments (five at 5 points each; one for 6 points)	31
7. Exams (two at 15 points each)	30
Total	100

*Due dates are outlined on that last page of this syllabus, within the content outline.

Grading Scale

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

Please be aware grades of C- (or below) is not acceptable for graduate students. Graduate students' GPA must be at least 3.0 in all graduate courses (≥ 5000 level). A grade of C will count toward the graduate degree only there are sufficient credits in graduate courses been earned with a B+ or higher.

Information on current UF grading policies can be found at:

<https://catalog.ufl.edu/graduate/regulations/>

Exam Policy, including Make-up Exams

Students complete all exams via Canvas. While the exams are not formally proctored and thus can be considered open book, they are timed. You will not have time to look up every concept covered on the exam. Therefore, you should study thoroughly before taking the exams. You are encouraged to use the module objectives as a guide for studying for the exams.

Exams may not be made up after the fact except under extremely extenuating circumstances (e.g., unexpected hospitalization during the exam period) and with evidence to support the circumstances.

Policy Related to Assignments, Make-Up Exams, and Other Work

Review assignment descriptions carefully in the course syllabus and in Canvas. Students are expected to do their best work and to turn in work on time. Some "deadlines" are self-imposed and will be determined by the specific assignment.

- Assignments are to be submitted via Canvas.
- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. A grace period is allowed until 1:00am with no grade penalty; assignments submitted at 1:01am or later will be counted as late.
- *Late submitted assignments are subject to a 10% deduction in grade for every day it is late.* Please note that, for assignments submitted after the grace period, late deductions are marked from the original deadline (11:57pm).
- Please make efforts to turn assignments in early. **Make back-up copies of all your work**, as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
- I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible, and I will be happy to extend deadlines for you. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these

requests are being made.

III. STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

To ensure that we have a great semester, remember –

All transactions and relationships are enriched by courtesy:

Be considerate of one another during group work. All ideas have merit.

Be considerate of your classmates and the professor during class meetings by being attentive, power-off technology, and be prepared to fully participate in each class.

Expectations & Classroom Ground Rules:

- Complete all work as assigned.
- Take responsibility for the quality of the learning experience.
- Build on one another's comments/ideas; seek to understand others' perspectives.
- Respectfully provide and receive specific, solution-oriented feedback.
- Communicate with your instructor.

Academic & Personal Integrity: I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you are bound by the Honor Pledge which states:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code."

On all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

[The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Violations of the Honor Code will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action.

Attendance: Be aware that online learning can present significant challenges, particularly to those who are not 'self-starters' or those who do not possess good time management skills. The online classroom is available to you 24 hours a day, 7 days a week. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student will participate in the course that he/she chooses to experience. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create and actively participate in their own virtual classroom. This often results in procrastination and low-quality performance. Recognizing that everyone learns differently, I will not prescribe the 'best way' to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar and timeline I have developed for you (see Course Schedule below). I do recognize that personal circumstances arise (life happens) that may

interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Course Evaluations: I value your professional and respectful feedback on the quality of instruction in this course. Please complete the evaluation for this course via the Canvas 'GatorEvals' tab or through <https://ufl.bluera.com/ufl/>. You will be notified when the evaluation period opens. UF provides [guidance on how to give feedback in a professional and respectful manner](#). You can also view [public summaries of course and instructor evaluation results](#).

Netiquette, Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. I expect that students will show respect to their peers and instructor in all online communications. I will not tolerate improper language and disparaging comments; these actions will result in disciplinary action. See the following link for information on behaviors that are expected when students communicate with their peers and instructors using all available online communication features:
<http://teach.ufl.edu/wpcontent/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Title IX: University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can [report incidents](#) or learn more about their [rights and options](#) here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

IV. SUPPORT SERVICES

Accommodating Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the [Disabilities Resource Center \(DRC\)](#). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other need that might affect your performance in the course, tell me and I will help you.

Counseling & 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.

- [Umatter, We Care](#)
Available for students who are experiencing personal life disruptions that may affect their academics. Umatter can help you identify resources and communicate with instructors on your behalf. 352-294-CARE (2273), umatter@ufl.edu
- [Counseling and Wellness Center](#)
Individual counseling, group counseling, and online resources are available to UF students at no charge. Visit the website or call 352-392-1575. If you are having a crisis, you can call anytime and request to speak to the counselor on call.
- [GatorWell Health Promotion services](#)
GatorWell provides health-related resources, information, and individual services to students. Recommended services: Wellness Coaching for Academic Success (virtual appointments available).
- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need.
- [UF Police Department](#): Visit or call 352-392-1111 (or 9-1-1 for emergencies).
- [UF Health Emergency Room and Trauma Center](#): *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
- [Dean of Students Office](#)
Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the UF Dean of Students website for more information.
- [Alachua County Crisis Center](#)
Visit the website or call the hotline – 352-264-6789
- [Meridian Behavioral Healthcare](#), 352-374-5600

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


V. Tentative Course Outline (additional guidance to be provided on the Weekly Module pages of Canvas)

Date	Week/Module	Module Title	Module Readings & Preparatory Work	Assignment
Week 1	Module 1	Introduction & Overview Leadership & Management in Public Health -Leadership styles -Management v. leadership -The future leader	<ul style="list-style-type: none"> Read “Start Here” Section, Syllabus 	Discussion: Peer Introduction
Week 2			<ul style="list-style-type: none"> Module 1 video lectures Rowitz (Book 18 pages), <ul style="list-style-type: none"> Ch 1, The Basics of Leadership Ch 2. Leadership Styles & Practices Ch 3. Interface between management & leadership Univ. of Eastern Finland. 2023. How AI alters middle managers work. Miranda, D. 2023. 10 management styles of effective leaders Price-Dowd, C. 2020. Your leadership style: Why understanding yourself matters. BMJ Leader. 	M1 Assignment: Reflecting on Leadership Module 1 readiness quiz
Week 3	Module 2	Leadership & Systems Change -Systems & complexity -Leading across different sectors -Systems approach to organizational change	<ul style="list-style-type: none"> Module 2 video lectures Rowitz (Book, 40 pages) <ul style="list-style-type: none"> Ch 4, A Systems & Complexity Perspective Ch 5, The Leadership Wheel & Organizational Change Carson Ch 14. 2022 Population health improvement: A systems approach. In Population health, epidemiology, and public health: Management skills for creating healthy communities. [Available on Canvas] 	
Week 4			M2 Small Group Discussion: Shared Values Module 2 readiness quiz	

Week 5	Module 3	Application of Public Health Leadership -Building infrastructure -Leadership & assurance	<ul style="list-style-type: none"> • Module 3 video lectures • Rowitz (Book, 16 pages) <ul style="list-style-type: none"> ○ Ch 7, Building Infrastructure ○ Ch 13: Leadership & Assurance • Gerding et al. (2020). Identifying needs for advancing the profession and workforce in environmental health. <i>American Journal of Public Health</i>, 110: 288-294. 	M3 Video & Discussion: Elevator Speech Module 3 readiness quiz
Week 6	Module 4	Application of Leadership & the Health Care System -Health care access & quality of care -Building the healthcare workforce	<ul style="list-style-type: none"> • Module 4 video lectures • Shi & Singh, Chapter 12: Cost, Access, & Quality • Sanghavi et al., 2021. Association of Low-value care exposure with health care experience ratings among patient panels? JAMA • Andersen. 1995. Revisiting the Behavioral Model and Access to Medical Care: Does it Matter? • Gawande A. Jan 24, 2011. The Hot Spotters. The New Yorker • Video: Frontline “Doctor Hotspot”. PBS https://www.youtube.com/watch?v=0DiwTjeF5AU • Ibrahim et al. (2022). Inequities in quality perinatal care in the United States during pregnancy and birth after cesarean. PLOS ONE 17(9): e0274790. 	M4 Discussion: The Leader’s Role in Health Equity Module 4 readiness quiz
Week 7	Module 5	Applications of Leadership & Environmental Health -prevention via different agencies	<ul style="list-style-type: none"> • Module 5 video lectures • Lemery et al. (2020). Training clinical and public health leaders in climate and health. <i>Health Affairs</i>, 39(12). Doi: 10.1377/hlthaff.2020.01186 	Module 5 readiness quiz
Week 8		EXAM 1		

Week 9	Module 6	Health Technology & Policy	<ul style="list-style-type: none"> • Module 6 video lectures • Shi & Singh, Chapter 5: Medical Technology • Rossi et al. Cost-effectiveness of Artificial Intelligence as a Decision-Support System Applied to the Detection and Grading of Melanoma, Dental Caries, and Diabetic Retinopathy. JAMA network open. 2022 Mar 1;5(3):e220269. • Char DS et al. Implementing machine learning in health care—addressing ethical challenges. The New England journal of medicine. 2018 Mar 15;378(11):981. • Park et al. 2020. Information technology based tracing strategy in response to COVID-19 in South Korea – privacy controversies. JAMA 	Module 6 readiness quiz
Week 10	Module 7	Resource Management -Human resources & people development	<ul style="list-style-type: none"> • Module 7a video lectures • Rowitz (Book, 36 pages) <ul style="list-style-type: none"> ○ Ch 19, Leadership and People Development ○ Ch 25: Mentoring, Coaching, and Training in Public Health 	
Week 11		-Financial and other resource management	<ul style="list-style-type: none"> • Module 7b video lectures • Johnson & Breckon. 2012. In Managing Health education & promotion Programs: Leadership skills for the 21st century [Available on Canvas] <ul style="list-style-type: none"> ○ Ch 15. Budgeting ○ Ch. 16 Fiscal control & accountability 	Resource Management Case Study Module 7 readiness quiz



<p>Week 12</p>	<p>Module 8</p>	<p>Leadership & Preparedness -The crisis cycle -Public health preparedness & response</p> 	<ul style="list-style-type: none"> • Module 8 video lectures • Rowitz (Book, 43 pages) <ul style="list-style-type: none"> ○ Ch 15, Traditional & Crisis Public Health Leaders ○ Ch 17, Public Health Preparedness & Response • Next Gen PHEP • Safapour et al. 2021. Post-disaster recovery in urban and rural communities: Challenges and strategies. <i>International Journal of Disaster Risk Reduction</i>. Doi: 10.1016/j.ijdrr.2021.102535 • Penta et al. 2021. A disaster by any other name? COVID-19 and support for an All-Hazards approach. <i>Risks Hazards Crisis Public Policy</i> 	<p>M8 Discussion: Traditional & Crisis Leadership</p> <p>Module 8 readiness quiz</p>
<p>Week 13</p>	<p>Module 9</p>	<p>Leadership & the Planning Process</p>	<ul style="list-style-type: none"> • Module 9 video lectures • Rowitz (Book, 14 pages) <ul style="list-style-type: none"> ○ Ch. 20, Leadership & the Planning Process • Strategic Planning Should Be a Strategic Exercise.” By Graham Kenny, Oct 04, 2022, Harvard Business Review. 	<p>Module 9 readiness quiz</p> <p>Module 9 Assignment: Strategic thinking for community engagement</p>
<p>Week 14</p>	<p>Module 10</p>	<p>Leadership and Decision Making -Decision making -Conflict resolution</p>	<ul style="list-style-type: none"> • Module 10 video lectures • Rowitz Book <ul style="list-style-type: none"> ○ Ch 21, Leadership and Decision Making • “A Leader's Framework for Decision Making.” by David J. Snowden and Mary E. Boone. Nov, 2007. Harvard Business Review. (10pages) 	<p>Community Negotiation Case Study</p> <p>Module 10 readiness quiz</p>
<p>Week 15</p>	<p>Module 11</p>	<p>Building Partnership and Leading Change</p>	<ul style="list-style-type: none"> • Module 11 video lectures • Rowitz (Book) <ul style="list-style-type: none"> ○ Chapter 16, The Social Capital Perspective ○ Chapter 24, Leadership and Change 	<p>Case Study: Building Partnerships</p> <p>Module 11 readiness quiz</p>

			<ul style="list-style-type: none">Agency for Healthcare Research Quality, 2012. Communication and dissemination strategies to facilitate use of health and healthcare evidence. <i>AHRQ</i>	
FE Week		Exam 2		



Course|Modify for request 20895

Info

Request: PHC 7727 - Change credit hours

Description of request: Request to increase credits from 2 to 3. for PHC7727.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/13/2025 11:37:51 AM

Form version: 1

Responses

Current Prefix

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

Response:

PHC

Course Level

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

* *

Response:

7

Lab Code

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

Response:

None

Number

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

Response:

727

Course Title

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

Response:

Grant Writing Skills for Clinical and Health Research

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Requested Action

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
2

Proposed Credit Hours

Response:
3

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:

No

Course Type

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

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

Multiple Offerings in a Single Semester

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

Response:
No

Change Course Description?

Response:
No

Change Course Objectives

Response:
No

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

PHC 7727 is an intensive course that requires students to develop a complete research grant proposal during the relatively short summer C semester. The course has evolved over time and now requires significantly more out of class effort by students, including out of class group meetings, that justifies the requested increase of credit hours as well as the increase in contact hours. We have monitored the effort required of students and received extensive feedback from students regarding their effort needed to complete course requirements. While class meets synchronously online for three full hours/week, small group meetings and regular class related meetings with research mentors justify an additional credit hour. Both students as well as their research mentors have requested that the large amount of effort required by students to succeed in this course is reflected in the credit hours assigned to it.

University of Florida
College of Public Health & Health Professions Syllabus
PHC 7727 Grant Writing Skills for Clinical and Health Research (3 credit)
Summer C: 2025
Delivery Format: Online Synchronous, Fridays 9:30AM – 12:30PM

Instructor Name: Volker Mai, PhD, MPH, Associate Professor of Epidemiology
Room Number: Emerging Pathogens Institute 373
Phone Number: 352-273-9398
Email Address: vmai@epi.ufl.edu
Office Hours: Friday 9-9:30 or by Appointment
Teaching Assistants: *None*
Preferred Course Communications: Email via Canvas

Prerequisites

To enroll in this course, students must:

- 1) Have taken Epidemiology Methods II (PHC 6011) or
- 2) Have permission of instructors and permission from your mentor to write an F31 (or equivalent grant)

PURPOSE AND OUTCOME

Course Overview

Practical instruction in the grant writing process, with emphasis on NIH procedures. The course provides guidance on the development of mentored research proposals (F and K series), covering main components including specific aims, significance, research and training plans. Students will complete a grant application and participate in reviewing others' grant applications.

Relation to Program Outcomes

The purpose of this course is to provide students with guidance in applying research skills to writing a NIH-style grant application. Students will write major components of an F31 or K-series career development award. This course provides students with key skills to successfully navigate the grant writing process, an essential part of seeking and receiving research funding for many clinical and health research programs and career paths.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to:

1. Explain and differentiate the National Institutes of Health funding structure, grant types (e.g., F and K series), the criteria for each application, with specific focus on the relevance to clinical and public health research .
2. Prepare major components of an NIH-style grant application (i.e., Specific Aims, Significances, Innovation, Approach, and Environment) in accordance with guidelines.
3. Identify and justify an NIH Request for Proposal (RFP) and incorporate NIH research priorities and notices of special interests (NOSI) aligned with the students research area.
4. Participate in a peer-review process, providing and receiving NIH-style feedback on peer and personal grant applications.

CEPH Competencies that may be achieved through the process of grant writing depending on the project include:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Interpret results of data analysis for public health research, policy or practice
4. Design a population-based policy, program, project or intervention
5. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
6. Apply leadership and/or management principles to address a relevant issue
7. Select communication strategies for different audiences & sectors
8. Integrate perspectives from other sectors and/or professions to promote & advance population health
9. Apply theories and models of health behavior when designing and planning interventions

Instructional Methods

The class will utilize interactive and didactic teaching styles using Zoom as the main communication platform (online, synchronous). Some class assignments will have a “mock” aspect. The “mock” aspect will provide students an opportunity to participate both as an applicant and a reviewer. This will involve both critiquing and having work critiqued. The work to be critiqued will be examined by both the instructor(s) and the student reviewer. Please submit your assignments before the class period through the e-learning course website. The feedback will be graded, as will your revised version of each assignment.

This interactive style of learning demands that each participant actively prepares for class participation, and commits to the peer review process, an essential element of academic and scholarly life. Students are expected to take the review process seriously as it an important learning objective of this class.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Topical Outline/Course Schedule

Week	Date(s)	Topic(s) and Readings	Assignments Due*
1	05/17 (Class will not meet)	<p>1. Watch and be ready to discuss these: https://www.youtube.com/watch?v=2cEZk1R-dJc http://youtu.be/9cNRMscGfHo</p> <p>2. Navigate various resources—that is, be familiar with them: http://grants.nih.gov/grants/oer.htm http://grants.nih.gov/training/extramural.htm https://grants.nih.gov/grants/guide/pa-files/PA-21-051.html http://grants.nih.gov/grants/how-to-apply-application-guide.htm http://public.csr.nih.gov/aboutcsr/Pages/default.aspx</p> <p>3. Interview one faculty member from a <u>different department</u> and interview one faculty member from your <u>own department</u>. Ask them: a) What is the challenge involved in writing grants? b) How many have they written in their career? c) What is their one sentence advice to you for writing this grant? (The faculty member cannot be your mentor, nor anybody already questioned by another student taking the course this year- so you need to ask the faculty member m if they have been interviewed already and if so, you must choose someone else);</p> <p>4. Identify examples for similar, active, projects (topic, aims) from abstracts for relevant F31 grants listed in NIH reporter. Note the University, the Mentor etc.</p>	None
2	5/24	<p>Research Topic:</p> <p>1st hour: Discuss the information from faculty above. Discuss your impressions of the YouTube videos. What are the most important tips from the videos? How can you avoid common mistakes?</p> <p>2nd and 3rd hour: We will introduce NIH reporter! You will share with the class your research interest—a question that you plan to address—or your dissertation question and an outline of what you would like to do. (You will write an NIH F31 or another instructor approved grant application this semester.) We will discuss specific aims – important elements, how-tos, and good examples from NIH RePORTER.</p>	<ol style="list-style-type: none"> 1. Interview information 2. Research question and a brief paragraph on the topic

Week	Date(s)	Topic(s) and Readings	Assignments Due*
3	05/31	<p>Specific Aims:</p> <p>1st and 2nd hours: Review with classmates your aims (written after reviewing the guidelines on the NIH website above). State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved. To get ideas on aims, read some material from NIH Reporter.</p> <p>Students present aims (randomly selected). <u>For next week, revise them to turn them in for grading.</u> This section is the hardest section to write and requires multiple iterations.</p> <p>3rd hour: Instructors will reinforce the material on best practices for writing aims.</p>	1. Specific Aims 1 st Draft
4	06/07	<p>Flow chart:</p> <p>Review the flow charts on the course site. Bring to class a graphic representation of your study design including sample size, eligibility, all participation, all measures, intervention if applicable. Criteria for grading: clear, complete, and visually attractive.</p> <p>1st and 2nd hours: Review flow charts with classmates paying attention to graphic presentation.</p> <p>Students present flow charts (randomly selected). <u>Turn in corrected flow chart next week for grading.</u></p> <p>3rd hour: Instructors review best practices for flow charts.</p>	1. Flow Chart 1 st Draft 2. Specific Aims Revised Draft

Week	Date(s)	Topic(s) and Readings	Assignments Due*
5	06/14	<p>Significance:</p> <p>Explain how the research question challenges or seeks to shift current research or clinical practice paradigms. Review the NIH guidelines for Significance. Bring to class an example from your area of interest and identify its strengths and weaknesses.</p> <p>1st and 2nd hours: Students will review each others' section keeping in mind the NIH's definition and expectations for the Significance section.</p> <p>Students present Significance sections (randomly selected). <u>Turn in corrected Significance Section next week for grading.</u></p> <p>3rd hour: Instructors will present hints for developing a strong Significance section.</p>	<ol style="list-style-type: none"> 1. Significance 1st Draft 2. Flow Chart Revised Draft
6	06/21	<p>Approach:</p> <p>1st and 2nd hours: Review and discussion of students' Approach sections (chosen at random).</p> <p><u>Turn in corrected Approach Section 7/14 for grading.</u></p> <p>3rd hour: Discussion of principles for drafting an overall strategy, methodology, and planned analyses that are well reasoned and appropriate to accomplish the specific aims of the project. We will present you examples from successful grants.</p>	<ol style="list-style-type: none"> 1. Approach 1st Draft 2. Significance Revised Draft
Summer Break			
7	07/05 (No class meeting)	<p>Biosketch:</p> <p>In lieu of a class meeting, arrange small group meeting (<u>anytime</u> during the week) to discuss and edit Biosketch draft to generate final version.</p> <p><u>Final corrected Biosketch due 7/28.</u></p> <p>Personal statement, position and honors, peer reviewed manuscripts, and research support NIH Biosketch template and sample can be accessed from: https://www.ncbi.nlm.nih.gov/sciencv/ (generates bio) http://grants.nih.gov/grants/funding/424/index.htm</p>	<ol style="list-style-type: none"> 1. Biosketch 1st Draft

Week	Date(s)	Topic(s) and Readings	Assignments Due*
8	07/12	<p>Training Plan:</p> <p>1st and 2nd hours: Review Training Plans and Biosketches with classmates. Students present (randomly selected) to class for discussion.</p> <p><u>Turn in corrected Training Plan section next week for grading.</u></p> <p>3rd hour: Discussion of best practices for drafting training plans.</p>	<p>1. Training Plan 1st Draft</p> <p>2. Approach Revised Draft</p>
9	07/19	<p>Other sections: Reference Letters, Cover Letter, Academic record, Human Subjects, Response to Grant Summary</p> <p>1st hour: Review of letters with classmates and discussion (randomly selected).</p> <p><u>Final corrected letters due with final grant package 8/04.</u></p> <p>2nd and 3rd hours: Best practices for other sections, letters, responding to summary statements, and open discussion.</p>	<p>1. Letters 1st Draft</p> <p>2. Training Plan Revised Draft</p>
10	07/26	Students will present 4-6 slides (max 10 min) to summarize their grant, followed by brief discussion and scoring.	<p>1. Grant Presentation</p> <p>2. Biosketch Revised Draft</p>
	07/30	Critique of assigned presentations (reviewer's 1-3)	1. Peer Feedback (due to students and instructors)
	08/02		1. Final grant package
<p><i>*All assignments are to be submitted online prior to class the week they are due. Students should be prepared to discuss all assignments in class. Examples of the assignments will be provided to aid students in completing the assignments by the due date.</i></p>			

Course Materials and Technology

As this course is Synchronous Online, students will need adequate space for participating in zoom meetings, access to a computer, equipped with Zoom Conferencing, a camera and microphone, and Microsoft Word Suite.

Most required resources will be available via download; links will be provided. For NIH formatting and other related grant requirements, students are to follow the guidelines of the SF424 for the following grants relevant to the student:

General Fellowship/Training Grant Information:

<https://grants.nih.gov/grants/how-to-apply-application-guide/forms-h/fellowship-forms-h.pdf>

Grant-mechanisms specific guidance:

F Grants (pre-doctoral through post-doctoral)

<https://grants.nih.gov/grants/how-to-apply-application-guide/forms-h/general-forms-h.pdf>

K Grants (post-doctoral through early stage investigator):

<https://grants.nih.gov/grants/how-to-apply-application-guide/forms-h/career-forms-h.pdf>

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2

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

A detailed description of each assignment and total point possible will be posted on Canvas in separate modules every week (see summary table below) and based on NIH guidelines and descriptions of each grant section, see links provided under Course Material. **Assignments are to be submitted via the e-learning platform (Canvas) before each class meeting to facilitate in class group work.**

Assignments will be graded based on NIH scoring criteria for Significance, Investigator, Innovation, Approach, and Environment. Information on these criteria can be found here (right click to open):

[Scoring System and Procedure](#)

The rubric for peer mock review of fellow students will be provided on Canvas.

Brief Assignment Descriptions. Further detail on each assignment will be provided in class and on Canvas.

1. Pre-work: See description in weekly topics table.

2. **Research Topic:** Students will also write a brief paragraph that provides context for the research topic, outlining the rationale and relevance of the question. This paragraph should highlight the problem area, any knowledge gaps, and why addressing this topic is important to the field.
3. **Specific Aims:** Develop a one-page summary outlining the research objectives, including the main hypothesis and specific aims of the project. This concise document should clearly state the problem, knowledge gap, and how the proposed research will address it, as well as the expected impact.
4. **Research Strategy:** Draft a detailed plan outlining how the research will address the specific aims and contribute to scientific knowledge. It includes:
 - a. **Significance:** This subsection explains the importance of the research question and describes how the project will address critical gaps in knowledge, theory, or practice. It should clarify the potential impact of the findings on scientific knowledge or public health outcomes.
 - b. **Innovation:** This optional part describes how the proposed research is original or novel. It may include innovative aspects in the research questions, approaches, methodologies, or potential applications of findings that distinguish it from previous work.
 - c. **Approach:** The core of the research strategy, this part provides a comprehensive description of the study design, methodology, and analysis. It includes details about data collection, sampling, measurement tools, and statistical approaches to achieve each aim. This section should also discuss potential challenges or limitations and propose strategies for addressing them to ensure project feasibility and rigor.
5. **Biographical Sketch:** Create a biographical sketch following the NIH format, summarizing educational background, professional experience, and relevant accomplishments. This includes contributions to science and personal statements of relevance to the project.
6. **Training Plan:** Develop a training plan outlining specific skills, courses, mentorship, and professional development activities to enhance research competency and career trajectory. For F31 and K awards, the plan should emphasize areas that align with career goals and NIH priorities.
7. **Letters of Support:** Prepare draft letters of support from mentors, collaborators, and institutional officials that emphasize commitment to the candidate's research training, resources provided, and overall endorsement of the project's significance.
8. **Presentation:** Present an overview of the grant proposal, highlighting key elements like the research question, hypothesis, methods, and anticipated impact. This assignment helps refine communication skills and clarity in articulating the project's value.
9. **Peer Feedback Form:** Complete a structured peer review on a classmate's proposal, using NIH review criteria, to simulate the grant review process. This assignment develops critical evaluation skills and the ability to provide constructive feedback based on rigor, innovation, and significance.

10. Complete F31 or K Grant Package: Compile all sections into a final grant package ready for submission, incorporating final drafts of the aims page, research strategy, biosketch, training plan, letters of support, and any additional documents. This complete package serves as the final assessment of the course, simulating a real-world grant submission.

Grading

Requirement	Due Date*	Points (100 pts total)
Preparation (prior to class)	Before first class meeting	5
Research Topic	05/24/2024	5
Specific Aims	05/31/2024	10
Research Strategy (total pts)		15
<i>Flow Chart (2 pts)</i>	06/06/2024	
<i>Significance (5 pts)</i>	06/14/2024	
<i>Approach (8 pts)</i>	06/21/2024	
Biosketch	07/05/2024	5
Training Plan	07/12/2024	5
Letters of Support	07/19/2024	5
Presentation	07/26/2024	10
Peer Feedback Forms	07/30/2024	5
Completed F31 or K Grant Package	08/02/2024	25
Participation	Each class meeting	10

*** All materials (except the presentation, peer feedback forms, and complete grant package) will be graded on the revised submission (please see the detailed course outline for revised submission due dates).**

To provide a highly interactive learning environment, all assignments might be shared with the class for open discussion and critique. All assignments should be submitted via the course website portal. Include your name and date and draft number on every submission. During the final class we will hold a Mock Grant Review session to assist students in understanding the process and content of grant reviews. Participation grade will include your contributions to the discussion of the draft materials (first submissions). Instructors assume all announcements are read by students.

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.

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Exam Policy

There will be no exams administered in this course.

Policy Related to Make Up Exams or Other Work

While assignments are due before each class, revisions of each assignment are accepted and encouraged if indicated by instructor's feedback. No points will be subtracted for revised assignments submitted after the original submission due date.

Please refer to UF's absence policy to ensure you meet UF policy on make-up work:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> and <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext>

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

This is an interactive class and students are expected to be present on time and to participate in all class sessions. Students who know they will need to miss a class should discuss this with the instructor prior to the date of the missed class to agree to a time frame for submitting late assignments. There is a maximum of three classes that can be missed. Except for documented special circumstances preventing a student from attending classes, students will be asked to drop the course if more than three classes are missed. Unexcused late arrivals/early departure to the virtual classroom will result in point deductions for class participation, commiserate with the extent of missed class time.

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>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

As a classroom of scholars, the instructor will treat students with respect and expects respect in return. The classroom climate will be supportive, encouraging and open with an understanding that constructive critical and realistic feedback is crucial for facilitating scientific progress. No one should be taking calls or texts or using their laptops for purposes other than taking notes while the class is in session, except in the case of emergency. Electronic items must be turned off if they detract from classroom discussion and attention. Please listen attentively; active class participation is required and you might be called upon for comment at any point during the class session. When opinions differ, please listen first, and then participate in the discussion in a constructive manner with a focus on helping to identify solutions. If you feel you have been treated disrespectfully by any member of the scholastic community involved in this course, please bring this to the instructor's attention privately for remediation.

Communications Guidelines

Instructors expect students be professional in all communications including online forums and email (e.g., using full sentences, correct spelling, descriptive subject lines). Please use clear and concise language when writing or posting. Be respectful in what you share and how you share it (e.g., avoid using all CAPS when communicating as this can look like you are yelling). When giving feedback to others, consider how you would like to hear similar constructive feedback. While in a Zoom class meeting, please make sure to use mute if you are in a noisy area or when you are not speaking. <https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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

All class sessions in the main zoom classroom will be recorded and made available to students afterwards on Canvas. Breakout room session, which will be used on a regular basis for small group work, will not be recorded. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Online Faculty Course Evaluation Process

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



SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the

letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- *University Police Department*: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-2734450.

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Course|New for request 20134

Info

Request: ABE 6XXX Computer Vision and Deep Learning for Biological Systems

Description of request: The title of the course is requested as above with any appropriate course number.

Submitter: Changying Li cli2@ufl.edu

Created: 12/9/2024 7:20:46 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:

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

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:

Computer Vision and Deep Learning for 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:

Comp Vis Deep Learn Bio Sys

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2024

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
The exploration of applied machine vision with a focus on modern deep learning techniques to solve problems in agricultural and food systems (AFS). Learn and apply the principles of machine vision, convolutional neural networks, and recurrent neural networks for image semantic understanding and processing to address challenges in AFS, such as visual navigation of agricultural robots, monitoring and managing crops and livestock, and food postharvest sorting.

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:

Fundamental machine/statistical learning courses or equivalent approved by the instructor. Prior programming experiences in Python, Matlab, and Linux operating systems.

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:

As part of the AI Initiative, this course is added to the graduate program in Agricultural and Biological Engineering for expertise in precision agriculture. This course will be considered to be integrated into the Smart Agriculture Certificate.

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

- Explain fundamental concepts and principles of computer vision and deep learning.
- Describe various modern deep learning architectures.
- Determine proper architectures for specific engineering applications.
- Apply and develop models using common machine learning frameworks.
- Analyze the results in specific engineering settings.

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:

The following textbooks and references are suggested for the course. Most of the materials can be accessed online for free.

1. Richard Szeliski. Computer Vision: Algorithms and Applications. Springer.
2. Hartley, Richard, and Andrew Zisserman. Multiple view geometry in computer vision. Cambridge university press, 2003.
3. Deep Learning by Ian Goodfellow, Yoshua Bengio, and Aaron Courville (<https://www.deeplearningbook.org/>)
4. Richard Sutton and Andrew Barto. Reinforcement Learning: An Introduction. MIT Press.
5. Russell, S. J. (2010). Artificial intelligence a modern approach. Pearson Education, Inc.
6. The Principles of Deep Learning Theory (<https://arxiv.org/abs/2106.10165>)
7. Matrix math for deep learning: <https://explained.ai/matrix-calculus/index.html>
8. Anaconda: <https://www.anaconda.com/>
9. Python: <https://www.python.org/>
10. Jupyter Notebook: <https://jupyter.org/>
11. PyTorch: <https://pytorch.org/>
12. Several classical and state-of-the-art research papers on computer vision and deep learning will be covered.

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 No.	Topic	Homework Assignment
1	Introduction to machine vision and deep learning in AFS	
2	Image processing for AFS	Assignment 1
3	Camera calibrations for drones and ag robots	
4	Image stitching for ground robots	
5	Logistic regression	Assignment 2
6	Neural networks and training: backpropagation	
7	Convolutional neural networks (CNN)	
8	Model training, batch normalization, optimization	Assignment 3
9	Image classification and object detection	
10	Image segmentation	Project Proposal Due
11	Recurrent network for sequence data	Assignment 4
12	Gated recurrent unit and LSTM	
13	Attention mechanisms & transformer, vision transformer	
14	Journal paper presentation	
15	Project presentation and report	Project Presentation and Final Paper 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:

Percent	Grade	Grade Points
93.5 - 100	A	4.00
89.5 - 93.4	A-	3.67
86.5 - 89.4	B+	3.33
83.5 - 86.4	B	3.00
79.5 - 83.4	B-	2.67
76.5 - 79.4	C+	2.33
73.5 - 76.4	C	2.00
69.5 - 73.4	C-	1.67
66.5 - 69.4	D+	1.33
63.5 - 66.4	D	1.00
59.5 - 63.4	D-	0.67
0 - 59.4	E	0.00

Instructor(s)

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

Response:

Changying "Charlie" Li

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

Applied Machine Vision and Deep Learning for Agricultural Systems

ABE 6933

Class Periods: Tuesdays and Thursdays 12:50-2:05 pm.

Location: Frazier Rogers Hall, Room 282.

Academic Term: Fall 2024

Credits: 3 credits

Instructor: Changying “Charlie” Li, Ph.D., Email: cli2@ufl.edu; Phone: 352- 294-6727.

Office Hours: by appointment.

Pre-requisites: Fundamental machine/statistical learning courses or equivalent approved by the instructor. Prior programming experiences in Python, Matlab, and Linux operating systems.

Course description and general topics:

The exploration of applied machine vision with a focus on modern deep learning techniques to solve problems in agricultural and food systems (AFS). Learn and apply the principles of machine vision, convolutional neural networks, and recurrent neural networks for image semantic understanding and processing to address challenges in AFS, such as visual navigation of agricultural robots, monitoring and managing crops and livestock, and food postharvest sorting. The final class project provides an opportunity for hands-on experience based on a research project or a self-motivated study initiated from the course. For group projects, peer evaluation will be used.

Course learning objectives:

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

- Explain fundamental concepts and principles of machine vision, image processing, and deep learning.
- Describe various modern deep learning architectures.
- Determine proper architectures for specific engineering applications.
- Apply and develop models using common machine learning frameworks.
- Analyze the results in specific engineering settings.

Suggested textbooks and references:

The following textbooks and references are suggested for the course. Most of the materials can be accessed online for free.

1. Zhang, Q. (2016). *Precision agriculture technology for crop farming*. Taylor & Francis.
2. Richard Szeliski. *Computer Vision: Algorithms and Applications*. Springer.
3. Hartley, Richard, and Andrew Zisserman. *Multiple view geometry in computer vision*. Cambridge university press, 2003.
4. *Deep Learning* by Ian Goodfellow, Yoshua Bengio, and Aaron Courville (<https://www.deeplearningbook.org/>)
5. Richard Sutton and Andrew Barto. *Reinforcement Learning: An Introduction*. MIT Press.
6. Russell, S. J. (2010). *Artificial intelligence a modern approach*. Pearson Education, Inc.
7. *The Principles of Deep Learning Theory* (<https://arxiv.org/abs/2106.10165>)
8. *Matrix math for deep learning*: <https://explained.ai/matrix-calculus/index.html>
9. *Anaconda*: <https://www.anaconda.com/>
10. *Python*: <https://www.python.org/>
11. *Jupyter Notebook*: <https://jupyter.org/>

12. PyTorch: <https://pytorch.org/>

13. Several classical and state-of-the-art research papers on machine vision and deep learning will be covered.

Course Schedule: The following is a tentative schedule of the lectures. The schedule is a general plan for the course; any deviations, if necessary, will be announced by the instructor.

Week No.	Topic	Homework Assignment
1	Introduction to machine vision and deep learning in AFS	
2	Image processing for AFS	Assignment 1
3	Camera calibrations for drones and ag robots	
4	Image stitching for ground robots	
5	Logistic regression	Assignment 2
6	Neural networks and training: backpropagation	
7	Convolutional neural networks (CNN)	
8	Model training, batch normalization, optimization	Assignment 3
9	Image classification and object detection	
10	Image segmentation	Project Proposal Due
11	Recurrent network for sequence data	Assignment 4
12	Gated recurrent unit and LSTM	
13	Attention mechanisms & transformer, vision transformer	
14	Journal paper presentation	
15	Project presentation and report	<i>Project Presentation and Final Paper Due</i>

Grading Policy: Course grades will be calculated in accordance with the following:

Percent	Grade	Grade Points
93.5 - 100	A	4.00
89.5 - 93.4	A-	3.67
86.5 - 89.4	B+	3.33
83.5 - 86.4	B	3.00
79.5 - 83.4	B-	2.67
76.5 - 79.4	C+	2.33
73.5 - 76.4	C	2.00
69.5 - 73.4	C-	1.67
66.5 - 69.4	D+	1.33
63.5 - 66.4	D	1.00
59.5 - 63.4	D-	0.67
0 - 59.4	E	0.00

More information on UF grading policy may be found at:

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

Evaluation of Grades: The grading system includes four assignments and a class project (a paper and an oral presentation).

Assignment1	10%
Assignment2	10%
Assignment3	10%
Assignment4	10%
Journal paper presentation	10%
Project proposal	10%
Project paper	30%
Project presentation	10%
Total	100%

More information on UF grading policy may be found at:

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

Assignments: Each assignment includes programming tasks and a detail report answering questions in the Assignment Instruction. Four assignments will cover topics on camera calibration with respect to 3D world coordinates, panoramic image stitching with feature detection and matching, developing deep learning models from multi-linear perceptron to deep convolutional neural networks, and training/running the models on HiPerGator. Assignments will be assigned via CANVAS. Assignments must be turned in to the instructor by the designated date and time (typically in one week after the posting of the assignment). **Late assignments will not be accepted unless they follow the University's Excused absence.**

Journal paper presentation: Students are expected to make at least one presentation of a selected classical and state-of-the-art research paper on machine vision and deep learning.

Final Comprehensive Project: Students must choose a project topic that utilizes the tools and concepts explored in the course. This topic can be related to their ongoing research or approved by the instructor. The deliverables of the project will include: a proposal (a selected topic with a detailed outline of the project paper with at least three initial references), an oral presentation (about 20 minutes) to the class, and a technical paper/report that will follow the format of a professional journal. The proposal should include the following information: 1) Who your teammates are, with a (rough) description of each person's role; 2) What the project goals are; and 3) Proposed methods, including techniques from the class. The project can be any topic covered in this course as long as it involves manipulating actual pixels. You can work alone or in teams of up to two people. We will, however, expect that projects done by teams be more ambitious in scope and have a more impressive write-up. The report should be written in the style of a journal article, with an abstract, an introduction, a (brief) review of relevant literature, and descriptions of your methods and results. There are no length requirements, but your report should include all relevant data.

Below is the rubric we will use for grading the report:

- Introduction (10%): Describe the problem you are working on, why it's important, and an overview of your results.
- Related Work (10%): Discuss published work that relates to your project. How is your approach similar or different from others? This section does not have to be absolutely comprehensive.
- Data (10%): Describe the data you are working with for your project. What type of data are they? Where did they come from? How much data are you working with? Did you have to do any preprocessing, filtering, or other special treatment to use these data in your project?
- Methods (30%): Discuss your approach for solving the problems that you set up in the introduction. Why is your approach the right thing to do? Did you consider alternative approaches? You should demonstrate that you have applied ideas and skills built up during the semester to tackling your problem of choice. It's a good idea to include figures, diagrams, or tables to describe your method or compare it with other methods.
- Results (30%): Discuss the experiments that you performed to demonstrate that your approach solves the problem. The exact experiments will vary depending on the project, but you might compare with previously published methods, perform an ablation study to determine the impact of various components of your system, experiment with different hyperparameters or architectural choices, use visualization techniques to gain insight into how your model works, discuss common failure modes of your model, etc. You should include graphs, tables, or other figures to illustrate your experimental results.
- Conclusion (5%): Summarize your key results - what have you learned? Suggest ideas for future extensions or new applications of your ideas.
- Writing / Formatting (5%): Is your paper clearly written and nicely formatted?

Attendance Policy, Class Expectations, and Make-Up Policy: Students are expected to attend classes and participate in course discussions. 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/>

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 Program Coordinator
- HWCHE Human Resources, 352-392-0904, student-support-hr@eng.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/getting-help/>; <https://distance.ufl.edu/state-authorization-status/#student-complaint>

Course|New for request 20827

Info

Request: DCP 6XXX Life Cycle Assessment

Description of request: Elective for Master of Integrated Sustainable Development (MISD) graduate degree in the Sustainability and the Built Environment Program in the College of Design, Construction and Planning

Submitter: Patricia Kio p.kio@ufl.edu

Created: 12/12/2024 12:59:44 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:

DCP

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:

Life Cycle Assessment

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:

Life Cycle Assessment

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:

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 provides an in-depth understanding of Life Cycle Analysis (LCA) and its applications in the built environment. Students will learn to evaluate the environmental impacts of building materials, construction processes, and building operations from a life cycle perspective. The course emphasizes the importance of LCA in promoting sustainable building practices and 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:
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:
Elective for Master of Integrated Sustainable Development (MISD) graduate degree program in the Sustainability and the Built Environment Program in the College of Design, Construction and Planning.

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-](https://gatorevals.ua.ufl.edu/public-results/)

results.”

Response:
All Items Included

DCP 6XXX: LIFE CYCLE ASSESSMENT

Spring 2025 | 3 Credits

Instructor: Dr. Patricia Kio, LEED GA, MNIA

Program in Sustainability & the Built Environment (SBE), Construction and Planning (DCP) | University of Florida.

Instructor's Office: AH 132 ([Antevy Hall](#)) | Phone: 352 294 1425

Instructor's Contacts: p.kio@ufl.edu

Office Hours: [Tuesdays](#) (12:00 PM –2:00 PM) and [Thursdays](#) (10:00 AM –12:00 PM)

Other times: By appointment (virtual & in-person)

CATALOG DESCRIPTION

This course provides an in-depth understanding of Life Cycle Analysis (LCA) and its applications in the built environment. Students will learn to evaluate the environmental impacts of building materials, construction processes, and building operations from an LCA perspective. The course emphasizes the importance of LCA in promoting sustainable building practices and decision-making. This is a co-listed course, and two levels (graduate and undergraduate) are included in the same classes.

COURSE OBJECTIVES

- Identify the principles and methodology of LCA.
- Apply LCA to evaluate the environmental impacts of building materials and processes.
- Explain LCA results to inform sustainable design and construction practices.
- Develop skills to conduct LCA studies and communicate effectively.

STUDENT LEARNING OUTCOMES (SLOs)

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

- Recognize the importance of LCA in evaluating the environmental impacts of products and processes.
- Describe the key stages of the life cycle (Raw Material Extraction, Production, Use, End-of-Life) and their associated environmental impacts.
- Practice the principles of Life Cycle Inventory (LCI) and its utility in tracking material and energy flows associated with products.
- Calculate and interpret LCI databases and evaluate the accuracy of LCI data.
- Explain the differences between midpoint and endpoint approaches in LCIA.
- Evaluate the environmental impacts of products and processes through impact categories (e.g., climate change, eutrophication, human toxicity).

REQUIRED TEXT/READING

Pati, S. N. (2022). *Life Cycle Assessment: Future Challenges*. CRC Press.

Recommended Readings:

- ❖ Curran, M. A. (2020). *Life-cycle Assessment: Inventory Guidelines and Principles*. CRC Press.
- ❖ In addition to the required textbook and recommended reading, other readings including book chapters, reports, and articles from academic journals and industry magazines will be assigned throughout the semester. Students are expected to complete readings as advance preparation for class discussions and project goals.

ADDITIONAL RESOURCES

- ❖ Life Cycle Assessment and Techno-Economic Analysis
<https://www.energy.gov/eere/iedo/life-cycle-assessment-and-techno-economic-analysis-training>
- ❖ Life Cycle Initiative
<https://www.lifecycleinitiative.org/activities/e-learning-modules/>
- ❖ Reducing Embodied Energy and Decreasing Emissions (REMADE)
<https://www.energy.gov/eere/ammto/reducing-embodied-energy-and-decreasing-emissions-remade>

INSTRUCTIONAL METHODS AND EXPECTATIONS

This course includes lectures, readings and reflections, multimedia materials, in-class engagement activities individually and in groups, research-based writing, and two projects. The following is a summary of expectations:

- Student expectations of instructor: enthusiasm for the course; engaging lectures; application of knowledge through classroom activities and fieldwork; easy to access course materials; clear guidance and assessment rubric; openness and encouragement of critical thoughts and new ideas; constructive feedback, and reasonable flexibility to meet with students outside of class.
- Instructor expectations of students: compassionate curiosity; positive attention and intention; enthusiasm about learning new ideas and contribution to the learning environment, consistent attendance; punctual arrival; active participation in class discussions and activities; advance-reading and note preparation of assigned reading; on-time completion/submission of all assignments; proper citation management; professional attitude, adherence to proper netiquette and all University rules and regulations.

COURSE COMMUNICATIONS AND E-LEARNING/ CANVAS PORTAL

This class will be delivered in person. The instructor will utilize the UF Canvas e-Learning portal as the primary medium to send announcements and to distribute course information, assignments, reading materials, resources, and grading. Students are responsible for checking Canvas portal regularly for announcements, course content, access to all supplemental readings, and to submit assignments and projects.

Lecture slides will be posted on Canvas in advance of each scheduled lecture. Reviewing materials online is not a substitute for class attendance. Lectures posted on Canvas by the instructor are not intended to be a complete study aid and should be viewed as supplementary to personal notes.

METHODS BY WHICH STUDENTS WILL BE EVALUATED OUT OF 1000

	Item	Points & Percentage	Description	Deadlines
1.	Attendance	50 (5%)	For regular class attendance	Every class
2.	Discussions	150 (15%)	Contribute to discussion threads on Canvas	Every class
3.	Reading presentation	50 (5%)	Presentations of sections of book chapters using template	Schedule of presentation
4.	Assignments	150 (15%)	Ten assignments to be uploaded on Canvas	See schedule below for details
5.	Project 1	100 (10%)	Evaluate LCA in the built environment	Mar 15, 2024
6.	Project 2	200 (20%)	Comparative LCA analyses for different scenarios	Apr 23, 2024
7.	Quizzes	200 (20%)	Four quizzes (Open book online via canvas)	<ul style="list-style-type: none">• Quiz 1 - Jan 27• Quiz 2 - Feb 24• Quiz 3 - Mar 24• Quiz 4 - Apr 14
8.	Final report	100 (10%)	Report on Project 2 (4,000 words minimum)	Apr 23, 2024
	Total	1000 (100%)		

ATTENDANCE

Attendance will be kept. Students are expected to attend classes regularly. 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>

DISCUSSION SCALE

Your participation in Canvas and class discussions will be evaluated using this percentage scale for points towards your final grade for the semester.

1. 100 = Student often contributes thoughtful comments and insights based on class materials and has been a catalyst for other student comments as well as instructor response; listens to the comments and insights of others with respect and attention.
2. 80 = Student regularly contributes thoughtful comments and insights based on class materials, which results in student as well as instructor response; listens to the comments and insights of others with respect and attention.
3. 60 = Student sometimes contributes comments and insights based on class materials, more often at instructor's prompting; generally polite but could be more engaged in class discussions.
4. 40 = Student seldom contributes comments and insights of her/his own volition; comments are not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers.
5. 0 = Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

READING PRESENTATION

Students will pair up and summarize assigned course readings from the textbook. Please check the [schedule](#) for your assigned reading presentation of a book chapter. Prepare your presentation with this [template](#). The presentation should be 15-20 minutes long.

ASSIGNMENTS

The grades for the ten assignments will be based on the quality and completeness of work, the clarity and rigor of your ideas, and your contribution to the ongoing public dialogue that is integral to the practice of sustainability. Day-to-day interactions in class and during presentations are noted and will have a significant impact on your final grade. Interim grades will be issued and will include comments on progress to that point. If you have questions at any point, make an appointment to meet with the faculty instructor. The assignments and poster will be graded with this [rubric](#).

PROJECT 1

Students will evaluate the LCA of an emerging product in the built environment and submit final individual projects in a poster format. Templates for posters will be provided on Canvas. See rubric for assignment and project below.

PROJECT 2

Student teams will collaborate on a comparative life cycle assessment of an existing building and propose alternate materials for the building envelope. Group submissions comprise results of two life cycle analyses (before and after scenarios), reports (4000 words minimum) and presentation slides in PowerPoint. The presentation should be 15-20 minutes long. Templates for the report and slides will be provided on Canvas.

QUIZZES

Quizzes will be made available on Canvas and they are open book. Students are expected to take quizzes individually and not collaborate with others. There will be 4 quizzes worth 50 points each. Each quiz comprises 10 questions and the quizzes are non-cumulative.

FINAL REPORT

Students will complete a final report (4000 words minimum) on Project 2 to be submitted on Canvas. You are welcome to submit earlier than the deadline. Plagiarism will result in a grade of 0 (this includes self-plagiarism). Students agree that by taking this course all required papers may be subject to submission for a textual similarity review to Turnitin.com via Canvas for the detection of plagiarism. All submitted reports will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

The maximum Turnitin similarity index report of submissions is 20% and the report will be graded with this [rubric](#).

GROUP WORK RULES

Students will work in teams using folders in OneDrive. The instructor will create folders for each group and check the log for the documents to assess individual contribution to the group project. Each student will complete an allocated task that contributes to the final group outcomes and gets the grade for that task. In addition, team members will complete a peer evaluation form for group processes. The last page of your report should be titled “Group work” where you will submit a list of all your team members and state each team member’s contribution. The contribution of team members will be assessed with this [rubric](#).

GRADING

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
93– 100	90– 92.9 9	87– 89.9 9	83– 86.9 9	80– 82.9 9	77– 79.9 9	73– 76.9 9	70– 72.9 9	67– 69.9 9	63– 66.9 9	60– 62.9 9	0– 59.9 9
4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

OTHER IMPORTANT COURSE INFORMATION

Late Work Policy

Students are to present a legitimate reason for late work. There will be a deduction of 10% of the points for every day that work is late. The maximum deduction is 50%. This is to be fair to other

students who turned in their work by the deadline. Once Canvas assignment closes, we do not accept any assignments, unless you have a legitimate reason for late or missed work.

Classroom Etiquette

Talking to each other and disrupting the class violates your fellow students' right to have a good learning experience in the class. If a student must say something to another person or persons besides the instructor, that student is free to leave the room. Students need to be considerate that others must be able to hear the instructor clearly without being disturbed by unnecessary conversations or disruptions. Cell phones and all noise-making devices must be silent during class times as well. Cell phones and all noise-making devices must be silent during class times as well.

Email Policy

E-mail is appropriate only for quick messages and replies. You are welcome to e-mail me with brief questions or comments (e.g., a request for an appointment, a question that can be answered in a sentence or two). I will answer your messages as I have the opportunity but cannot guarantee immediate responses. Note also that e-mail messages (particularly last-minute e-mail messages) cannot be accepted as fulfilling class obligations or providing excuses for failing to do so.

Students Requiring Accommodations

Students with disabilities 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. Students with any disability should follow this procedure as early as possible in the semester.

University of Florida Student Honor Code, Original Work, And Plagiarism

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.

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.afl.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.afl.edu/public-results/>

Materials and Supplies Fee

There are no additional fees for this course.

COURSE MODULES AND TOPICS

Detailed weekly plans, readings, quizzes, and course content will be available on Canvas throughout the semester and will be announced in class.

Semester Schedule (subject to modification)

<i>Week</i>	<i>Lecture Topics / Questions addressed</i>	<i>Assessment</i>
January 13	<p>Introduction to LCA</p> <ul style="list-style-type: none"> • Definition and importance of LCA • Historical development and standards • Overview of LCA methodology • Life cycle thinking 	
January 20	<p>Environmental Management System</p> <ul style="list-style-type: none"> • Background • Necessity of Environmental Management System • International Standards • Reduction of carbon and water footprints • Project 1 	<p>Reflections from textbook -<i>Life-cycle Assessment: Inventory Guidelines and Principles</i> – Presentation Schedule</p> <ul style="list-style-type: none"> • Discussion 1 (10 points), Book Chapter 1 • Assignment 1: Project context analysis with Climate Consultant and Climate Scout
January 27	<p>LCA Framework and Phases</p> <ul style="list-style-type: none"> • Goal and scope definition • Life cycle inventory (LCI) • Life cycle impact assessment (LCIA) • Interpretation and reporting 	<ul style="list-style-type: none"> • Quiz 1 (50 points) • Assignment 2: Project data inquiry for existing conditions with ArcGISOnline and Google Earth
February 3	<p>Data Collection and Inventory Analysis</p> <ul style="list-style-type: none"> • Data sources and quality • Inventory data collection methods • Handling data gaps and uncertainties 	<ul style="list-style-type: none"> • Discussion 2 (10 points), Book Chapter 2 • Literature review sessions on February 5, with Ann Baird – AFA conference room • Assignment 3: Case studies from literature reviews

February 10	<p>Impact Assessment Methods</p> <ul style="list-style-type: none"> • Classification and characterization • Impact categories (e.g., global warming potential, resource depletion) • Normalization and weighting 	<ul style="list-style-type: none"> • Discussion 3 (10 points), Book Chapter 3 • Assignment 4: Databases – LCA Commons, openLCA, and U.S. Life Cycle Inventory Database
February 17	<p>LCA Software and Tools</p> <ul style="list-style-type: none"> • Introduction to LCA software (e.g., openLCA) • Hands-on training with LCA tools • Case studies using LCA software 	<ul style="list-style-type: none"> • Discussion 4 (10 points), Book Chapter 4 • Assignment 5: LCI for Project 1
February 24	<p>LCA in Building Materials</p> <ul style="list-style-type: none"> • Environmental impacts of common building materials • Comparative LCA of traditional vs. sustainable materials • Case studies of material selection using LCA 	<ul style="list-style-type: none"> • Quiz 2 (50 points) • Assignment 6: LCA with openLCA
March 3	<p>LCA in Construction Processes</p> <ul style="list-style-type: none"> • Environmental impacts of construction activities • LCA of different construction methods • Strategies for reducing construction impacts 	<ul style="list-style-type: none"> • Discussion 5 (10 points), Book Chapter 5 • Assignment 7: Explore impacts with WARM tool
March 5	<p><i>Project 1 Final - Individual Project Presentations</i></p>	
March 10	<p>LCA in Building Operations</p> <ul style="list-style-type: none"> • Operational energy and water use • Maintenance and renovation impacts • End-of-life scenarios and deconstruction • Project 2 	<ul style="list-style-type: none"> • Discussion 6 (10 points), Book Chapter 6 • Assignment 8: Upload building for comparative LCA and alternate building envelope options.

March 17	Spring Break	
March 24	<p>Policy and Regulation</p> <ul style="list-style-type: none"> • Government policies and regulations related to LCA • Building codes and standards • Incentives for LCA adoption 	<ul style="list-style-type: none"> • Quiz 3 (50 points) • Discussion 7 (10 points), Book Chapter 7
March 31	<p>Life Cycle Interpretation</p> <ul style="list-style-type: none"> • Introduction • Evaluation • Sensitivity and consistency check • Interpretation 	<ul style="list-style-type: none"> • Discussion 8 (10 points), Book Chapter 8 • Assignment 9: Upload building for comparative LCA and alternate building envelope options
April 7	<p>Case Studies and Best Practices</p> <ul style="list-style-type: none"> • Analysis of successful LCA projects • Lessons learned and best practices 	<ul style="list-style-type: none"> • Discussion 9 (10 points), Book Chapter 9 • Assignment 10: Explore sustainability goals with Tally
April 14	<ul style="list-style-type: none"> • First group presentations on Project 2 • Project 2 analyses in openLCA 	<ul style="list-style-type: none"> • Quiz 4 (50 points) • Discussion 10 (10 points), Book Chapter 10
April 21	<p>Future Trends and Opportunities</p> <ul style="list-style-type: none"> • Emerging trends in LCA • Advances in LCA methodology and tools • Opportunities for further research and development 	
April 23	<ul style="list-style-type: none"> • Final presentations for Project 2 	
April 30	<ul style="list-style-type: none"> • Final report upload 	

The final project presentation will take place on the last day of classes. The final assignments/presentations do not serve as a final exam and final work will be submitted during exam week.

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: <https://counseling.ufl.edu/>, 392-1575 Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.
- University Police Department: 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/> UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- Academic Resources E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. Visit the website at <https://training.it.ufl.edu/services/elearning-tools--services/>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

Course|New for request 20073

Info

Request: EAB 6XXX Organizational Behavior Management and Supervision

Description of request: We would like to create a new graduate course in psychology to fulfill the needs of the behavior analysis program. Some students from our program take a certification exam to be a Board Certified Behavior Analyst and the content of this course is required for that exam.

Submitter: Nicole Gravina ngravina@ufl.edu

Created: 6/18/2024 3:22:02 PM

Form version: 5

Responses

Recommended Prefix

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

Response:

EAB

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:

Organizational Behavior Management and Supervision

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:

OBM and Supervision

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Extending learning principles to organizational concerns and employee performance. Topics include measurement, assessment, training, workplace interventions, safety, supervision, and burnout.

Prerequisites

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

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

Response:
None

Completing Prerequisites:

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

Example:

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

Rationale and Placement in Curriculum

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

Response:

The behavior analysis graduate program has a verified course sequence that makes students eligible to sit for an exam for to become a Board Certified Behavior Analyst. This course is now required for that sequence. So far, we have taught it as a special topics course but the procedure for demonstrating a program meets the curriculum requirements is changing and the course needs its own number. It also needs a number since we plan to continue to teach it.

Course Objectives

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

Response:

Course Objectives

- Students will be able to pinpoint work-related behaviors and results and design procedures to measure those pinpoints
- Students will be able to use function-based assessments to evaluate performance and organizational concerns and design intervention strategies
- Students will be able to describe contextual and environmental variables that influence employee performance, wellbeing, and retention in organizations
- Students will be able to identify appropriate and effective intervention strategies for improving performance, safety, wellbeing, and retention in organizations
- Students will be able to describe effective supervision practices and strategies to evaluate and improve supervision
- Students will be able to give examples of ethical and cultural factors when designing OBM intervention

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:

This course will only assign articles and book chapters. Below is a list of assigned readings.

Wilder, D. Austin, J. & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services*, 6(3), 202-211.

Ahonen, E., Fujishiro, K., Cunningham, T. R., & Flynn, M. A. (2018). Work as an inclusive part of population health inequities research and prevention. *American Journal of Public Health*, 108(3), 1-6.

Crawley, W. J., Adler, B. S., O'Brien, R. M., & Duffy, E. M. (1982). Making a salesman: Behavioral assessment and intervention. In O'Brien, Dickinson, & Rosow (Eds.), *Industrial behavior modification: A management handbook* (pp.184-199). New York: Pergamon Press.

Akrapuna, M., Choi, E., Johnson, D. A., & Lopez, J. A. (2020). Encouraging multiculturalism and diversity within organizational behavior management. *JOBM*, 20(3-4), 186-209.

Gilbert, T. F. (2007). Measuring human competence. In *Human Competence. Engineering Worthy Performance*. (pp. 29-72). Pfeiffer.

Hantula, D. A., (2015). Job satisfaction: The management tool and leadership responsibility. *JOBM*, 35 (1-2), 81-94.

Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. *JOBM*, 41(2), 124-149.

Green, C., Reid, D., Passante, S., & Canipe, V. (2008). Changing less-preferred duties to more-preferred: A potential strategy for improving supervisor work enjoyment, *JOBM*, 28, 90-109.

LeBlanc, L. A., Sleeper, J. D., Mueller, J. R., Jenkins, S. R. & Harper-Briggs, A. M. (2019). Assessing barriers to effective caseload management by practicing behavior analysts. *JOBM*, 39(3-4), 317-336.

Rummler, G. A. & Brache, A. P. (2013.). *Improving performance: How to manage the white space on the organizational chart*. (pp. 3-11). Jossey-Bass. (No Discussion Starter Due)

Hyten, C. (2009). Strengthening the focus on business results: The need for systems approaches in organizational behavior management. *JOBM*, 29, 87-107.

LaFleur, D., Smalley, C., & Austin, J. (2005). Improving performance in a nuclear cardiology department. *Performance Improvement Quarterly*, 18(1), 83-109.

Choi, E., & Johnson, D. A. (2021). Common antecedent strategies within organizational behavior management: The use of goal setting, task clarification, and job aids. *Journal of Organizational Behavior Management*, 42(1), 75-95.

Graff, R. B., & Karsten, A. M. (2013). Evaluation of a self-instruction package for conducting stimulus preference assessments. *JABA*, 45(1), 69-82.

Erath, T. G., & DiGennaro Reed, F. D. (2020). A brief review of technology-based antecedent training procedures. *JABA*, 53(2), 1162-1169.

Oah, S., Lee, K., & Shon, D. (2014). The relative effects of global and specific feedback on safety behaviors. *JOBM*, 34(1), 16-28.

Matey, N., Sleiman, A., Nastasi, J., Richard, E., & Gravina, N. (2021). Varying reactions to

- feedback and their effects on observer accuracy and attrition. *JABA*, 54(3), 1188-1198.
- Minor, L., DuBard, M., & Luiselli, J. K. (2014). Improving intervention integrity of direct service practitioners through performance feedback and problem-solving consultation. *Behavioral Interventions*, 29, 145-156.
- Sleiman, A., Sigurjonsdottir, S., Kieland, A., Gage, N., & Gravina, N. (2020). A quantitative review of performance feedback in organizational settings (1998-2018). *JOBM*, 40(3-4), 303-332.
- Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? *JOBM*, 4, 308-324.
- Newcomb, E. T., Camblin, J. G., Jones, F. D., & Wine, B. (2019). On the implementation of a gamified professional development system for direct care staff. *JOBM*, 39 (3-4), 293-307.
- Vergason, C., & Gravina, N. (2020). Using a guest-and confederate-delivered token economy to increase employee-guest interactions at a zoo. *Journal of Applied Behavior Analysis*, 53(1), 422-430.
- Bucklin, B. R., Li, A., Rodriguez, M., Johnson, D., & Eagle, L. (2022). Pay-for-performance: Behavior-based recommendations from research and practice, *JOBM*, 42(4), 309-335.
- LaMere, J. M., Dickinson, A. M., Henry, M., Henry, G., & Poling, A. (1996). Effects of a multicomponent incentive program on the performance of truck drivers: A longitudinal study. *Behavior Modification*, 20(4), 385-405.
- Pugliese, S. N., Liesfeld, J. E., Newcomb, E. T., Graf, G. K., & Wine, B. Variations of the dependent group contingency and effects on employee performance. *JOBM*, advanced online publication.
- Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. *BAP*, 9, 287-298.
- Sellers, T., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. *Behavior Analysis in Practice*, 9, 309-319.
- Hartley, B. K., Courtney, W. T., Rosswurm, M., & LaMarca, V. J. (2016). The apprentice: An innovative approach to meet the behavior analysis certification board's supervision standards, *BAP*, 9, 329-338.
- Wine, B., Osborne, M.R. & Newcomb, E.T. (2020). On turnover in human services. *BAP*, 13, 492-501.
- Bottini, S., Slowiak, J. M., & Kazee, A. (2024). Conceptualizing job burnout through a behavioral lens: Implications for organizational behavior management. *JOBM*. Advanced online publication.
- Novack, M. N., & Dixon, D. R. (2019). Predictors of burnout, job satisfaction, and turnover in behavior technicians working with individuals with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 6, 413-421.
- Slowiak, J. M., & DeLongchamp, A. C. (2022). Self-care strategies and job-crafting practices among behavior analysts: Do they predict perceptions of work-life balance, work engagement, and burnout? *BAP*, 15(2), 414-432.
- Sulzer-Azaroff, B., & Fellner, D. J. (1984). Searching for performance targets in the behavior analysis of occupational health and safety: An assessment strategy. *Journal of Organizational Behavior Management*, 6(2), 52-65.
- Ludwig, T. D., Laske, M. M. (2022). Behavioral safety: An Efficacious application of applied behavior analysis to reduce human suffering. *JOBM*, early view.
- Komaki, J., Barwick, K., & Scott, L. (1978). A behavioral approach to occupational safety:

Pinpointing and reinforcing safe performance in a food manufacturing plant, *Journal of Applied Psychology*, 63, 434-445.

Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model. *JSR*, 567-577.

Olson, R., Cunningham, T. R., Nigam, J. A. S., Anger, W. K., Rameshbabu, A. & Donovan, C. (2022). Total Worker Health® and organizational behavior management: Emerging opportunities for improving worker wellbeing. *JOBM*. (early view).

Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. *JOBM*, 26(4), 41-77.

Olson, R., Anger, W. K., Elliot, D. L., Wipfli, B., Gray, M. (2009). A new health promotion model for lone workers: Results of the safety & health involvement for trucker pilot study. *Journal of Occupational and Environmental Medicine*, 51(11), 1233-1246.

Cooper, D. M. (2006). Exploratory analyses of the effects of managerial support and feedback consequences on behavioral safety maintenance. *Journal of Organizational Behavior Management*, 26, 1-41.

Komaki, J., & Citera, M. (1990). Beyond effective supervision: Identifying key interactions between superior and subordinate. *Leadership Quarterly*, 1, 91-105.

Goltz, S. M. & Hietapelto, A. Using the operant and strategic contingencies model of power to understand resistance to change. *JOBM*, 22(3), 3-22.

Braksick, L. W. & Smith, J. M. (2022). Marketing and consulting in organizational behavior management, *JOBM*. (early view)

Esquirdo-Leal, J. L. & Houmanfar, R. (2021). Creating inclusive and equitable cultural practices by linking leadership to systemic change. *BAP*, 14(2), 499-512.

Weekly Schedule of Topics

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

Response:

Weekly course schedule:

1. Course overview, introduction to OBM and the course
2. Work as a social determinant of health, choosing performance targets, incorporating a multicultural lens
3. Measuring performance, performance scorecards, measuring job satisfaction, burnout, procedural acceptability, and more
4. Assessment in organizations, performance diagnostic checklist, historical assessments
5. System and process analysis, process interventions
6. Antecedent interventions, goal-setting, training
7. Feedback delivery, feedback acceptance, feedback system, relationship development
8. Non-monetary consequences, gamification
9. Monetary consequences, ethical considerations with monetary consequences
10. Supervision practices within behavior analysis, documentation, competencies, evaluating the effects of supervision
12. Burnout, turnover, job crafting especially within behavior analysis service delivery, ethical considerations
13. Behavioral safety process, safety assessments, safety committees
14. Leadership's role in safety, process safety, total worker health
15. Leadership and consulting, power dynamics in organizations, consulting

This course content would meet the requirements for content that must be covered for students who plan to apply for the certification exam to become a Board Certified Behavior Analyst. This content does not overlap with other courses at UF because all topics are presented from a behavior analytic perspective.

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:

Assessments:

Discussion Starters. Students will submit one discussion starter in canvas for each assigned reading by ____ each week. If three readings are assigned, students will submit three discussion starters. Discussion starters should make it evident that you read the material (e.g., referencing a quote or page directly, summarizing a section, etc.) and should be thoughtful and capable of stimulating class discussion. Students can earn one point per discussion starter, which will be graded for relevance to the material and ability to promote discussion. We will share discussion starters in class and use them to encourage discussion about the readings. Because these questions are used to promote class discussion, late assignments will not be accepted.

Job Considerations Brief Paper. In class, we will discuss work as an important social determinant of health and that work can have protective and harmful effects. For this assignment, you will choose a “front line” job (e.g., truck driver, home health aid, nurse, construction worker, teacher, daycare worker, housekeeper, firefighter, migrant farm worker, miner, oil and gas worker, grocery cashier, pharmacy technician, food service employee, electrical line worker, hair stylist, landscaper, car mechanic), briefly describe it, and describe the protective and harmful factors most commonly associated with that job. I will ask you for your topic in advance so that we do not overlap across the class. Some questions you can consider are listed, although you do not have to answer every question in your paper. Are they at risk for injuries? Does the shift work schedule lead to poor sleep quality? Do employees in this job risk more illness? Does their interaction with customers or patients, or clients put them at risk? Do they have to enter people’s homes or other risky environments? Is there high burnout and turnover in the job? Are they paid a living wage? Do people in these jobs usually have access to health insurance, sick pay, and other benefits? Does this job disproportionately impact people from historically marginalized groups in some way? Next, you will describe how these factors should influence our considerations related to OBM interventions. How does this information change what you choose to pinpoint, how you measure, and the types of interventions you select, etc.? Consider incorporating data from the Bureau of Labor Statistics, OSHA, industry-specific associations, and scholarly literature to find information on your chosen job. This assignment aims to give students insight into the vast contextual variables that must be considered when designing OBM interventions and the wide range of opportunities available to support workers better. This paper should be four pages, single-spaced, with a title page and a separate reference page. The paper grade will be assigned based on comprehensiveness, scholarly support, clarity, writing quality, and APA formatting (except single spacing). You will be asked to share about your findings in class.

Approach to Supervision Statement. After graduation, you will likely be in the position of supervising others in some capacity. For this assignment, you will imagine yourself supervising experience hours for BCBA certification and write a 2-page, single-spaced statement describing your (planned) approach to supervision in this role. How will the supervision experience begin? How often will you meet with your supervisees? How will you decide what to observe and teach? How will you provide ongoing support? What will you do if a performance issue arises? How will you hold yourself accountable to use best practices and behave ethically? How will you make sure you are engaging in culturally responsive practices? What strategies will you use to continue to improve your supervision practices? You will be given an opportunity to discuss your views in class to help shape the statement. Students should use citations to support their approach. The

paper grade will be assigned based on comprehensiveness, including scholarly support, the likelihood of the approach being successful, clarity, writing quality, and APA formatting. If you earn less than an A on the paper, you will have one opportunity to submit a revised version. Late papers will be deducted 10% for each day late.

Mid-term and Final Exams. The exams will be an open book, open note short answer and essay test on Canvas. The questions will require students to apply and synthesize things they learned in class, and will not be able to find answers directly in the readings.. Students will be given a week to complete the exam.

In-Class Assignments. During the semester, we will have a few in-class assignments that you will complete either individually or in small groups. Occasionally, I will ask you to submit them for a grade. If you are absent from class, you will be provided with an opportunity to make up in-class assignments.

Assessments	Points
Weekly Discussion Starters~40	
Job Risk Paper	
60	
Supervision Statement	
50	
Midterm and Final Exams	
60 pts each	
In-Class Assignments	~40

Grading Scale
100%-93% A (pass)
90%-92% A- (pass)
87%-89% B+ (pass)
83%-86% B (pass)
80%-82% B- (pass)
77%-79% C+ (pass)
73%-76% C (pass)
70%-72% C-(fail)
67%-69% D+ (fail)
63%-66% D (fail)
60%-62% D- (fail)
<60% E (fail)

Instructor(s)

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

Response:
Nicole Gravina

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

EAB 6939 - ORGANIZATIONAL BEHAVIOR MANAGEMENT AND SUPERVISION

University of Florida
Department of Psychology
Fall Semester 2023 - 3 Credit Hours
Class: M - 10:40 a.m. to 1:40 p.m.
Location: PSY 0129

Instructor: Nicole Gravina, Ph.D. (she/her/hers)
Cell Phone #: 321-890-4326
Email: ngravina@ufl.edu
Office hours: Wednesdays 1:00-3:00 in room 339

Class Materials:

We will read articles and chapters available on canvas, referenced on the syllabus. No required textbook.
Materials and Supplies Fees: n/a

Catalog Description: Extending learning principles to organizational concerns and employee performance. Topics include measurement, assessment, training, workplace interventions, safety, supervision, and burnout.

Course Description and Purpose:

This course will provide an overview of contemporary research and practice in Organizational Behavior Management (OBM), also called Performance Management (PM) and Supervision. The concepts and techniques used in OBM originated from the field of behavior analysis. Behavior analysis is most appropriately described as a natural science-based approach to studying and conceptualizing human behavior. Behavior analysis originated in the laboratory operant research of the early to middle 1900s. In the 1960s, researchers began applying operant procedures to human populations. The application of these principles of learning produced socially significant changes in behavior, and the sub-discipline of Applied Behavior Analysis (ABA) was born in the late 1960s with the publication of the first volume of the Journal of Applied Behavior Analysis (JABA). When ABA is applied to organizational concerns such as training, safety, productivity, and quality, the collective set of procedures is termed "Organizational Behavior Management." The primary journal in the field of OBM is the *Journal of Organizational Behavior Management (JOBM)*, founded in 1977. The OBM Network, a special interest group of the Association for Behavior Analysis International, provides a "home" for behavior analysts interested in OBM.

The purpose of this course is to introduce students to OBM research and practice and to provide students with the skills needed to apply the fundamental principles of ABA to a variety of performance concerns in organizational settings. Furthermore, this course covers some content required by the Behavior Analysis Certification Board® for students who want to become Board Certified Behavior Analysts (BCBAs). As part of the class, students will learn to apply the content to supervision practices for overseeing individuals seeking certification or working as Registered Behavior Technicians in the field of ABA.

Course Objectives

- Students will be able to pinpoint work-related behaviors and results and design procedures to measure those pinpoints
- Students will be able to use function-based assessments to evaluate performance and organizational concerns and design intervention strategies
- Students will be able to describe contextual and environmental variables that influence employee performance, wellbeing, and retention in organizations

- Students will be able to identify appropriate and effective intervention strategies for improving performance, safety, wellbeing, and retention in organizations
- Students will be able to describe effective supervision practices and strategies to evaluate and improve supervision
- Students will be able to give examples of ethical and cultural factors when designing OBM intervention

Course Format:

This course will be taught at a graduate level and conducted in a seminar format. Most class meetings will consist of lectures and group discussions of the material as well as practical activities/exercises. Students are expected to contribute to each discussion.

Course Expectations:

1. Read the assigned material *before* the corresponding class meeting and submit discussion starters by the deadline before class.
2. Complete the job risk paper.
3. Complete the supervision statement plan paper.
4. Complete the final exam.
5. Participate actively and respectfully in class discussions and activities.

Course Assignments:

Discussion Starters. Students will submit one discussion starter in canvas for *each* assigned reading by **Sunday at 11:00 pm** each week. If three readings are assigned, students will submit three discussion starters. Discussion starters should make it evident that you read the material (e.g., referencing a quote or page directly, summarizing a section, etc.) and should be thoughtful and capable of stimulating class discussion. Students can earn one point per discussion starter, which will be graded for relevance to the material and ability to promote discussion. We will share discussion starters in class and use them to encourage discussion about the readings. Because these questions are used to promote class discussion, late assignments will not be accepted.

Job Considerations Brief Paper. In class, we will discuss work as an important social determinant of health and that work can have protective and harmful effects. For this assignment, you will choose a “front line” job (e.g., truck driver, home health aid, nurse, construction worker, teacher, daycare worker, housekeeper, firefighter, migrant farm worker, miner, oil and gas worker, grocery cashier, pharmacy technician, food service employee, electrical line worker, hair stylist, landscaper, car mechanic), briefly describe it, and describe the protective and harmful factors most commonly associated with that job. You *may not* choose RBT, BCaBA, or BCBA, and I will ask you for your topic in advance so that we do not overlap across the class. Some questions you can consider are listed, although you do not have to answer every question in your paper. Are they at risk for injuries? Does the shift work schedule lead to poor sleep quality? Do employees in this job risk more illness? Does their interaction with customers or patients, or clients put them at risk? Do they have to enter people’s homes or other risky environments? Is there high burnout and turnover in the job? Are they paid a living wage? Do people in these jobs usually have access to health insurance, sick pay, and other benefits? Does this job disproportionately impact people from historically marginalized groups in some way? Next, you will describe how these factors should influence our considerations related to OBM interventions. How does this information change what you choose to pinpoint, how you measure, and the types of interventions you select, etc.? Consider incorporating data from the Bureau of Labor Statistics, OSHA, industry-specific associations, and scholarly literature to find information on your chosen job. This assignment aims to give students insight into the vast contextual variables that must be considered when designing OBM interventions and the wide range of opportunities available to support workers better. This paper should be **four pages, single-spaced, with a title page and a separate reference page**. The paper grade will be assigned based on comprehensiveness, scholarly support, clarity, writing quality, and APA formatting

(except single spacing). You will be asked to share about your findings in class. If you earn less than an A on the paper, you will have one opportunity to submit a revised version. Late papers will be deducted 10% for each day late.

Approach to Supervision Statement. After graduation, you will likely be in the position of supervising others in some capacity. For this assignment, you will imagine yourself supervising experience hours for BCBA certification and write a 2-page, single-spaced statement describing your (planned) approach to supervision in this role. How will the supervision experience begin? How often will you meet with your supervisees? How will you decide what to observe and teach? How will you provide ongoing support? What will you do if a performance issue arises? How will you hold yourself accountable to use best practices and behave ethically? How will you make sure you are engaging in culturally responsive practices? What strategies will you use to continue to improve your supervision practices? You will be given an opportunity to discuss your views in class to help shape the statement. Students should use citations to support their approach. The paper grade will be assigned based on comprehensiveness, including scholarly support, the likelihood of the approach being successful, clarity, writing quality, and APA formatting. If you earn less than an A on the paper, you will have one opportunity to submit a revised version. Late papers will be deducted 10% for each day late.

Final Exam. This exam will be an open book, open note short answer and essay test on Canvas. The questions will require students to apply and synthesize things they learned in class. Students will be given a window of time during finals week to complete the exam.

In-Class Assignments. During the semester, we will have a few in-class assignments that you will complete either individually or in small groups. Occasionally, I will ask you to submit them for a grade. If you are absent from class, you will be provided with an opportunity to make up in-class assignments.

Grading:

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

Grades will be assigned based on percentage of points earned across the semester (points earned/240)

Assessments	Points	Grade	Percentage
Weekly Discussion Starters	50	A	93%+
Job Risk Paper	50	A-	90-92%
Supervision Statement	50	B+	87-89%
Final Exam	50	B	83-86%
In-Class Assignments	40	B-	80-82%
Total:	240	C+	77-79%
		C	73-76%
		C-	70-72%
		D+	67-69%
		D	63-66%
		D-	60-62%
		E	<60%

Accommodations

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.

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 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

Attendance Policy

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>.

Sexual Harassment

UF fosters a campus free of sexual harassment, which is a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy, which can be found at: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions. University employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: <https://titleix.ufl.edu/>. You can also complete a Sexual Harassment Report online (Title IX) at: <https://titleix.ufl.edu/title-ix-reporting-form/>.

UF Resources for Students

This is a particularly challenging time. Students in need of support have access to a wide variety of resources on campus. Below are some of the resources available. If you need anything during the semester, please reach out to me and I will do my best to connect you with 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 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/>.

Ongoing Feedback. In addition to course evaluations, I will periodically ask for anonymous feedback. I want to continuously improve the course and I want to be sensitive to the needs of students. Please use the feedback requests as an opportunity to improve our collective experience in the class.

Class Recording Policy

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 presentation 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.

Course Schedule

*The instructor reserves the right to adjust the schedule and readings as needed. Readings are available in canvas.

	Topics	Readings and Assignments
Jan 9	<p>Course Overview</p> <p>Introduction to OBM</p> <p>Syllabus review</p>	<p>READINGS None due.</p> <p>RECOMMENDED FOR THOSE NEW TO OBM: Wilder, D. Austin, J. & Casella, S. (2009). Applying behavior analysis in organizations: Organizational behavior management. <i>Psychological Services, 6</i>(3), 202-211.</p>
Jan 16	MLK Day	NO CLASS
Jan 23	<p>Work as a social determinant of health</p> <p>Choosing performance targets</p> <p>Incorporating a multicultural lens into OBM</p>	<p>READINGS Ahonen, E., Fujishiro, K., Cunningham, T. R., & Flynn, M. A. (2018). Work as an inclusive part of population health inequities research and prevention. <i>American Journal of Public Health, 108</i>(3), 1-6.</p> <p>Crawley, W. J., Adler, B. S., O’Brien, R. M., & Duffy, E. M. (1982). Making a salesman: Behavioral assessment and intervention. In O’Brien, Dickinson, & Rosow (Eds.), <i>Industrial behavior modification: A management handbook</i> (pp.184-199). New York: Pergamon Press.</p> <p>Akpauna, M., Choi, E., Johnson, D. A., & Lopez, J. A. (2020). Encouraging multiculturalism and diversity within organizational behavior management. <i>JOBM, 20</i>(3-4), 186-209.</p> <p>----- RECOMMENDED: Komaki, J. L. & Minnich, M. L. R. (2016). A behavioral approach to organizational change: Reinforcing those responsible for facilitating the climate and hence promoting diversity. <i>JOBM, 36</i>(2-3), 154-184.</p>
Jan 30	<p>Measuring behavior and performance</p> <p>Integrating OBM and IO psychology views of measurement (performance appraisal, performance management)</p> <p>Performance Scorecards</p>	<p>READINGS Gilbert, T. F. (2007). Measuring human competence. <i>In Human Competence. Engineering Worthy Performance.</i> (pp. 29-72). Pfeiffer.</p> <p>Hantula, D. A., (2015). Job satisfaction: The management tool and leadership responsibility. <i>JOBM, 35</i> (1-2), 81-94.</p> <p>RECOMMENDED: Nastasi, J., Simmons, D., & Gravina, N. (2020). Has OBM found its heart? An assessment of procedural acceptability trends in the <i>Journal of Organizational Behavior Management. JOBM, 41</i>(1), 64-82.</p>

	Measuring job satisfaction, wellbeing, procedural acceptability, and more	Richman, G., Riordan, M., Reiss, M., Pyles, D., & Bailey, J. (1988). The effects of self-monitoring and supervisor feedback on staff performance in a residential setting, <i>JABA</i> , 21, 401-409.
Feb 6	Behavioral assessment in organizations Performance Diagnostic Checklist (and its variations)	READINGS Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. <i>JOBM</i> , 41(2), 124-149. Green, C., Reid, D., Passante, S., & Canipe, V. (2008). Changing less-preferred duties to more-preferred: A potential strategy for improving supervisor work enjoyment, <i>JOBM</i> , 28, 90-109. LeBlanc, L. A., Sleeper, J. D., Mueller, J. R., Jenkins, S. R. & Harper-Briggs, A. M. (2019). Assessing barriers to effective caseload management by practicing behavior analysts. <i>JOBM</i> , 39(3-4), 317-336.
Feb 13	Systems and process analysis	READINGS READ FIRST: Rummier, G. A. & Brache, A. P. (2013.). <i>Improving performance: How to manage the white space on the organizational chart.</i> (pp. 3-11). Jossey-Bass. (No Discussion Starter Due) Hyten, C. (2009). Strengthening the focus on business results: The need for systems approaches in organizational behavior management. <i>JOBM</i> , 29, 87-107. LaFleur, D., Smalley, C., & Austin, J. (2005). Improving performance in a nuclear cardiology department. <i>Performance Improvement Quarterly</i> , 18(1), 83-109. Assessment Sample – Review for class but no discussion starters due ----- RECOMMENDED: Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>JOBM</i> , 29(2), 108-135. Methot, L. L., Williams, W. L., Cummings, A., & Bradshaw, B. (1996). Measuring the effects of a manager-supervisor training program through the generalized performance of managers, supervisors, front-line staff and clients in a human service setting. <i>JOBM</i> , 16, 3-34.
Feb 20	Antecedent interventions (e.g., checklists, goal setting) Training	READINGS Choi, E., & Johnson, D. A. (2021). Common antecedent strategies within organizational behavior management: The use of goal setting, task clarification, and job aids. <i>Journal of Organizational Behavior Management</i> , 42(1), 75-95. Graff, R. B., & Karsten, A. M. (2013). Evaluation of a self-instruction package for conducting stimulus preference assessments. <i>JABA</i> , 45(1), 69-82. Erath, T. G., & DiGennaro Reed, F. D. (2020). A brief review of technology-based antecedent training procedures. <i>JABA</i> , 53(2), 1162-1169.

		<p>RECOMMENDED: Shapiro, M., & Kazemi, E. A review of training strategies to teach individuals implementation of behavioral interventions. <i>JOBM</i>, 37, 32-62.</p>
Feb 27	<p>Feedback basics</p> <p>Feedback delivery</p>	<p>READINGS</p> <p>Oah, S., Lee, K., & Shon, D. (2014). The relative effects of global and specific feedback on safety behaviors. <i>JOBM</i>, 34(1), 16-28.</p> <p>Matey, N., Sleiman, A., Nastasi, J., Richard, E., & Gravina, N. (2021). Varying reactions to feedback and their effects on observer accuracy and attrition. <i>JABA</i>, 54(3), 1188-1198.</p> <p>Minor, L., DuBard, M., & Luiselli, J. K. (2014). Improving intervention integrity of direct service practitioners through performance feedback and problem-solving consultation. <i>Behavioral Interventions</i>, 29, 145-156.</p> <p>Sleiman, A., Sigurjonsdottir, S., Kieland, A., Gage, N., & Gravina, N. (2020). A quantitative review of performance feedback in organizational settings (1998-2018). <i>JOBM</i>, 40(3-4), 303-332.</p> <p>-----</p> <p>RECOMMENDED:</p> <p>Chae, S., Eagle, L. M., Johnson, D. A., Moon, K., Choi, E., Oah, S. (2020). The impact of authority relations and feedback delivery method on performance. <i>JOBM</i>, 40,(1-2), 140-150.</p>
Mar 6	Non-monetary consequences	<p>READINGS</p> <p>Johnson, D., & Dickinson, A., (2010). Employee-of-the-month programs: Do they really work? <i>JOBM</i>, 4, 308-324.</p> <p>Newcomb, E. T., Camblin, J. G., Jones, F. D., & Wine, B. (2019). On the implementation of a gamified professional development system for direct care staff. <i>JOBM</i>, 39 (3-4), 293-307.</p> <p>Vergason, C., & Gravina, N. (2020). Using a guest-and confederate-delivered token economy to increase employee-guest interactions at a zoo. <i>Journal of Applied Behavior Analysis</i>, 53(1), 422-430.</p> <p>**JOB CONSIDERATIONS PAPER DUE** – please be ready to share the job you chose and a few findings.</p>
Mar 13	Spring Break	NO CLASS
Mar 20	<p>Monetary incentive systems</p> <p>Ethical considerations in performance-based pay</p>	<p>READINGS</p> <p>Bucklin, B. R., Li, A., Rodriguez, M., Johnson, D., & Eagle, L. (2022). Pay-for-performance: Behavior-based recommendations from research and practice, <i>JOBM</i>, 42(4), 309-335.</p>

		<p>LaMere, J. M., Dickinson, A. M., Henry, M., Henry, G., & Poling, A. (1996). Effects of a multicomponent incentive program on the performance of truck drivers: A longitudinal study. <i>Behavior Modification</i>, 20(4), 385-405.</p> <p>Pugliese, S. N., Liesfled, J. E., Newcomb, E. T., Graf, G. K., & Wine, B. Variations of the dependent group contingency and effects on employee performance. <i>JOBM</i>, advanced online publication.</p>
Mar 27	Supervision practices related to BACB requirements	<p>READINGS</p> <p>Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. <i>BAP</i>, 9, 287-298.</p> <p>Sellers, T., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. <i>Behavior Analysis in Practice</i>, 9, 309-319.</p> <p>Hartley, B. K., Courtney, W. T., Rosswurm, M., & LaMarca, V. J. (2016). The apprentice: An innovative approach to meet the behavior analysis certification board's supervision standards, <i>BAP</i>, 9, 329-338.</p> <p>-----</p> <p>RECOMMENDED:</p> <p>Slanzi, C., M. & Sellers, T. (2022). Paying for supervision: Barriers, solutions, and opportunities. <i>BAP</i>. (early view).</p>
Apr 3	Burnout and turnover Job crafting	<p>READINGS</p> <p>Wine, B., Osborne, M.R. & Newcomb, E.T. (2020). On turnover in human services. <i>BAP</i>, 13, 492–501.</p> <p>Bottini, S., Slowiak, J. M., & Kazee, A. (2024). Conceptualizing job burnout through a behavioral lens: Implications for organizational behavior management. <i>JOBM</i>. Advanced online publication.</p> <p>Novack, M. N., & Dixon, D. R. (2019). Predictors of burnout, job satisfaction, and turnover in behavior technicians working with individuals with autism spectrum disorder. <i>Journal of Autism and Developmental Disorders</i>, 6, 413-421.</p> <p>Slowiak, J. M., & DeLongchamp, A. C. (2022). Self-care strategies and job-crafting practices among behavior analysts: Do they predict perceptions of work–life balance, work engagement, and burnout? <i>BAP</i>, 15(2), 414–432.</p>
Apr 10	Behavior-based safety Historical safety assessments	<p>READINGS</p> <p>Sulzer-Azaroff, B., & Fellner, D. J. (1984). Searching for performance targets in the behavior analysis of occupational health and safety: An assessment strategy. <i>Journal of Organizational Behavior Management</i>, 6(2), 52-65.</p>

		<p>Ludwig, T. D., Laske, M. M. (2022). Behavioral safety: An Efficacious application of applied behavior analysis to reduce human suffering. <i>JOBM</i>, early view.</p> <p>Komaki, J., Barwick, K., & Scott, L. (1978). A behavioral approach to occupational safety: Pinpointing and reinforcing safe performance in a food manufacturing plant, <i>Journal of Applied Psychology</i>, 63, 434-445.</p> <p>-----</p> <p>RECOMMENDED: Fox, D. K., Hopkins, B. L., & Anger, W. K. (1987). The long-term effects of a token economy on safety performance in open-pit mining. <i>Journal of Applied Behavior Analysis</i>, 20(3), 215–224.</p>
April 17	Behavioral safety, supervisor support, and total worker health	<p>READINGS</p> <p>Zohar, D., & Luria, G. (2003). The use of supervisory practices as leverage to improve safety behavior: A cross-level intervention model. <i>JSR</i>, 567-577.</p> <p>Olson, R., Cunningham, T. R., Nigam, J. A. S., Anger, W. K., Rameshbabu, A. & Donovan. C. (2022). <i>Total Worker Health®</i> and organizational behavior management: Emerging opportunities for improving worker wellbeing. <i>JOBM</i>. (early view).</p> <p>Sigurdsson, S., & Austin, J. (2006). Institutionalization and response maintenance in organizational behavior management. <i>JOBM</i>, 26(4), 41–77.</p> <p>Olson, R., Anger, W. K., Elliot, D. L., Wipfli, B., Gray, M. (2009). A new health promotion model for lone workers: Results of the safety & health involvement for trucker pilot study. <i>Journal of Occupational and Environmental Medicine</i>, 51(11), 1233-1246.</p> <p>Cooper, D. M. (2006). Exploratory analyses of the effects of managerial support and feedback consequences on behavioral safety maintenance. <i>Journal of Organizational Behavior Management</i>, 26, 1-41.</p> <p>**SUPERVISION STATEMENT DUE**</p>
April 24	OBM leadership and consulting Reinforcement-based theories of power dynamics Cultural practices	<p>READINGS</p> <p>Komaki, J., & Citera, M. (1990). Beyond effective supervision: Identifying key interactions between superior and subordinate. <i>Leadership Quarterly</i>, 1, 91-105.</p> <p>Goltz, S. M. & Hietapelto, A. Using the operant and strategic contingencies model of power to understand resistance to change. <i>JOBM</i>, 22(3), 3-22.</p> <p>Braksick, L. W. & Smith, J. M. (2022). Marketing and consulting in organizational behavior management, <i>JOBM</i>. (early view)</p> <p>Esquirdo-Leal, J. L. & Houmanfar, R. (2021). Creating inclusive and equitable cultural practices by linking leadership to systemic change. <i>BAP</i>, 14(2), 499-512.</p>

		Final Exam
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Course|New for request 20828

Info

Request: EDH 7XXX Higher Education Research Fieldwork

Description of request: We are currently revamping the Higher Education Administration Ed.D. program to include more practice-focused course content. This change is designed to better align with the CPED framework and completion of a culminating Dissertation in Practice (DiP) project. The new courses will provide students with more structured support to engage in practice-focused research projects. This course will be offered to advanced students completing fieldwork and independent research.

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 12/20/2024 11:03:13 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

EDH

Course Level

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

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

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

Category of Instruction

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

Response:

Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate

- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

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

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 for course titles. *

Response:
Higher Education Research Fieldwork

Transcript Title

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

Response:
Higher Ed Research Fieldwork

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, 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]
- 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.

Weekly Contact Hours

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

Response:

3

Course Description

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

Response:

This course will support students with fieldwork and implementation of research projects, including data access, participant recruitment, data collection, data storage, and appropriate data analysis procedures.

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:

EDH 7979

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: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH

Co-requisites

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

Response:
N/A

Rationale and Placement in Curriculum

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

Response:
This is an advanced graduate level course to support students with designing and implementing data collection and analysis activities associated with their Dissertation in Practice final research projects.

Course Objectives

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

- Response:
- Successfully navigate appropriate IRB approval processes.
 - Identify and collect appropriate data for their established research questions.
 - Independently collect and analyze identified data.
 - Synthesize data collection and analysis results into an academic manuscript.

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:
- Everson, K.C., Hemmer, L., Torres, K.M., & Tamim, S. (2024). The importance of the dissertation in practice (DiP): A resource guide for students, their committee members, and advisors. Meyers Education Press.
 - American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author

Weekly Schedule of Topics

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

Response:

Module 1 (Weeks 1-3) - Preparing for Data Collection

During this first module, students will review the DiP Guidebook and templates, refine their data collection protocol, finalize informed consent documents, finalize the data access and/or participant recruitment and enrollment processes, and complete their proposal planning document as required by their committee.

Relevant assignments include a dissertation chair agreement and IRB submission.

Module 2 (Weeks 4-10) - Data Collection

During this module, students will actively work on collecting data. The nature and scope of this will depend on the type of data each student is collecting for their study.

Relevant assignments include weekly data collection reports and a final data collection summary.

Module 3 (Weeks 11-14) - Data Analysis

During this module, students will actively work on analyzing collected data. The nature and scope of this will depend on the type of data each student collected for their study design.

Relevant assignments include weekly check-in reports and a final analysis summary.

Module 4 (Weeks 15-16) - Draft Analysis

During this module, students will draft a summary of their data analysis to transfer their class work to the final dissertation research project (this will become the foundation for your DiP chapter 3).

Relevant assignments include draft analysis report and a meeting with their assigned dissertation chair.

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 Summary

Points

Chair Agreement 20 (5%)

IRB Documents 40 (10%)

Weekly Research Check-ins 120 (30%)

Chair Reports 50 (12.5%)

Data Collection Summary Report 50 (12.5%)

Data Collection Analysis Report 50 (12.5%)

DiP Chapter Outline or Draft Plan 50 (12.5%)

Final Communication with Chair/Next Steps Plan 20 (5%)

Assignment Details:

Chair Agreement (5%): Students will complete an agreement with their chair during the first week of the class to align chair/committee expectations with coursework.

IRB Documents (10%): Students will submit their proposed study for IRB approval.

Weekly Research Check-Ins (30%): Students will submit weekly updates on their data collection and analysis work through Canvas. Check-ins will be submitted through graded surveys.

Chair Reports (12.5%): Students will upload a copy of their monthly summary emails to their dissertation chair.

Data Collection Summary Report (12.5%): Students will submit a summary of their data collection work. This summary report will include relevant data collection information appropriate for their selected research design. Content included in the report should align with key content needed for their final DiP document.

Data Collection Analysis Report (12.5%): Students will submit a summary of their data analysis work. This summary report should include a detailed discussion of analyses appropriate for the nature and scope of their DiP study.

DiP Chapter Outline or Draft Plan (12.5%): Students will develop a chapter plan (outline or other planning document that will position them for success with in transitioning their classwork into a final dissertation chapter.

Final Communication with Chair/Next Steps Plan (5%): Students will share their data analysis and chapter plan with their respective dissertation chair and upload a copy of this communication.

Instructor(s)

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

Response:
Lindsay Byron

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



**EDH 7XXX: Higher Ed Research Fieldwork
Semester XXXX – Section XXXX (XXXXX) and XXXX (XXXXX)
3-credit course**

INSTRUCTOR CONTACT INFORMATION:

Name:
Office:
E-mail:
Office Phone:
Office Hours:
Class Meetings:

PROGRAM COORDINATOR CONTACT INFORMATION:

Name:
Office:
E-mail:
Office Phone:
Office Hours:

COURSE DESCRIPTION:

This course will support students with fieldwork and the implementation of research projects, including data access, participant recruitment, data collection, data storage, and appropriate data analysis procedures.

PREREQUISITES:

EDH 7979

COURSE OBJECTIVES:

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

- Successfully navigate appropriate IRB approval processes.
- Identify and collect appropriate data for their established research questions.
- Independently collect and analyze identified data.
- Synthesize data collection and analysis results into an academic manuscript.

REQUIRED TEXTBOOKS:

- Everson, K.C., Hemmer, L., Torres, K.M., & Tamim, S. (2024). *The importance of the dissertation in practice (DiP): A resource guide for students, their committee members, and advisors*. Meyers Education Press.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.

Disclaimer: Students are encouraged to employ critical thinking and rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course to determine 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	Topics Covered	Assignment(s) Due
Module 1: Preparing for Data Collection		
Weeks 1-3:	Introductions and Course Overview	Assignments due by Sunday, midnight: <ul style="list-style-type: none"> Dissertation Chair Agreement Prepare for IRB Submission IRB Submission Attachments Download dissertation template
	Required Readings: <ul style="list-style-type: none"> Review DiP Guidebook and templates Data collection protocol examples Informed Consent examples Participant Recruitment Examples and Strategies Complete Proposal Planning Document 	
Module 2: Data Collection		
Weeks 4-10:	Recruitment and Data Collection During this module, you will actively work on collecting data. The nature and scope of this will depend on the type of data you are collecting for your study. <i>Students may not begin data collection without IRB and chair approval.</i>	Assignments due by Sunday, midnight: <ul style="list-style-type: none"> Weekly check-in reports Monthly chair check-in reports Final data collection summary
	Recommended Readings: Review relevant texts for your planned study	
Module 3: Data Analysis		
Weeks 11-14:	Data Analysis During this module, you will actively work on analyzing your collected data. The nature and scope of this will depend on the type of data you collected and your study design. <i>Students may not begin data collection without IRB and chair approval.</i>	Assignments due by Sunday, midnight: <ul style="list-style-type: none"> Weekly check-in reports Monthly chair check-in reports Final data analysis summary
	Recommended Readings: Review relevant texts for your planned study	
Module 4: Draft Results		
Weeks 15-16	Draft Results Draft a summary of your data analysis (this will become the foundation for your DiP chapter 3).	Due this week: <ul style="list-style-type: none"> Summary draft document Draft shared with dissertation chair
	Required Readings: Review relevant texts for your planned study	

Course and University Policies:

GRADING: Your final course grade will be a letter grade. In order to earn a passing grade in this course (C or higher), you must submit all assignments as outlined above. Submitted assignments will be graded according to rubrics posted in Canvas. <https://gradcatalog.ufl.edu/graduate/regulations/>

93.00-100% (A)	80.00-82.99% (B-)	67.00-69.99% (D+)
90.00-92.99% (A-)	77.00-79.99% (C+)	63.00-66.99% (D)
87.00-89.99% (B+)	73.00-76.99% (C)	60.00-62.99% (D-)
83.00-86.99% (B)	70.00-72.99% (C-)	0-59.99% (E)

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

Assignment Summary	Points
Chair Agreement	20 (5%)
IRB Documents	40 (10%)
Weekly Research Check-ins	120 (30%)
Chair Reports	50 (12.5%)
Data Collection Summary Report	50 (12.5%)
Data Collection Analysis Report	50 (12.5%)
DiP Chapter Outline or Draft Plan	50 (12.5%)
Final Communication with Chair/Next Steps Plan	20 (5%)
Chair Agreement (5%): Students will complete an agreement with their chair during the first week of the class to align chair/committee expectations with coursework.	
IRB Documents (10%): Students will submit their proposed study for IRB approval.	
Weekly Research Check-Ins (30%): Students will submit weekly updates on their data collection and analysis work through Canvas. Check-ins will be submitted through graded surveys.	
Chair Reports (12.5%): Students will upload a copy of their monthly summary emails to their dissertation chair.	
Data Collection Summary Report (12.5%): Students will submit a summary of their data collection work. This summary report will include relevant data collection information appropriate for their selected research design. Content included in the report should align with key content needed for their final DiP document.	
Data Collection Analysis Report (12.5%): Students will submit a summary of their data analysis work. This summary report should include a detailed discussion of analyses appropriate for the nature and scope of their DiP study.	
DiP Chapter Outline or Draft Plan (12.5%): Students will develop a chapter plan (outline or other planning document that will position them for success with in transitioning their classwork into a final dissertation chapter.	
Final Communication with Chair/Next Steps Plan (5%): Students will share their data analysis and chapter plan with their respective dissertation chair and upload a copy of this communication.	

Campus Policies and Resources:

Accommodations for Students with Disabilities: Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). [Please visit Getting Started with the DRC.](#) The DRC will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term they seek accommodations.

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

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/>*

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.](#) Additional Resources Helpful for the Qualifying Exam and Dissertation Writing Processes:

- [UF Honor Code and Academic Integrity Guidelines](#)
- [APA Style Guidelines](#)
- [APA Guidelines for Use of Generative AI](#)
- [UF Writing Studio](#)
- [UF Career Center](#)

Health and Wellness Resources

- *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.

Important Notes Regarding In-Class Recordings: *Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal 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 the student and a 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 the 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 Code of Conduct.

Course|New for request 20591

Info

Request: FAS 6XXX Applied Aquaculture Genetics

Description of request: New course request for the graduate sections of the co-taught Grad/Ugrad Applied Aquaculture Genetics taught Spring of odd years. See also request 20590

Submitter: Jennifer Vogel alpha32605@ufl.edu

Created: 12/2/2024 9:52:52 AM

Form version: 4

Responses

Recommended Prefix

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

Response:

FAS

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:

Co-taught course submitted as request #20590. Please see attached differentiation summary.

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:
Applied Aquaculture Genetics

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 Aquaculture Genetics

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
The goal of this course is to provide students with the background knowledge and practical methodologies for the current technologies used for the genetic improvement of fish and shellfish aquaculture and fishery resource management. This course will be a combination of online lectures, group discussions, and video demonstrations to prepare students with the most updated advancements in the field.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none.

"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example:
</p>
</div>

- 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).
</div>

<h3>Co-requisites</h3>
</div>

<p>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.</p>
</div>

<p>Response:
N/A</p>
</div>

<h3>Rationale for Placement in the Curriculum</h3>
</div>

<p>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.</p>
</div>

<p>Response:</p>
</div>

<p>This course provides students with knowledge about genetic basic mechanisms and the current advanced technologies for fisheries. It is intended mainly for MFAS and graduate certificate students (quantitative fisheries, aquaculture and fish health) but is also a useful elective for VetMed and Marine Biology.</p>
</div>

<h3>Syllabus Content Requirements</h3>
</div>

<p><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:</p>
</div>

- 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
</div>

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

Applied Aquaculture Genetics - FAS 6xxx

1. Course Overview

Course Description:

The goal of this course is to provide students with the background knowledge and practical methodologies for the current technologies used for the genetic improvement of fish and shellfish aquaculture and fishery resource management. This course will be a combination of online lectures, group discussions, and video demonstrations to prepare students with the most updated advancements in the field.

Additional notes:

Genetics is an important and fast-developing discipline within the sciences. Accordingly, the application of genetics to aquaculture and fisheries can move quickly with new technologies. The development of specific stocks with superior performance through genetic manipulations is the key to increasing the quantity and quality of aquaculture products, and a new generation of analytic techniques that can advance the monitoring and management of natural fishery resources. Through this course, students can be equipped with knowledge about genetic basic mechanisms and the current advanced technologies for their future career development. This advanced course is co-taught with graduate and undergraduate students. A previous basic Biology or Genetics course is recommended.

- 3 Credits
- Spring Semester **odd years**
- 100% online lectures; weekly online discussion, and five synchronous group discussions
- <http://elearning.ufl.edu/>

Course Prerequisites:

N/A

Instructor: Dr. Huiping Yang

Fisheries and Aquatic Sciences Program (building #544, office #9A) School of Forest, Fisheries, and Geomatics Sciences (SFFGS)
7922 NW 71st Street, Gainesville, Florida, 32653
Office phone: 352-294-0671; Email: huipingyang@ufl.edu

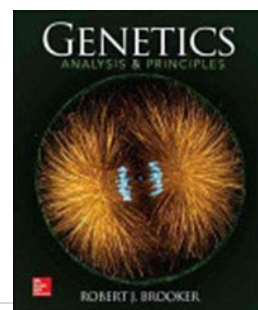
- Please use the Canvas message/Inbox feature for the fastest response.
- Office hours: Tuesday 1:00-2:00 PM

Teaching Assistant: To be decided.

- Please use the Canvas message/Inbox feature for the fastest response.
- Office hours: available by email or phone; office visits available by appointment.

Textbook(s) and/or readings:

There is no required text for the course. However, based on the feedback from previous students, Genetics Analysis and Principles by Robert Brooker ISBN 9781260240856 is recommended as supplementary reading material. Online readings will be provided for each learning topic. These materials will include published scientific research papers, review papers, and general basic principles from textbooks in aquaculture, fish biology, and shellfish biology.



2. Learning Outcomes

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

- Lead discussions on the science behind genetic modifications and improvements
- Summarize the genetic approaches and technologies currently applied in aquaculture
- Evaluate the most updated genetic applications for fish and shellfish aquaculture
- Apply the knowledge from this course to write a proposal for their research and extension project
- Apply critical thinking to analyze published research on fast-developing genetic modifications
- Communicate professionally to educate the public and promote awareness about planned research and extension projects

3. Course Logistics

This course is 100% online. Learning modules consist of lectures, reading materials, quizzes, and discussions. These materials will be available each week on Mondays. Learning modules are built on previous modules, so the students should complete the learning modules in the order presented. These files will all be made available for students to view on their computer, save, or print. There may be references to additional (optional) readings and resources if you desire further investigation of a topic.

Technology Requirements:

- A computer or mobile device with a high-speed internet connection.
- A webcam, headset, and/or microphone, and speakers.
- Latest version of the web browser. Canvas supports only the two most recent versions of any given browser.
- Installation of proctoring software may be required and will be provided if so.

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to be recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or privacy concerns, it is your responsibility to discuss them with your instructor.

3.1 Description of Assessments and Activities

- 1) **Lecture Presentations.** The lectures may be different in length for each topic. Online watching of these lectures is required and necessary for students to answer the quizzes.
- 2) **Quizzes.** Quizzes with multiple choice and yes/no choices will be posted and will be due within the lecture week.
- 3) **Reading Materials.** These reading materials are usually short journal papers or website readings which are complementary to the lectures and discussions.
- 4) **Weekly Discussion.** Participation in online discussion is **mandatory with at least one post and three replies providing additional information from independent sources or prompts furthering discussion** based on that week's readings or other pertinent materials. Most discussion prompts will be provided.
- 5) **Theme Synchronous Discussion.** Based on feedback from previous students, five

graded synchronous class discussions for each class category will be scheduled in Zoom in the folder of “zoom conference”. **Participation in all five is strongly encouraged.** Students need to sign up for at least one theme to facilitate the discussion. Facilitators will need to create 3-4 discussion prompts and provide independent sources of further reading. During discussion the facilitators will direct the discussion of prompts and follow up questions and refer to sources for additional reading. Facilitators will be assessed on the quality of preparation, feedback and prompts and follow up provided to other students. A rubric and facilitation planning form will be provided for this assignment. These five group discussions will also serve as Q&A sessions and the instructor will be available. If you are unable to attend any sessions, please communicate with the instructor in advance for an alternate activity.

- a) Facilitation planning form 5pts
- b) Quality of prompts 5pt
- c) Additional resources provided 5pts
- d) Facilitation of discussion 10pts

6) **Mini Proposal**

There will be no mid-term exam. The final project will be a written mini-project proposal. The topic could be anyone from this course or any genetic modification related to the student’s research major or interest. A minimum of three pages (single-spaced) is needed with clear statements of the following components: Project Title, Goal, Objectives, Rationale, Strategic Approach, General Methodologies, and Expected Project Outcome. A separate references page is required but not included in the three-page limitation. A detailed rubric will be provided for each part of the proposal. The proposal can be finished within the whole semester, the due date will be posted online. There are multiple deadlines throughout the semester that require you to submit deliverables and receive feedback to improve your final submission.

- a) Topic submission 5pts
- b) Outline 5pts
- c) Rough draft 5pts
- d) Peer Review of draft 5pts
- e) Final Mini-proposal 80pts

7.) **Mini-proposal media assignment**

Create a piece of media to teach the public about or promote your mini-proposal topic. You can choose any type of media – a short video presentation*, animation, social media campaign, poster, podcast, blog post, etc. You can upload or post a link in your discussion post using the icons above ^ the text entry box. Identify your target audience for the presentation; K-12, general public, science community? What are your goals for the presentation; is it persuasion, debunking misinformation, education, a call to action?

Comment on the other posts. What worked and didn’t? What questions do you still have? Please post your comments as a reply to the original assignment post, so discussions are organized as threads for each presentation.

**Note that UF strongly discourages the use of TikTok.*

Rubric

- a) 20 points - quality of information
- b) 10 points - creativity of presentation
- c) 10 points - professionalism
- d) 5 points - comments and discussion

5 points - suitability to goals and target audience

3.2 Grade Weights & Grading Scale

150pts	Quizzes
150pts	Weekly online discussions
100pts	Theme synchronous discussions through Zoom
25 pts	Facilitation of Zoom synchronous discussion
100pts	<u>Mini-proposal</u>
50pts	Media assignment

For information on current UF policies for assigning grade points, see Grad <https://catalog.ufl.edu/graduate/regulations/#text>

Grading Scale (%)

A	100% to 94%
A-	93.99% to 90%
B+	89.99% to 87%
B	86.99% to 84%
B-	83.99% to 80%
C+	79.99% to 77%
C	76.99% to 74%
C-	73.99% to 70%
D+	69.99% to 67%
D	66.99% to 64%
D-	63.99% to 61%
E	60.99% to 0%

4. Learning Content

1.1 Course themes and weekly lecture contents Theme 1.

Basics

- W1) Introduction: History and application of genetics in aquaculture and fisheries
Jan 19 Quiz 1, Discussion 1
Choose a week to facilitate discussion
- W2) Basic background: cell cycle, mitosis, meiosis, gametogenesis
Jan 26 Quiz 2, Discussion 2
- W3) Molecular genetic basics: DNA, RNA, and Protein
Tbd Zoom Meeting #1
Feb 2 Quiz 3, Discussion 3

Theme 2. Conventional Genetics

- W4) Inheritance of quantitative and qualitative traits
Feb 9 Mini-proposal topic selection
Feb 9 Quiz 4, Discussion 4
- W5) Population genetics basics
Feb 16 Quiz 5, Discussion 5
- W6) Selective breeding, hybridization, and inbreeding
Tbd Zoom meeting #2
Feb 23 Mini-proposal outline
Feb 23 Quiz 6, Discussion 6

Theme 3. Cellular genetics

- W7) Horizontal gene transfer
Mar 2 Quiz 7, Discussion 7
- W8) Polyploid production
Mar 9 Mini-proposal rough draft
Mar 9 Quiz 8, Discussion 8
- W9) Sex determination and manipulations
Tbd Zoom meeting #3
Mar 16 Quiz 9, Discussion 9

Theme 4. Molecular Genetics

- W10) Genetic markers and genetic mapping**
 Mar 23 Mini-proposal peer review
 Mar 23 Quiz 10, Discussion 10
- W11) Mapping and genomic selective breeding**
 Mar 30 Quiz 11, Discussion 11
- W12) Gene expression (RNA, protein) and transcriptomes**
 Tbd Zoom meeting #4
 Apr 6 Quiz 12, Discussion 12

Theme 5. Tools and Techniques

- W13) Germplasm preservation**
 Apr 13 Quiz 13,
 Discussion 13
- W14) Flow Cytometer**
 Apr 20 Quiz 14,
 Discussion 14
- W15) Newly emerging technologies; DNA sequencing, CRISPR, Molecular Evolutionary Genetics Analysis, E-DNA**
 Tbd Zoom meeting #5
 Apr 27 Quiz 10, Discussion 10
 Apr 27 Final proposal
 Apr 30 Media assignment

4.1 Readings

Primary class reading materials are listed at the end of this document and will be uploaded online every week with each lecture.

5. Policies and Requirements

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be communicated in advance through Canvas.

Late Submissions & Make-up Requests

It is the responsibility of the student to access online lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. 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/>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be always maintained in this class. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students Office.

Semester 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 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 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: <https://policy.ufl.edu/regulation/4-040/>

Inclusive Learning Environment

This course embraces 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 nondiscrimination concerning 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.

Services 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/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.

Software Use

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

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 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.

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.

Whole Gator App

The Whole Gator and 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.uf.edu/whole-gator/topics>

6. Campus Helping 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>

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.

Student Complaints:

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

Reading List Applied Aquaculture Genetics

- CDC. Understanding how COVID-19 vaccines work. (2021). Centers for Disease Control and Prevention.
- Colas, P. & Dube, F. (1998). Meiotic maturation in mollusc oocytes. *Cell & Development Biology* 9, 539-548.
- FAO. 2022. In Brief to The State of World Fisheries and Aquaculture 2022. Towards Blue Transformation. Rome, FAO. <https://doi.org/10.4060/cc0463en>
- Fernandez, J., Toro, M.A., Sonesson, A. K., & Villanueva, B. (2014). Optimizing the creation of base populations for aquaculture breeding programs using phenotypic and genomic data and its consequences on genetic progression. *Frontiers in Genetics*. <https://doi.org/10.3389/fgene.2014.00414>
- Fuentes-Silva, C., Soto-Zarazúa, G.M., Torres-Pacheco, I., & Flores-Rangel, A. (2013). Male tilapia production techniques: A mini-review. *African Journal of Biotechnology*, 12.
- Gjedrem, T. and Robinson, N. (2014) Advances by Selective Breeding for Aquatic Species: A Review. *Agricultural Sciences*, 5, 1152-1158. doi: 10.4236/as.2014.512125.
- Gjedrem, T. and Robinson, N., & Rye, M. (2012). The importance of selective breeding in aquaculture to meet future demands for animal protein: A review. *Aquaculture*.
- Guo, X., Wang, Y., & Xu, Z. (2009). Chromosome set manipulation in shellfish.
- Gregory, T.R., Nicol, J.A., Tamm, H., Kullman, B., Kullman, K., Leitch, I.J., Murray, B.G., Kapraun, D.F, Greilhuber, J., & Bennett, M.D. Eukaryotic genome size databases, *Nucleic Acids Research*, Volume 35, Issue suppl_1, 1 January 2007, Pages D332–D338, <https://doi.org/10.1093/nar/gkl828>
- Hollenbeck, C. & Johnston, I. (2018). Genomic Tools and Selective Breeding in Molluscs. *Frontiers in Genetics*. 9. 10.3389/fgene.2018.00253.
- Iwasaki, W., Fukunaga, T., Isagozawa, R., Yamada, K., Maeda, Y., Satoh, T. P., Sado, T., Mabuchi, K., Takeshima, H., Miya, M., & Nishida, M. (2013). MitoFish and MitoAnnotator: a mitochondrial genome database of fish with an accurate and automatic annotation pipeline. *Molecular biology and evolution*, 30(11), 2531–2540. <https://doi.org/10.1093/molbev/mst141>.
- Liua, Z., & Cordesb, J.F. (2004). DNA marker technologies and their applications in aquaculture genetics.
- Martinez, P., Vinas, A.M., Sanchez, L., Diaz, N., Ribas, L., & Piferrer, F. (2014). Genetic architecture of sex determination in fish: applications to sex ratio control in aquaculture. *Frontier Genetics*. <https://doi.org/10.3389/fgene.2014.00340>.
- Meuwissen, T. H., Hayes, B. J., & Goddard, M. E. (2001). Prediction of total genetic value using genome-wide dense marker maps. *Genetics*, 157(4), 1819–1829. <https://doi.org/10.1093/genetics/157.4.1819>
- Naylor, R.L., Hardy, R.W., Buschmann, A.H., Bush, S.R., Cao, L., Klinger, D.H., Little, D.C., Lubchenco, J., Shumway, S.E., & Troell, M. (2021). A 20-year retrospective review of global aquaculture. <https://doi.org/10.1038/s41586-021-03308-6>.
- Okutsu, T., Shikina, S., Kanno, M., Takeuchi, Y., & Yoshizaki, G. (2007). Production of trout offspring from triploid salmon parents. *Science (New York, N.Y.)*, 317(5844), 1517. <https://doi.org/10.1126/science.1145626>
- Pardi, N., Hogan, M.J., Porter, F.W., & Weissman, D. (2018). mRNA vaccines- a new era in vaccinology. *Nature Reviews*.
- Piferrer, F., Beaumont, A., Falguière, J.C., Flajšhans, M., Haffray, P., & Colombo, L. (2009). Polyploid fish and shellfish: Production, biology and applications to aquaculture for performance improvement and genetic containment. *Aquaculture* 29(3-4), 125-156. <https://doi.org/10.1016/j.aquaculture.2009.04.036>.
- Takeuchi, Y., Yoshizaki, G., & Takeuchi, T. (2003). Generation of Live Fry from Intraperitoneally Transplanted Primordial

- Germ Cells in Rainbow Trout, *Biology of Reproduction* 69(4), 1142–1149,
<https://doi.org/10.1095/biolreprod.103.017624>
- Tave, D. (1991). Effective breeding number and inbreeding. *Aquaculture Magazine*.
- Uribe, M.C., Grier, H.J., & Meija-Roa, V. (2014). Comparative testicular structure and spermatogenesis in bony fishes. *Landes Biogenesis*.
- WATSON, J., CRICK, F. Molecular Structure of Nucleic Acids: A Structure for Deoxyribose Nucleic Acid. *Nature* 171, 737–738 (1953). <https://doi.org/10.1038/171737a0>

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Iwasaki, W., Fukunaga, T., Isagozawa, R., Yamada, K., Maeda, Y., Satoh, T. P., Sado, T., Mabuchi, K., Takeshima, H., Miya, M., & Nishida, M. (2013). MitoFish and MitoAnnotator: a mitochondrial genome database of fish with an accurate and automatic annotation pipeline. *Molecular biology and evolution*, 30(11), 2531–2540. <https://doi.org/10.1093/molbev/mst141>.

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WATSON, J., CRICK, F. Molecular Structure of Nucleic Acids: A Structure for Deoxyribose Nucleic Acid. *Nature* 171, 737–738 (1953). <https://doi.org/10.1038/171737a0>

Applied Aquaculture Genetics Differentiation Summary

Student Learning Objectives

FAS4xxx

- At the end of this course, each student will be able to:
- Describe the science behind developments in aquaculture genetic modifications and improvements
- Summarize the genetic approaches and technologies currently applied in aquaculture
- Explain the most updated genetic applications for fish and shellfish aquaculture
- Plan research and extension projects
- Critically analyze published research for the fast-developing genetic modifications in aquaculture

FAS6xxx

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

- Lead discussions on the science behind genetic modifications and improvements
- Summarize the genetic approaches and technologies currently applied in aquaculture
- Evaluate the most updated genetic applications for fish and shellfish aquaculture
- Apply the knowledge from this course to write a proposal for their research and extension project
- Apply critical thinking to analyze published research on fast-developing genetic modifications
- Communicate professionally to educate the public and promote awareness about planned research and extension projects

Graduate students in Applied Aquaculture Genetics participate in the same learning activities but are expected to participate at a higher level, lead and facilitate. There is also a final media assignment for graduate students.

Weekly Discussion. Participation in online discussion is **mandatory with at least one post and three replies** based on that week's readings or other pertinent materials. Most discussion prompts will be provided.

Theme Synchronous Discussion. Based on feedback from previous students, five graded synchronous class discussions for each class category will be scheduled in Zoom in the folder of "Zoom conference". **Participation in all five is strongly encouraged.** Graduate students need to sign up for at least one theme to facilitate the discussion of readings and will be assessed on the

quality of preparation, feedback and prompts provided to other students.

Facilitators will work together to plan the topic discussion and provide an outline with prompts and further resources. These five group discussions will also serve as Q&A sessions and the instructor will be available. If you are unable to attend any sessions, please communicate with the instructor in advance for an alternate activity. This graduate facilitation is worth 20 points.

Mini-proposal media assignment – Graduate students (or up to 20pts optional extra credit for undergraduate students)

Create a piece of media to teach the public about or promote your mini-proposal topic. You can choose any type of media – a short video presentation*, animation, social media campaign, poster, podcast, blog post, etc. You can upload or post a link in your discussion post using the icons above ^ the text entry box. Identify your target audience for the presentation; K-12, general public, science community? What are your goals for the presentation; is it persuasion, debunking misinformation, education, a call to action?

Comment on the other posts. What worked and didn't? What questions do you still have? Please post your comments as a reply to the original assignment post, so discussions are organized as threads for each presentation. This graduate student media assignment is worth 50 points.

**Note that UF strongly discourages the use of TikTok.*

a) Applied Aquaculture Genetics - FAS 4xxx

1. Course Overview

Course Description:

The goal of this course is to provide students with the background knowledge and practical methodologies for the current technologies used for the genetic improvement of fish and shellfish aquaculture and fishery resource management. This course will be a combination of online lectures, group discussions, and video demonstrations to prepare students with the most updated advancements in the field.

Additional notes:

Genetics is an important and fast-developing discipline within the sciences. Accordingly, the application of genetics to aquaculture and fisheries can move quickly with new technologies. The development of specific stocks with superior performance through genetic manipulations is the key to increasing the quantity and quality of aquaculture products, and a new generation of analytic techniques that can advance the monitoring and management of natural fishery resources. Through this course, students can be equipped with knowledge about genetic basic mechanisms and the current advanced technologies for their future career development. This course is co-taught with graduate and undergraduate students.

- 3 Credits
- Spring Semester **odd years**
- 100% online lectures; weekly online discussion, and five synchronous group discussions
- <http://elearning.ufl.edu/>

Course Prerequisites:

BSC 2010 and 2011, PCB 3063 or equivalent basic Biology or Genetics course

Instructor: Dr. Huiping Yang

Fisheries and Aquatic Sciences Program (building #544, office #9A) School of Forest, Fisheries, and Geomatics Sciences (SFFGS)
7922 NW 71st Street, Gainesville, Florida, 32653

Office phone: 352-294-0671; Email: huipingyang@ufl.edu

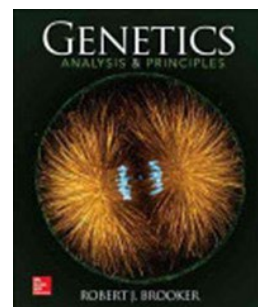
- Please use the Canvas message/Inbox feature for the fastest response.
- Office hours: Tuesday 1:00-2:00 PM

Teaching Assistant: To be decided.

- Please use the Canvas message/Inbox feature for the fastest response.
- Office hours: available by email or phone; office visits available by appointment.

Textbook(s) and/or readings:

There is no required text for the course. However, based on the feedback from previous students, Genetics Analysis and Principles by Robert Brooker ISBN 9781260240856 is recommended as supplementary reading material. Online readings will be provided for each learning topic. These materials will include published scientific research papers, review papers, and general basic principles from textbooks in aquaculture, fish biology, and shellfish biology.



2. Learning Outcomes

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

- Describe the science behind developments in aquaculture genetic modifications and improvements
- Summarize the genetic approaches and technologies currently applied in aquaculture
- Explain the most updated genetic applications for fish and shellfish aquaculture
- Plan research and extension projects
- Critically analyze published research for the fast-developing genetic modifications in aquaculture

3. Course Logistics

This course is 100% online. Learning modules consist of lectures, reading materials, quizzes, and discussions. These materials will be available each week on Mondays. Learning modules are built on previous modules, so the students should complete the learning modules in the order presented. These files will all be made available for students to view on their computer, save, or print. There may be references to additional (optional) readings and resources if you desire further investigation of a topic.

Technology Requirements:

- A computer or mobile device with a high-speed internet connection.
- A webcam, headset, and/or microphone, and speakers.
- Latest version of the web browser. Canvas supports only the two most recent versions of any given browser.
- Installation of proctoring software may be required and will be provided if so.

Synchronous online sessions may be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to be recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or privacy concerns, it is your responsibility to discuss them with your instructor.

3.1 Description of Assessments and Activities

- 1) **Lecture Presentations.** The lectures may be different in length for each topic. Online watching of these lectures is required and necessary for students to answer the quizzes.
- 2) **Quizzes.** Quizzes with multiple choice and yes/no choices will be posted and will be due within the lecture week.
- 3) **Reading Materials.** These reading materials are usually short journal papers or website readings which are complementary to the lectures and discussions.
- 4) **Weekly Discussion.** Participation in online discussion is **mandatory with at least one post and three replies** based on that week's readings or other pertinent materials. Most discussion prompts will be provided.
- 5) **Theme Synchronous Discussion.** Five graded synchronous class discussions for each class category will be scheduled by poll at the beginning of the semester. Meeting links will be available through Zoom Conferences. If you cannot attend, please view the recording, which will be posted below after the session and email the instructor a summary for credit. **Live participation in all five is strongly encouraged.**

These five group discussions will also serve as Q&A sessions and the instructor will be available. If you are unable to attend any sessions, please communicate with the instructor in advance for an alternate activity.

6) **Mini-Proposal**

The final project will be a written mini-project proposal. The topic could be anyone from this course or any genetic modification related to the student's research major or interest. A minimum of three pages (single-spaced) is needed with clear statements of the following components: Project Title, Goal, Objectives, Rationale, Strategic Approach, General Methodologies, and Expected Project Outcome. A separate references page is required but not included in the three-page limitation. A detailed rubric will be provided for each part of the proposal. The proposal can be finished within the whole semester, the due date will be posted online. There are multiple deadlines throughout the semester that require you to submit deliverables and receive feedback to improve your final submission.

- a) Topic submission 5pts
- b) Outline 5pts
- c) Rough draft 5pts
- d) Peer Review of draft 5pts
- e) Final Mini-proposal 80pts

7.) **Extra credit assignment**

This assignment is optional.

Create a piece of media to teach the public about or promote your mini-proposal topic. You can choose any type of media – a short video presentation*, animation, social media campaign, poster, podcast, blog post, etc. You can upload or post a link in your discussion post using the icons above ^ the text entry box. Identify your target audience for the presentation; K-12, general public, science community? What are your goals for the presentation; is it persuasion, debunking misinformation, education, a call to action?

Comment on the other posts. What worked and didn't? What questions do you still have? Please post your comments as a reply to the original assignment post, so discussions are organized as threads for each presentation.

**Note that UF strongly discourages the use of TikTok.*

Rubric

- 5 points - quality of information
- 5 points - creativity of presentation
- 3 points - professionalism
- 5 points - comments and discussion
- 2 points - suitability to goals and target audience

3.2 Grade Weights & Grading Scale

150pts	Quizzes
150pts	Weekly online discussions (Learning modules)
100pts	Theme synchronous discussions through Zoom
100pts	<u>Mini-proposal</u>

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

Grading Scale (%)

A	100% to 94%
A-	93.99% to 90%
B+	89.99% to 87%
B	86.99% to 84%
B-	83.99% to 80%
C+	79.99% to 77%
C	76.99% to 74%
C-	73.99% to 70%
D+	69.99% to 67%
D	66.99% to 64%
D-	63.99% to 61%
E	60.99% to 0%

4. Learning Content

4.1 Course themes and weekly lecture contents

Theme 1. Basics

W1) Introduction: History and application of genetics in aquaculture and fisheries

Jan 19 Quiz 1, Discussion 1

W2) Basic background: cell cycle, mitosis, meiosis, gametogenesis

Jan 26 Quiz 2, Discussion 2

W3) Molecular genetic basics: DNA, RNA, and Protein

Tbd Zoom Meeting #1

Feb 2 Quiz 3, Discussion 3

Theme 2. Conventional Genetics

W4) Inheritance of quantitative and qualitative traits

Feb 9 Mini-proposal topic selection

Feb 9 Quiz 4, Discussion 4

W5) Population genetics basics

Feb 16 Quiz 5, Discussion 5

W6) Selective breeding, hybridization, and inbreeding

Tbd Zoom meeting #2

Feb 23 Mini-proposal outline

Feb 23 Quiz 6, Discussion 6

Theme 3. Cellular genetics

W7) Horizontal gene transfer

Mar 2 Quiz 7, Discussion 7

W8) Polyploid production

Mar 9 Mini-proposal rough draft

Mar 9 Quiz 8, Discussion 8

W9) Sex determination and manipulations

Tbd Zoom meeting #3

Mar 16 Quiz 9, Discussion 9

Theme 4. Molecular Genetics

W10) Genetic markers and genetic mapping

Mar 23 Mini-proposal peer review

Mar 23 Quiz 10, Discussion 10

W11) Mapping and genomic selective breeding

Mar 30 Quiz 11, Discussion 11

W12) Gene expression (RNA, protein) and transcriptomes

Tbd Zoom meeting #4

Apr 6 Quiz 12, Discussion 12

Theme 5. Tools and Techniques

W13) Germplasm preservation

Apr 13 Quiz 13,

- Discussion 13
- W14)** Flow Cytometer
Apr 20 Quiz 14,
Discussion 14
- W15)** Newly emerging technologies; DNA sequencing, CRISPR, Molecular Evolutionary Genetics Analysis, E-DNA
Tbd Zoom meeting #5
Apr 27 Quiz 10, Discussion 10
Apr 27 Final proposal
Apr 30 Extra credit assignment

4.2 Readings

Primary class reading materials are listed at the end of the document and will be uploaded online every week with each lecture.

5. Policies and Requirements

This course plan and syllabus are subject to change in response to student and instructor needs. Any changes will be communicated in advance through Canvas.

5.1 Late Submissions & Make-up Requests

It is the responsibility of the student to access online lectures, readings, quizzes, and exams and to maintain satisfactory progress in the course. 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/>

Computer or other hardware failures, except failure of the UF e-Learning system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357 (option 2).

5.2 Communication Courtesy and Professionalism

Just as in any professional environment, meaningful and constructive dialogue is expected in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be always maintained in this class. All members of the class are expected to follow rules of common courtesy, decency, and civility in all interactions. Failure to do so will not be tolerated and may result in loss of participation points and/or referral to the Dean of Students Office.

5.3 Semester 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/>.

5.4 Academic 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 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: <https://policy.ufl.edu/regulation/4-040/>

5.5 Inclusive Learning Environment

This course embraces 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 nondiscrimination concerning 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.*

5.6 Services 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/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.

Software Use

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

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 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.

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.

Whole Gator App

The Whole Gator and 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>

6. Campus Helping 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>

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.

Student Complaints:

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

Reading List Applied Aquaculture Genetics

- CDC. Understanding how COVID-19 vaccines work. (2021). Centers for Disease Control and Prevention.
- Colas, P. & Dube, F. (1998). Meiotic maturation in mollusc oocytes. *Cell & Development Biology* 9, 539-548.
- FAO. 2022. In Brief to The State of World Fisheries and Aquaculture 2022. Towards Blue Transformation. Rome, FAO. <https://doi.org/10.4060/cc0463en>
- Fernandez, J., Toro, M.A., Sonesson, A. K., & Villanueva, B. (2014). Optimizing the creation of base populations for aquaculture breeding programs using phenotypic and genomic data and its consequences on genetic progression. *Frontiers in Genetics*. <https://doi.org/10.3389/fgene.2014.00414>
- Fuentes-Silva, C., Soto-Zarazúa, G.M., Torres-Pacheco, I., & Flores-Rangel, A. (2013). Male tilapia production techniques: A mini-review. *African Journal of Biotechnology*, 12.
- Gjedrem, T. and Robinson, N. (2014) Advances by Selective Breeding for Aquatic Species: A Review. *Agricultural Sciences*, 5, 1152-1158. doi: 10.4236/as.2014.512125.
- Gjedrem, T. and Robinson, N., & Rye, M. (2012). The importance of selective breeding in aquaculture to meet future demands for animal protein: A review. *Aquaculture*.
- Guo, X., Wang, Y., & Xu, Z. (2009). Chromosome set manipulation in shellfish.
- Gregory, T.R., Nicol, J.A., Tamm, H., Kullman, B., Kullman, K., Leitch, I.J., Murray, B.G., Kapraun, D.F, Greilhuber, J., & Bennett, M.D. Eukaryotic genome size databases, *Nucleic Acids Research*, Volume 35, Issue suppl_1, 1 January 2007, Pages D332–D338, <https://doi.org/10.1093/nar/gkl828>
- Hollenbeck, C. & Johnston, I. (2018). Genomic Tools and Selective Breeding in Molluscs. *Frontiers in Genetics*. 9. 10.3389/fgene.2018.00253.
- Iwasaki, W., Fukunaga, T., Isagozawa, R., Yamada, K., Maeda, Y., Satoh, T. P., Sado, T., Mabuchi, K., Takeshima, H., Miya, M., & Nishida, M. (2013). MitoFish and MitoAnnotator: a mitochondrial genome database of fish with an accurate and automatic annotation pipeline. *Molecular biology and evolution*, 30(11), 2531–2540. <https://doi.org/10.1093/molbev/mst141>.
- Liua, Z., & Cordesb, J.F. (2004). DNA marker technologies and their applications in aquaculture genetics.
- Martinez, P., Vinas, A.M., Sanchez, L., Diaz, N., Ribas, L., & Piferrer, F. (2014). Genetic architecture of sex determination in fish: applications to sex ratio control in aquaculture. *Frontier Genetics*. <https://doi.org/10.3389/fgene.2014.00340>.
- Meuwissen, T. H., Hayes, B. J., & Goddard, M. E. (2001). Prediction of total genetic value using genome-wide dense marker maps. *Genetics*, 157(4), 1819–1829. <https://doi.org/10.1093/genetics/157.4.1819>
- Naylor, R.L., Hardy, R.W., Buschmann, A.H., Bush, S.R., Cao, L., Klinger, D.H., Little, D.C., Lubchenco, J., Shumway, S.E., & Troell, M. (2021). A 20-year retrospective review of global aquaculture. <https://doi.org/10.1038/s41586-021-03308-6>.
- Okutsu, T., Shikina, S., Kanno, M., Takeuchi, Y., & Yoshizaki, G. (2007). Production of trout offspring from triploid salmon parents. *Science (New York, N.Y.)*, 317(5844), 1517. <https://doi.org/10.1126/science.1145626>
- Pardi, N., Hogan, M.J., Porter, F.W., & Weissman, D. (2018). mRNA vaccines- a new era in vaccinology. *Nature Reviews*.
- Piferrer, F., Beaumont, A., Falguière, J.C., Flajšhans, M., Haffray, P., & Colombo, L. (2009). Polyploid fish and shellfish: Production, biology and applications to aquaculture for performance improvement and genetic containment. *Aquaculture* 29(3-4), 125-156. <https://doi.org/10.1016/j.aquaculture.2009.04.036>.
- Takeuchi, Y., Yoshizaki, G., & Takeuchi, T. (2003). Generation of Live Fry from Intraperitoneally Transplanted Primordial Germ Cells in Rainbow Trout, *Biology of Reproduction* 69(4), 1142–1149, <https://doi.org/10.1095/biolreprod.103.017624>
- Tave, D. (1991). Effective breeding number and inbreeding. *Aquaculture Magazine*.
- Uribe, M.C., Grier, H.J., & Meija-Roa, V. (2014). Comparative testicular structure and spermatogenesis in bony fishes. *Landes Biogenesis*.
- WATSON, J., CRICK, F. Molecular Structure of Nucleic Acids: A Structure for Deoxyribose Nucleic Acid. *Nature* 171, 737–738 (1953). <https://doi.org/10.1038/171737a0>

Course|New for request 20924

Info

Request: GMS 6024 Behavioral and Cognition Neuroscience

Description of request: The purpose of this course is to prepare students to use behavioral approaches with direct relevance to neuroscience research. This is one of the required courses for the Neuroscience PhD program. It is intended for all PhD students interested in learning about the neural control of behavior.

Submitter: Ikiah Young ilyoung@ufl.edu

Created: 1/17/2025 3:17:34 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:

GMS

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:

024

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:

Behavioral and Cognition Neuroscience

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:

Behavioral & Cognition Neurosc

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:

2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. 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:
2

Course Description

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

Response:
Teaches basic principles and methodology in behavioral neuroscience to graduate students. Students will learn about an array of systems and topics that have been studied by various investigators with a focus on how the nervous system controls particular behaviors. The class will involve introductory lectures, research articles, discussion-based learning exercises and student presentations.

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:
GMS6022 & GMS6023 & GMS 6701

Completing Prerequisites:

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

Example:

- 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:
The purpose of this course is to prepare students to use behavioral approaches with direct relevance to neuroscience research. This is one of the required courses for the Neuroscience PhD program. It is intended for all PhD students interested in learning about the neural control of behavior.

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-](https://gatorevals.ua.ufl.edu/public-results/)

results.”

Response:
All Items Included

UNIVERSITY OF FLORIDA
COLLEGE OF MEDICINE SYLLABUS
NEUROSCIENCE
GMS 6024: Behavioral and Cognition Neuroscience
(2 credits)
Fall
Delivery Format: In person. Time: Thursdays 9:30-11:30 am
Room: L1-101

Instructors:

Dr. Freddyson Martinez-Rivera

Office: MBI L2-118
fmartinezrivera@ufl.edu
Phone: (352) 294-5478
Office hours: By appointment

Dr. Adrienn Varga

Office: MBI L2-181
adrienn.varga@ufl.edu
Office Hours: By Appointment

Preferred Course Communications: email

Prerequisites: Doctoral students

Course Description:

Teaches basic principles and methodology in behavioral neuroscience to graduate students. Students will learn about an array of systems and topics that have been studied by various investigators with a focus on how the nervous system controls particular behaviors. The class will involve introductory lectures, research articles, discussion-based learning exercises and student presentations.

Purpose and Outcome:

The purpose of this course is to prepare students to use behavioral approaches with direct relevance to neuroscience research. This is one of the required courses for the Neuroscience PhD program. It is intended for all PhD students interested in learning about the neural control of behavior.

Course Overview:

The goal of behavioral neuroscience is to understand how networks in the central nervous system orchestrate behavior and give rise to perception. To link neural mechanisms to specific functions, the students will formulate research questions and experimental strategies to test their hypotheses.

This course will cover the major neural networks and the neural mechanisms controlling specific behaviors, ranging from sensory processing, motor control, reward signaling to hormonal control, and higher order functions such as learning and memory and social behaviors. Throughout the course, students will learn about the fundamentals of behavioral neuroscience in which they will acquire the basic concepts and commonly used techniques in the field. The lectures will be complemented by meaningful article discussions focused on novel and cutting-edge technologies/paradigms. Along with this, the students will have the opportunity to interact with some invited experts on specific topics. At the end of the course students will develop an NIH style Research Strategy term paper, where they can utilize the principles learned in class to come up with the rationale and experimental design for two experimental aims. These proposals will be presented during the last two days of the course.

Relation to Program Outcomes:

This course fulfills the requirements for Academic Credits for graduate students in the Neuroscience program.

Course Objectives and/or Goals:

By the end of each semester, students will be able to:

- Understand the basic principles of behavioral neuroscience.
- Understand the basic principles of sensory stimuli and methods to test sensory circuitry.
- Describe how motor actions are generated.
- Understand how sensory and motor integration contributes to the neural control of behavior.
- Understand the neurobehavioral basics of learning & memory, reward, decision making, social interactions and other processes relevant to prevalent neurological and psychiatry disorders.
- Understand the rationale behind different behavioral methods and explain how complex behaviors are studied.
- Conduct literature review and critically evaluate research articles covering a variety of topics in behavioral neuroscience.
- Be able to design behavioral experiments to interrogate central networks.
- Improvement in critical thinking, group discussion, and reading & writing skills.

Instructional Methods:

Class format will be a mixture of lectures and group discussions on specific assignments. The last two days of class will consist of student presentations. Throughout the course, we encourage an interactive, active learning approach with discussions about the topics presented. Lecture PowerPoint slides will be posted on Canvas to help facilitate preparation for each lecture.

Description of Course Content:

Topical Outline/Course Schedule

Week	Date	Topic	Lecturer	Reading
1	08/22	Introduction to Neuroethology	Martinez-	Chapters (Chpts)

			Rivera, Varga	1-4
2	08/29	Sensation and perception	Wesson	Chpts; 9-11
3	09/05	Paper discussion 1	Varga, Martinez-Rivera	To be assigned (TBA)
4	09/12	Brain control of movement, central patterns generators, navigation	Varga	Chpts; 9-11
5	09/19	Paper discussion 2	Varga, Martinez-Rivera	TBA
6	09/26	Hormonal control of behaviors 1. Courtship, reproductive and parental behaviors	Varga	Chpts; 7 and other reading TBA
7	10/03	Hormonal control of behaviors 2. Feeding, energy balance	Martinez-Rivera	Chpts; 6
8	10/10 *FMR out.	SfN – no class		
9	10/17	Paper discussion 3	Martinez- Rivera, Varga	TBA
10	10/24	Reward systems, motivated behaviors and decision making	Martinez-Rivera	Chpt; 5
11	10/31	Learning and memory	Martinez-Rivera	Chpt; 12
12	11/7	Emotions and cognition, social behaviors	Padilla-Coreano	Chpt; 8&13
13	11/14	Paper discussion 4 ** Term paper due	Varga; Martinez- Rivera, Padilla- Coreano	TBA
14	11/21	Sleep and circadian rhythms	Varga	Chpt; 15
15	12/05	Final presentations	students	
16	12/12	Final presentations	students	

Course Materials and Technology:

Book: Brain & Behavior: An Introduction to Behavioral Neuroscience, 6th edition, Garrett and Hough

Additional reading resources will be provided:

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [UF eLearning](#)

Academic Requirements and Grading:

Recommended Courses (1st year classes Neuroscience program) including: Principles of Neurophysiology (GMS6022), Molecular Neuroscience & Neuropharmacology (GMS6023), Functional Neuroanatomy (GMS 6701)

Assignments:

Term paper: 5 page Research Strategy (Significance, Background and Approach with two Specific aims). Choose one behavior relevant to your thesis, discuss the significance of that behavior, and propose two experiments to investigate the integrated neural circuitry/ brain region that is responsible for controlling that specific behavior.

Final presentations: It will consist of an individual presentation on an assigned paper. Both students and professors will participate in the paper's selection.

Grading:

Requirement	Percent Final Grade
Participation	50%
Term paper	25%
Final presentation	25%

Point system used (i.e., how do course points translate into letter grades).

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

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy: No exams

Policy Related to Required Class Attendance:

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

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

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here:

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

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

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

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process:

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

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period

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

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers.

Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the [Classroom Guests of Students policy](#) in its entirety.

Support Services:

Accommodations for Students with Disabilities:

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

Counseling and Student Health:

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

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at UF Health is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at UF Health 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/>
- UF Health 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 32698, ufhealth.org/emergency-room-trauma-center.
- University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- 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.

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 career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ ask 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. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

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

Course|New for request 19907

Info

Request: HMG 6XXX Professional Paper

Description of request: This course was previously offered as a special topic, and we are now requesting a permanent course number. The inclusion of the 'HMG 6xxx Professional Paper' in the MS on-line degree in Tourism and Hospitality Management serves as a 'mini thesis' experience, allowing students to apply their learned theoretical knowledge to practical, real-world issues in the industry. This requirement helps bridge the gap between academic studies and professional practice by encouraging students to engage in deep research and critical analysis on a topic of their choice. By crafting a Professional Paper, students demonstrate their ability to synthesize information, think strategically, and propose innovative solutions to contemporary challenges in tourism and hospitality. This component of the program enhances students' written communication skills, which are essential for effective leadership and management in any business context. Additionally, completing the Professional Paper provides an opportunity for students to contribute original ideas to the field, potentially influencing future practices and policies in tourism and hospitality management.

Submitter: Rachel Fu racheljuichifu@ufl.edu

Created: 1/21/2025 3:52:52 PM

Form version: 5

Responses

Recommended Prefix

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

Response:

HMG

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:
Professional Paper

Transcript Title

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

Response:
Professional Paper

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:
6

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:

Thesis/Dissertation Supervision

- 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:

Thesis Graduate (6971)

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:

6

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:

Through this culminating experience, students will complete a professional paper derived from a real-world hospitality/tourism management industry-related issue. Examples of appropriate professional paper topics include, but are not limited to, developing a marketing plan for a hospitality/tourism organization, analyzing secondary data to address an issue for an HBM organization or the industry, and working with an organizational client to address a client-identified issue.

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:

no prerequisites | required course

On-line students: enrolled/admitted by MS on-line degree in THEM dept

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 was previously offered as a special topic, and we are now requesting a permanent course number. The inclusion of the 'HMG 6XXX Professional Paper' in the MS degree of Tourism and Hospitality Management serves as a 'mini thesis' experience, allowing students to apply their learned theoretical knowledge to practical, real-world issues in the industry. This requirement helps bridge the gap between academic studies and professional practice by encouraging students to engage in deep research and critical analysis on a topic of their choice. By crafting a Professional Paper, students demonstrate their ability to synthesize information, think strategically, and propose innovative solutions to contemporary challenges in tourism and hospitality. This component of the program enhances students' written communication skills,

which are essential for effective leadership and management in any business context. Additionally, completing the Professional Paper provides an opportunity for students to contribute original ideas to the field, potentially influencing future practices and policies in tourism and hospitality management.

Course Objectives

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

Response:

COURSE LEARNING OBJECTIVES

Upon completion of this course the student will be able to:

- Create and develop a project scope based on the selected issue.
- Implement and evaluate strategic decision-making principles, skills, and knowledge
- Evaluate and address areas of concern for formulating and implementing their recommended strategies.
- Investigate and integrate their knowledge across courses. For example, students may incorporate management, marketing, human resources, and financial recommendations to address the selected issue.

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:

Students are required to post their weekly readings via Canvas

RECOMMENDED

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

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:

Not Applicable

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:

Letter Grade	Percent of Total Points Associated with Each Letter Grade
	GPA Impact of Each Letter Grade

A	93.00-100%	4.0
A-	90 – 92.99 %	3.67
B+	87 – 89.99%	3.33
B	83 – 86.99%	3.0

B-	80 – 82.99 %	2.67
C+	77 – 79.9%	2.33
C	73 – 76.99%	2.0
C-	70 – 72.99 %	1.67
D+	67 – 69.99%	1.33
D	63 – 66.99%	1.0
D-	60 – 62.99%	0.67
E	0-59.99%	0

GRADING: Grades will be based on the following assignments and points:

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

Assignments

Submission Deadline	Points
[1] Overall Guidelines/Plan of your Paper submitted by Friday Jan. 26 @11:59 pm EST	15
[2] Midterm Draft Paper submission by Friday Feb. 23 @11:59 pm EST	25
[3] Final Paper submission Friday April 12 @11:59 pm EST	60
TOTAL POINTS	100

[1] 4 pages, double space, 12 font size – use a table to display your tentative title, subtitle, and your proposed finished deadlines for each element

- Background of the selected case –
- Visions/missions...
- Literature reviews
- Marketing Ps [product, price, place, promotion, people, partnership, profits,...] if applicable,
- Data and data collections
- SWOT analysis, if applicable
- Recommendations
- Final edits

[2] 25 pages, double space, 12 font size – including more sounded contents for each session in your report

[3] 30 to 50 pages, double space, 12 font size – completion of your final professional paper

It will take one week to 10 days to get grades posted for each assignment. Please contact your instructor in one week after your grade is posted when you feel there is an error in grading. Your grade will not be rounded. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>." One-2-One zoom [between April 18-29] [optional] – meeting with the instructor to talk about potential publications and future engagement with studied cases.

Rubrics for “Overall Guidelines/Plan of the final pap”

Excellent

93-100 pts

1. Effectively explains and critiques ideas.
2. Shows thorough preparation and understanding of timely industry trends/facts
3. Adequately list a plan that explain the strengths and limitations of the project.

Good

80-92 pts

1. Somehow effectively explains and critiques ideas.
2. Shows thorough preparation and understanding of basic industry trends/facts
3. List a good plan that explain the strengths and limitations of the project.

Reasonable

60-79 pts

1. Explains ideas acceptably.
2. Somehow shows reasonable preparation and understanding of basic industry trends/facts
3. List a reasonable plan that list some of the strengths and limitations of the project.

Basic

46-59 pts

1. Explains ideas basically.
2. Somehow shows a basic preparation and understanding of the industry facts
3. List a basic plan that list limited of the strengths and limitations of the project.

Bare Minimum

20-45 pts

1. Defines and describes some concepts with struggles.
2. Unable to explain ideas.
3. Proposes cases that are not applicable to the industries.

Rubrics of "Midterm Draft Paper" and "Final Paper Submission"

Excellent

93-100 pts

1. Clearly defines and illustrates concepts.
2. Effectively explains and critiques ideas.
3. Shows thorough preparation and understanding of assignments; deeply engages with the background literature and study methodologies.
4. Bases conclusions on scientific evidence.
5. Provides practical recommendations and implementations.
6. Adequately discusses the strengths and limitations of the project.

Good

80-92 pts

1. Defines and describes concepts mostly
2. Explains and evaluates ideas somehow effectively.
3. Shows evidence of completing reading assignments, but integration with the broader literature and study background is not fully complete.

Reasonable

60-79 pts

1. Describes concepts.
2. Explains, assesses, or critiques some ideas.
3. Shows evidence of incomplete reading assignments, with partial integration of the information into relevant sessions.

Basic

46-59 pts

1. Defines and describes some concepts.
2. Explains ideas but lacks the ability to assess or critique them.
3. Unprepared, with insufficient evidence of reading assignments; offers superficial literature reviews and lacks scientific support.

Bare Minimum

20-45 pts

1. Defines and describes some concepts.
2. Unable to explain or critique ideas.
3. Clearly unprepared, with no evidence of completing reading assignments.
4. Provides poor literature reviews, unclear methods, and presents cases that are not applicable to the industries.

GRADING EXPECTATIONS Professional Paper:

90-100%: Excellent. Excellent, scholarly, and advanced college-level work that exceeds requirements. Original, insightful ideas, in-depth discussion. Well organized and structured. Very good grammar, careful formatting.

80-89.99%: Good. Good college-level work that meets requirements. Original, well organized. Good understanding of the topic is demonstrated. Acceptable grammar. Some areas are noticeably weaker than others.

70-79.99%: Satisfactory. Average work. Assignment is not thought through and/or presentation is not cohesive. Improvement is needed on depth, originality of thought, structure, and presentation.

60-69.99%: Marginal. Below-average work. Substantial improvements are needed in the areas of content, reasoning, and delivery, as well as grammar and formatting.

0-59.99%: Failure. Assignment does not meet the requirements/criteria, is not submitted, or incomplete.

The length of a full paper: [30 - 50 pages double-spaced; 12 font size; Times New Roman; 1 inch margin; Important note: you are required to reach the minimum page and may exceed the maximum page.

Instructor(s)

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

Response:

Dr. Rachel J.C. Fu

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



University of Florida

DEPARTMENT OF TOURISM HOSPITALITY AND EVENT MANAGEMENT (THEM)

Professional Paper [HMG 6XXX]

PROFESSIONAL PAPER (HMG 6XXX)

Course Info

INSTRUCTOR

Dr. Rachel J.C. Fu

Office: 240 Florida Gym

Office Phone: 352-294-1611

Email: racheljuichifu@ufl.edu

Preferred Method of Contact: **email through Canvas**

OFFICE HOURS

office hours are MW period 3 or by appointment

MEETING

TIME/LOCATION

[Online] Access course through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure

COURSE DESCRIPTION

Through this culminating experience, students will complete a professional paper derived from a real-world hospitality/tourism management industry-related issue. Examples of appropriate professional paper topics include, but are not limited to, developing a marketing plan for a hospitality/tourism organization, analyzing secondary data to address an issue for a hospitality business management organization or the industry, and working with an organizational client to address a client-identified issue.

COURSE LEARNING OBJECTIVES

Upon completion of this course the student will be able to:

- Create and develop a project scope based on the selected issue in the fields of tourism, hospitality and/or events.

- Implement and evaluate strategic decision-making principles, skills, and knowledge
- Evaluate and address areas of concern for formulating and implementing their recommended strategies in tourism, hospitality and event fields.
- Investigate and [integrate their knowledge across courses](#). For example, students may incorporate management, marketing, human resources, and financial recommendations to address the selected issue.

PREREQUISITE KNOWLEDGE AND SKILLS

no prerequisites

On-line students: enrolled/admitted by MS on-line degree in THEM dept

REQUIRED AND RECOMMENDED MATERIALS

Students are required to post their selected (related to their selected professional paper topic) and updated weekly readings

RECOMMENDED

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

COURSE FORMAT

Students who are admitted by the Master of Science in THEM dept will watch lecture videos online (On-line class) Your selected case/topic analysis will be largely used to enhance communication of concepts, ideas, and problem-solving abilities through identifying study problems, selecting methods/theories, conducting analyses, preparing study findings, offering recommendations, and evaluating the study merits and limits.

Course & University Policies

ATTENDANCE POLICY

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

PERSONAL CONDUCT POLICY

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

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or TA in this class.

REPORT MAKE-UP POLICY

A student experiencing an illness should visit the UF Student Health Care Center or their preferred healthcare provider to seek medical advice and obtain documentation. If you have an illness, family

emergency or death, please contact the Dean of Students Office (www.dso.ufl.edu) and follow the DSO Care Team procedures for documentation and submission of a request for make-up assignment (<https://care.dso.ufl.edu/instructor-notifications/>). The DSO will contact the instructor. Do not provide any documentation to the instructor regarding illness or family emergency. This is your personal and protected information. The DSO is qualified to receive and verify the documents you provide. The instructor will follow the recommendations from the DSO.

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

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

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

Getting Help

HEALTH & WELLNESS

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

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Grading

GRADING SCALE

Grades will be posted within several days after an assignment. If a grading error is detected, please contact the instructor as soon as possible. The grades will not be rounded.

More detailed information regarding current UF grading policies can be found here:

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

GRADING SCALE

Here is a description of your grading. All scores will be uploaded directly into canvas. About how long will it take to get grades posted for each assignment? Students will contact the instructor if they feel there is an error in grading. *The instructor will not round grades.* More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.” Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100%	4.0
A-	90 – 92.99 %	3.67
B+	87 – 89.99%	3.33
B	83 – 86.99%	3.0
B-	80 – 82.99 %	2.67
C+	77 – 79.9%	2.33
C	73 – 76.99%	2.0
C-	70 – 72.99 %	1.67
D+	67 – 69.99%	1.33
D	63 – 66.99%	1.0
D-	60 – 62.99%	0.67
E	0-59.99%	0

The professional paper should be 30-50 pages in length and double-spaced with academic references (12-point font). Use of headers and sub-headers is highly recommended. Use of tables and figures is also highly recommended and should be included within the page limit.

Students will work with their faculty advisor on the professional paper.

Helpful Tips

The professional paper should benefit the student's professional growth, as well as leadership and management abilities. Students are encouraged to start thinking about the topic of their professional paper by the completion of their first semester in the master's program.

Appropriate Professional Paper Topics

- Analysis of secondary data to understand the impact of travel bans on the hospitality/tourism industry
- Development of a 10-year tourism development plan for a city
- Development of a business plan for a new tour company
- Development of a destination crisis management plan for a DMO
- Development of a marketing plan for a hotel or resort
- Social media analysis of Orlando theme park attendance by visitors from different countries
- Content analysis of newspaper publications on the Olympic Games
- Spatial pattern of social media discussion of the 2016 Beijing hotel attack
- Mapping tourist mobility in Florida
- Others [approved by your instructor]

Professional paper proposals must be submitted to your advisor for review 30 days prior to the start of the term in which you plan to complete the paper. **You are strongly encouraged to schedule one-on-one zoom at least two times during the course period.**

<https://hospitalitymanagement.hhp.ufl.edu/curriculum/practicum-and-professional-paper/>

<https://hospitalitymanagement.hhp.ufl.edu/curriculum/>

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

GRADING: Grades will be based on the following assignments and points:

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

Assignments	Submission Deadline	Points
[1] Overall Guidelines/Plan of your Paper	submitted by Friday Jan. 26 @11:59 pm EST	15
[2] Midterm Draft Paper submission	by Friday Feb. 23 @11:59 pm EST	25
[3] Final Paper submission	Friday April 12 @11:59 pm EST	60
	TOTAL POINTS	100

[1] 4 pages, double space, 12 font size – use a table to display your tentative title, subtitle, and your proposed finished deadlines for each element

- Background of the selected case –
- Visions/missions...
- Literature reviews

- Marketing Ps [product, price, place, promotion, people, partnership, profits,...] if applicable,
- Data and data collections
- SWOT analysis, if applicable
- Recommendations
- Final edits

Rubrics for “Overall Guidelines/Plan of the final pap”

Excellent	93-100 pts	<ol style="list-style-type: none"> 1. Effectively explains and critiques ideas. 2. Shows thorough preparation and understanding of timely industry trends/facts 3. Adequately list a plan that explain the strengths and limitations of the project.
Good	80-92 pts	<ol style="list-style-type: none"> 1. Somehow effectively explains and critiques ideas. 2. Shows thorough preparation and understanding of basic industry trends/facts 3. List a good plan that explain the strengths and limitations of the project.
Reasonable	60-79 pts	<ol style="list-style-type: none"> 1. Explains ideas acceptably. 2. Somehow shows reasonable preparation and understanding of basic industry trends/facts 3. List a reasonable plan that list some of the strengths and limitations of the project.
Basic	46-59 pts	<ol style="list-style-type: none"> 1. Explains ideas basically. 2. Somehow shows a basic preparation and understanding of the industry facts 3. List a basic plan that list limited of the strengths and limitations of the project.
Bare Minimum	20-45 pts	<ol style="list-style-type: none"> 1. Defines and describes some concepts with struggles. 2. Unable to explain ideas. 3. Proposes cases that are not applicable to the industries.

[2] 25 pages, double space, 12 font size – including more sounded contents for each session in your report

[3] 30 to 50 pages, double space, 12 font size – completion of your final professional paper

It will take one week to 10 days to get grades posted for each assignment. Please contact your instructor in one week after your grade is posted when you feel there is an error in grading.

Your grade will not be rounded. More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.” One-2-One zoom [between April 18-29] [optional] – meeting with the instructor to talk about potential publications and future engagement with studied cases.

Rubrics of “Midterm Draft Paper”

Excellent	93-100 pts	<ol style="list-style-type: none"> 1. Clearly defines and illustrates concepts. 2. Effectively explains and critiques ideas. 3. Shows thorough preparation and understanding of assignments; deeply engages with the background literature and study methodologies. 4. Bases conclusions on scientific evidence. 5. Provides practical recommendations and implementations. 6. Adequately discusses the strengths and limitations of the project.
Good	80-92 pts	<ol style="list-style-type: none"> 1. Defines and describes concepts mostly 2. Explains and evaluates ideas somehow effectively. 3. Shows evidence of completing reading assignments, but integration with the broader literature and study background is not fully complete.
Reasonable	60-79 pts	<ol style="list-style-type: none"> 1. Describes concepts. 2. Explains, assesses, or critiques some ideas. 3. Shows evidence of incomplete reading assignments, with partial integration of the information into relevant sessions.
Basic	46-59 pts	<ol style="list-style-type: none"> 1. Defines and describes some concepts. 2. Explains ideas but lacks the ability to assess or critique them. 3. Unprepared, with insufficient evidence of reading assignments; offers superficial literature reviews and lacks scientific support.
Bare Minimum	20-45 pts	<ol style="list-style-type: none"> 1. Defines and describes some concepts. 2. Unable to explain or critique ideas. 3. Clearly unprepared, with no evidence of completing reading assignments. 4. Provides poor literature reviews, unclear methods, and presents cases that are not applicable to the industries.

Rubrics of “Final Paper Submission”

Excellent	93-100 pts	<ol style="list-style-type: none"> 1. Clearly defines and illustrates concepts. 2. Effectively explains and critiques ideas. 3. Shows thorough preparation and understanding of assignments; deeply engages with the background literature and study methodologies. 4. Bases conclusions on scientific evidence.
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		5. Provides practical recommendations and implementations. 6. Adequately discusses the strengths and limitations of the project.
Good	80-92 pts	1. Defines and describes concepts mostly 2. Explains and evaluates ideas somehow effectively. 3. Shows evidence of completing reading assignments, but integration with the broader literature and study background is not fully complete.
Reasonable	60-79 pts	1. Describes concepts. 2. Explains, assesses, or critiques some ideas. 3. Shows evidence of incomplete reading assignments, with partial integration of the information into relevant sessions.
Basic	46-59 pts	1. Defines and describes some concepts. 2. Explains ideas but lacks the ability to assess or critique them. 3. Unprepared, with insufficient evidence of reading assignments; offers superficial literature reviews and lacks scientific support.
Bare Minimum	20-45 pts	1. Defines and describes some concepts. 2. Unable to explain or critique ideas. 3. Clearly unprepared, with no evidence of completing reading assignments. 4. Provides poor literature reviews, unclear methods, and presents cases that are not applicable to the industries.

The length of a full paper: [30 - 50 pages double-spaced; 12 font size; Times New Roman; 1 inch margin; **Important note: you are required to reach the minimum page and may exceed the maximum page.**

- ✚ **Step 1.** Zoom meeting with Dr. Rachel Fu to express your tentative and interested topic(s)
- ✚ **Step 2.** Decide your selected case [from the suggested list] and companies' competitors that are within your selected industry [Note: apple-to-apple; orange-to-orange; do not compare oranges to apples]
- ✚ **Step 3.** Analyze the level of Ps of your selected cases [as many Ps as possible!], if applicable
- ✚ **Step 4.** Compare the SWOT of your selected cases [internal vs. external], if applicable
- ✚ **Step 5.** Think and think – where and how you can obtain the historical and concurrent information of your selected companies?! Any stories of 'Legal, Moral, Ethical' of your selected cases? How and What did your selected companies deal with the issues? Do you want to focus on the corporate levels, business units level, and/or functional levels [HR, advertisement, marketing, sales, etc.]
- ✚ **Step 6.** You are encouraged to create your networks throughout the semester via working closely with the selected companies' employees/customers, etc. to obtain their insights
- ✚ **Step 7.** Compile all accessible information into a high-quality report [only professional quality is accepted!]

- ✚ **Step 8.** Keep your instructor informed about your progress and gain further advice on the logic of your contents and how you can market your professional paper
- ✚ **Step 9.** Market yourself whenever you can

Summary of the 27 P's of Marketing

1. Product
2. Price
3. Promotion
4. Place
5. People
6. Process
7. Physical evidence
8. Purpose
9. Purchaser
10. Push/pull
11. Personal relationships
12. Positioning
13. Packaging
14. Persuasion
15. Performance
16. Profitable
17. Proactive
18. Pull together
19. Perform
20. Permission
21. Pain
22. Pleasure
23. Periodic
24. Persistent
25. Partners
26. Psychology
27. Perceptions

Summary of the 15 P's of Marketing

1. Product
2. Price
3. Place
4. Promotion
5. People
6. Process
7. Physical Evidence
8. Privacy
9. Personal Interest
10. Personal Social Networks
11. Public Commentary

12. Personalization
13. Participation
14. Peer to Peer
15. Predictive Modeling

Additional Ps
Problems
Process
Procedure
Promises
Potentials
Patience

Title Page.

A title should summarize the main idea of the project simply and if possible, with style. It should be a concise statement of the main topic and should identify and actual variables or theoretical issues under investigation and the relationship between them. An example of a good title is “Effect of Transformed Letters on Reading Speed.” A title should be fully explanatory when standing alone. Avoid words that serve no useful purpose: they increase length and can mislead indexers. For example, the words method and results do not normally appear in a title, nor should such redundancies as “A Study of” or “An Experimental Investigation of” begin a Title. Avoid using abbreviations in a title: spelling out all terms will help ensure accurate, complete indexing of the article. The recommended length for a title is 10 – to 12 words.

- ❖ Authors’ names and institutional affiliation
- ❖ The preferred form of an author’s name is first name, middle initial(s), and last name. The affiliation identifies the location where the authors conducted the investigation

Executive Summary [one up to 2 pages]

An executive summary is a brief/highlight, comprehensive summary of the contents of the report: it allows readers to survey the contents of an article/a project quickly. A well-prepared abstract can be the most important page(s) in your article/report.

Accurate: Ensure that the executive summary correctly reflects the purpose and content of the report/manuscript. Do not include information that does not appear in the body of the project.

Self-contained: define all abbreviations and acronyms.

Concise and specific: Make each sentence maximally informative, especially the lead sentence. Be as brief as possible. The executive summary should not exceed 2 pages.

An executive summary of a report of an empirical study should describe

- ❑ The problem under investigation, in one sentence if possible;
- ❑ The method (e.g., 27 Ps of Marketing Mix);
- ❑ The findings;
- ❑ The conclusions and the implications or applications.

[Tables of Contents] (for your professional report: required!)

Subtitle and pages

Tables and pages

Figures and pages

Introduction

Introduce the purpose of this study. For example, the body of a paper opens with an introduction that presents the specific problem under study and describes the research strategy.

Develop the background. Discuss the literature, an overall and scholarly review of earlier work provides an appropriate history and recognizes the priority of the work of others (if applicable). Citation of and specify credit to relevant earlier works are part of the author's scientific and scholarly responsibility and are essential for the growth of a cumulative science. Demonstrate the logical continuity between previous and present work.

- ❖ Purpose of study

Method

The method section describes in detail how the study was formatted. [e.g., 27Ps of the Marketing Mix] Appropriate identification of research subjects and clientele is critical to the science, particularly for assessing the results.

Results

The results section summarizes the data collected and the statistical [if applicable]. Report the data in sufficient detail to justify the conclusions. Mention all relevant results. Summarizing the results and the analysis in tables or figures instead of text may be helpful. When you use tables or figures, be certain to mention all of them in the text.

Conclusions/Discussion

After presenting the results, you are in a position to evaluate and interpret their implications. You are free to examine, interpret, and qualify the results, as well as to draw inferences from them. Similarities and differences between your results and the work of others should clarify and confirm your conclusions. You are encouraged, when appropriate and justified, to end the Discussion section with commentary on the importance of your findings. This concluding section may be brief or extensive, provided that it is tightly reasoned and self-contained.

References

Just as data in the paper support interpretations and conclusions, so reference citations document statements made about the literature. All citations in the report must appear in the reference list, and all references must be cited in text.

APA example:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The length of a full paper: [30 - 50 pages double-spaced; 12 font size; Times New Roman; 1 inch margin; **Important note: you are required to reach the minimum page and may exceed the maximum page.**

General Grading criteria

- ❑ The flow of your completed report
- ❑ The quality of information that you include
- ❑ The overall quality of your project/research design
- ❑ The overall quality of your provided marketing strategies and recommendations
- ❑ The evaluations and feedback of your designated company's [your professionalism, etc.]

Communication and Questions:

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with “**HMG 69XX Professional Paper** – First name, Last name - ...” Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days, when possible.

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 48 hours (typically sooner). If you have an urgent issue, please call my office and/or email my personal UF email, <racheljuichifu@ufl.edu>.

All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc.

SUCCESS AND STUDY TIPS

Provide students with your best advice for success in your course. What are you ALWAYS telling students after the first exam or during office hours? What do students who've excelled in your course recommend? Students appreciate this kind of information.

Privacy: 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 sharing of recorded materials is prohibited.

For in-class recording, the following statement related to Florida's House Bill 233 is suggested but not

mandatory: 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.

Summary and Links of Policy

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> .

Assignment Feedback and Response Time: All assignments are graded within seven to 10 days of the due date, unless otherwise communicated. Detailed feedback on most assignments is provided to each student and can be found in Canvas under the grade comments.

Class Policies

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.

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

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.

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/get-started/>) 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 Academic 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/>.

Online Course Evaluations:

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

Additional Resources:

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

Course|New for request 20354

Info

Request: HSC 6XXX Behavioral and Environmental Determinants of Obesity

Description of request: We are requesting a new course approval.

Submitter: Amy Mobley amy.mobley@mail.ufl.edu

Created: 1/26/2025 2:55:11 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:

HSC

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Behavioral and Environmental Determinants of Obesity

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:
Determinants of Obesity

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 course is intended for a graduate degree in the Health Education and Behavior program and serves as an elective.

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:

2025

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3 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:
Explores interactions among individual, behavioral and environmental determinants of obesity. Focuses on the extent of the obesity problem primarily in the US from an epidemiological perspective. Ideas for prevention and control are discussed along with effective interventions to address obesity including policy development and implementation.

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:
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).

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. [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

Behavioral and Environmental Determinants of Obesity

HSC 6xxx | [semester]

Welcome to *Behavioral and Environmental Determinants of Obesity*!

Explores interactions among individual, behavioral and environmental determinants of obesity. Focuses on the extent of the obesity problem primarily in the US from an epidemiological perspective. Ideas for prevention and control are discussed along with effective interventions to address obesity including policy development and implementation.

Course Logistics

Term and Credit: Fall 2025; 3 credit hours

Format and Location: Online, asynchronous

Text and Reading Material: Readings posted to CANVAS; no textbook

Course Objectives

Upon completion of this course students are expected to successfully:

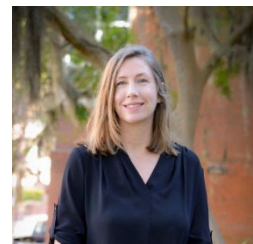
- ✓ Explain the extent of obesity in the US and globally.
- ✓ Discuss ways in which obesity is a public health concern.
- ✓ Analyze factors potential causes of obesity at different levels, including individual, social, and environmental/ecological.
- ✓ Analyze claims of obesity causality and of the effectiveness of interventions to treat or prevent obesity, including behavioral, medical, environmental, and policy interventions.
- ✓ Apply knowledge about determinants of obesity to the development of strategies to promote a healthy weight.

Instructor

Megan McVay, PhD

Associate Professor

megan.mcvay@ufl.edu | 352-294-1638 | FLG 016



Office Hours

Wednesdays 3-4 and by appointment. I am very happy to meet at a variety of times. Email me to set up a time.

Course Requirements

Quizzes, Reading Annotations, Course Assignments, and an Annotated Bibliography will be used to assess students' academic standing in this course.

Course Quizzes

6 quizzes (1 per module) worth 60 points each (360 points total)

Overview: At the end of each module, students will complete a multiple-choice quiz that covers the material covered in the lectures, reading, and other activities (such as podcasts or videos).

Reading Annotations

7 annotations worth 35 points each (245 points total)

Overview: For most assigned readings in this course, you will complete an annotation of the reading on Perusall. Perusall is a tool that allows you and your classmates to complete a shared annotation, including allowing you to view and engage with classmate's annotations. Be sure to give yourself plenty of time to read the article, post annotations, and to reply to other student's posts in Perusall.

Course Assignments

5 assignments (some with multiple parts) worth varying point values (260 points total)

Overview: There are several assignments in this course that require you to apply the course material to create products, such as letters to public officials, a research policy brief, and a video presentation.

Annotated Bibliography with Summary

Annotated bibliography and summary, completed over a few assignments (150 points total)

Overview: You will select a topic area related to the course and, with instructor's assistance, identify 10 articles related to the topic. You will create an annotated bibliography, then a 1-2 page summary of the readings.

Introductory assignments

Syllabus quiz and introducing yourself at course start (10 points total)

Overview: At the beginning of the course you will take a simple quiz on the syllabus and also introduce yourself to your classmates on CANVAS.

Grading Standards

Grades	Course %	Grade Points
A	100-93	4.0
A-	92.99-90	3.67
B+	89.99-87	3.33
B	86.99-83	3.0
B-	82.99-80	2.67
C+	79.99-77	2.33
C	76.99-73	2.0
C-	72.99-70	1.67
D+	69.99-67	1.33
D	66.99-63	1.0
D-	62.99-60	.67
E	59.99-0	0
WF		0
I		0
NG		0
S/U		0

See current UF Grading Policies for further details on grading policy:

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

Late assignments without excused absences will incur a 20% point deduction for each day they are late.

Requirement for make-up exams, assignments, and other work are consistent with university policies:

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

Course Schedule

Module 1: Epidemiology of Obesity

Week	Topic	Annotation/Assignments Due*
8/21	Syllabus review	
8/25	Introduction to obesity	- Annotation 1: <i>Hungry Brain Ch 1</i>
9/1	Obesity prevalence across groups	- Assignments 1: Sharing obesity facts on social media

Module 2: Biological Determinants and Treatments

9/8	Biological determinants of obesity	- Annotation 2: <i>Prader-Willi Experience</i> videos
9/15	Targeting biological determinants	- Annotation 3: <i>The Future of Weight Loss</i> reading

Module 3: Dietary Factors and Obesity Research

9/22	Dietary factors and research: Part 1	- Assignments 2: Addressing Ultra-processed Foods
9/29	Dietary factors and research: Part 2	- Assignments 3: Digesting obesity research - Annotated Biblio. Part A

Module 4: Environmental and Economic Factors in Obesity

10/6	Environmental factors, part 1	- Assignments 4A: Research Policy brief part A
10/13	Environmental factors, part 2	- Annotation 4: <i>Good Food for All</i> reading & empirical article
10/20	Economic factors	- Assignments 4B: Research policy brief part B

Module 5: Psychosocial Determinants and Stigma

10/27	Social influence and mental health	- Annotation 5: <i>The Hidden Cost of Nutrition Misinformation</i> reading
11/3	Stigma, binge eating, and addiction	- Annotation 6: Patient centered care for obesity - Annotated Biblio. Part B

Module 6: Lifestyle interventions for obesity

11/10	Lifestyle interventions, Part 1	- Assignments 5A: Diabetes Prevention Program (DPP) video project Part A
11/14	Lifestyle interventions, Part 2	- Annotation 7: DPP treatment manual
12/1	Child & family interventions	- Assignments 5B: DPP video project Part B

*All assignments due Sunday of the week listed.

*There are Module quizzes on Sunday at the end of each module.

Course Policies & Information

Grade Appeal Policy:

Should you want to contest a grade, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale and will not be rounded. Discussion about grades will occur in-person or via a phone or video call, not via email.

Honor Code Policy:

“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.” The following pledge will be either required or implied on all work:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) will not be tolerated. Any student guilty of academic dishonesty will receive a failing grade (E) for the course, and the matter will be forwarded to the UF Office Student Affairs and the Dean of Students.

It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty. University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Class Recording Information

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.

See additional details here: <http://aa.ufl.edu/policies/in-class-recording/>

Course Policies & Information

Copyright Statement:

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

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. 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.

Student Accommodations

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 me and discuss their access needs, as early as possible in the semester.

Disclaimer: This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity.

Campus Resources:

Health and Wellness

I care about your health and wellbeing. I am happy to discuss any challenges you are having this semester—please reach out if you want to talk

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 Connections Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[On-Line Students Complaints](#)

Rubrics for Determinants of Obesity course

Sharing Obesity Facts on Social Media

Sharing Obesity Facts on Social Media				
Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Accurate Content	15 to >12.0 pts	12 to >6.0 pts	6 to >0.0 pts	15 pts
	Exemplary Includes relevant data and facts on each chosen topic.	Satisfactory Some relevant data and facts are included for each chosen topic.	Needs Improvement Most data/facts are missing or incorrect.	
This criterion is linked to a Learning Outcome Completeness	15 to >12.0 pts	12 to >0.0 pts	0 pts	15 pts
	Exemplary All 5 chosen topics were completed.	Needs Improvement Some of the 5 topics were completed.	No Marks None of the 5 topics were completed.	
This criterion is linked to a Learning Outcome Visuals/Graphics For the 2 social media posts that have visuals.	10 to >9.0 pts	9 to >3.0 pts	3 to >0 pts	10 pts
	Exemplary Visual supports the chosen topics and facts.	Satisfactory Visuals may only partially support topics/facts. Visuals may be confusing or difficult to interpret.	Needs Improvement Visuals may be missing. Visuals may not support the topic/facts.	
Total Points: 40				

Discussion: Sharing Obesity Facts on Social Media

Discussion: Sharing Obesity Facts on Social Media				
Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Upload 2 Social Media Posts	8 pts	4 pts	0 pts	8 pts
	Exemplary Upload two posts on time.	Needs Improvement Upload only one post.	No Marks Did not upload any posts.	
This criterion is linked to a Learning Outcome Provide Likes to Students Only provide 3 likes to other students.	3 pts	3 to >0.0 pts	0 pts	3 pts
	Exemplary Provides 3 likes to other students.	Needs Improvement Provide less than 3 likes or more than 3 likes.	No Marks Provide no likes.	
This criterion is linked to a Learning Outcome Commented on 2 Students' Posts	4 to >3.0 pts	3 to >0.0 pts	0 pts	4 pts
	Exemplary Provided two comments that addressed the prompt.	Needs Improvement Provided only one comment or comments did not fully address the prompt.	No Marks Provided no comments or comments did not address the prompt.	
Total Points: 15				

Addressing Ultra-Processed and Hyper-Palatable Foods

Addressing Ultra-Processed and Hyper-Palatable Foods

Criteria	Ratings			Pts
<p>This criterion is linked to a Learning Outcome letter 1: Provides a specific description of two ideas/plans. Provide a potential problem for each idea given</p>	<p>12 to >10.0 pts Exceptional Two distinct ideas are presented that address ultra-processed food and/or hyper-palatability. They are described in enough detail to understand what exactly is being proposed. A clear and logical potential problem is presented with a potential solution.</p>	<p>10 to >4.0 pts Good Ideas may be very vague. Ideas may not clearly address the issues of ultra-processed food or hyper-palatability. The potential problem may not follow clearly from the proposed solution.</p>	<p>4 to >0.0 pts Needs Improvement Ideas may be missing or may completely fail to address the issue.</p>	12 pts
<p>This criterion is linked to a Learning Outcome letter 1: Incorporating of reading and lecture content</p>	<p>10 to >8.0 pts Exceptional A reading or lecture point is incorporated in three places: the paragraph explaining the importance of addressing the topic, and each of the two paragraphs presenting a potential solution/problem with the idea presented. The reading/lecture incorporation is logically and clearly related to the point being made.</p>	<p>8 to >3.0 pts Good The reading/lecture content incorporated may be only tangentially related or superficially related to the ideas being presented. Student may present only reading or only lecture content (and not both)</p>	<p>3 to >0 pts Needs Improvement Reading and lecture content is absent or incorrect.</p>	10 pts
<p>This criterion is linked to a Learning Outcome letter 1: Writing Quality</p>	<p>8 to >6.0 pts Exceptional The letter is well-written, only one or two few grammatical or spelling errors. It is written in a way that is clear and easy to follow, with good sentence structure and word choice.</p>	<p>6 to >3.0 pts Good The letter may have more than one grammar or spelling error, or more than one section that is hard to follow or awkwardly written.</p>	<p>3 to >0 pts Needs Improvement The letter has many grammar or spelling errors and is difficult to read due to poor sentence structure/word choice/etc.</p>	8 pts
<p>This criterion is linked to a Learning Outcome letter 2: Provides a</p>	<p>12 to >10.0 pts Exceptional Two distinct ideas are presented that address ultra-processed food and/or hyper-palatability. They are</p>	<p>10 to >4.0 pts Good Ideas may be very vague. Ideas may not clearly address the issues of</p>	<p>4 to >0.0 pts Needs Improvement Ideas may be missing or may completely fail to address the issue.</p>	12 pts

Addressing Ultra-Processed and Hyper-Palatable Foods

Criteria	Ratings			Pts
specific description of two ideas/plans. Provide a potential problem for each idea given	described in enough detail to understand what exactly is being proposed. A clear and logical potential problem is presented with a potential solution.	ultra-processed food or hyper-palatability. The potential problem may not follow clearly from the proposed solution.		
	10 to >8.0 pts Exceptional	8 to >3.0 pts Good	3 to >0 pts Needs Improvement	
This criterion is linked to a Learning Outcome letter 2: Incorporating of reading and lecture content	A reading or lecture point is incorporated in three places: the paragraph explaining the importance of addressing the topic, and each of the two paragraphs presenting a potential solution/problem with the idea presented. The reading/lecture incorporation is logically and clearly related to the point being made.	The reading/lecture content incorporated may be only tangentially related or superficially related to the ideas being presented. Student may present only reading or only lecture content (and not both)	Reading and lecture content is absent or incorrect.	10 pts
This criterion is linked to a Learning Outcome letter 2: Writing Quality For the 2 social media posts that have visuals.	8 to >6.0 pts Exceptional	6 to >3.0 pts Good	3 to >0 pts Needs Improvement	
	The letter is well-written, only one few grammatical or spelling errors. It is written in a way that is clear and easy to follow, with good sentence structure and word choice.	The letter may have more than one grammar or spelling error, or more than one section that is hard to follow or awkwardly written.	The letter has many grammar or spelling errors and is difficult to read due to poor sentence structure/word choice/etc.	8 pts
This criterion is linked to a Learning Outcome 5 free points	5 pts Full Marks	0 pts No Marks		5 pts

Digesting Obesity Research and Media Portrayals

Digesting Obesity Research and Media Portrayals					
Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Fully addresses each question	12 pts	12 to >6.0 pts	6 to >0.0 pts		
	Exceptional Answers each question fully	Good May skip some questions or provide incomplete response to some questions	Needs Improvement May skip many questions or provide incomplete responses to	0 pts No Marks	12 pts
This criterion is linked to a Learning Outcome Engagement with content and quality of responses.	13 pts	13 to >8.0 pts	8 to >0 pts		
	Exceptional Responses reflect clear engagement with content and thoughtful responses that go beyond superficial.	Good Some reflections may be exceptional but others may indicate limited engagement with reading or responses that are superficial or lacking insight.	Needs Improvement Most reflections may indicate limited engagement with reading or responses that are superficial or lacking insight.		13 pts
Total Points: 25					

Research Policy brief Part A paragraph summaries

Research Policy brief Part A paragraph summaries

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Quality of Writing #1	5 to >3.75 pts Excellent Very well written.	3.75 pts Good Writing quality is overall good, but it may have an awkward sentence structure, poor word choice, or one grammar/spelling error.	3.75 to >0 pts Needs Improvement Writing may have more than one of following: poor/awkward sentence structure, poor word choice, grammar/spelling error	5 pts
This criterion is linked to a Learning Outcome Content Accuracy and Consistency with Instructions #1	5 to >3.0 pts Excellent All content is accurate and consistent with instructions.	3 pts Good Content is generally accurate and consistent with instructions but may miss key points.	3 to >0 pts Needs Improvement Some of content is inaccurate. Does not follow instructions.	5 pts
This criterion is linked to a Learning Outcome Quality of Writing #2	5 to >3.75 pts Excellent Very well written.	3.75 pts Good Writing quality is overall good, but it may have an awkward sentence structure, poor word choice, or one grammar/spelling error.	3.75 to >0 pts Needs Improvement Writing may have more than one of following: poor/awkward sentence structure, poor word choice, grammar/spelling error	5 pts
This criterion is linked to a Learning Outcome Content Accuracy and Consistency with Instructions #2	5 to >3.0 pts Excellent All content is accurate and consistent with instructions.	3 pts Good Content is generally accurate and consistent with instructions but may miss key points.	3 to >0 pts Needs Improvement Some of content is inaccurate. Does not follow instructions.	5 pts
This criterion is linked to a Learning Outcome Content of #1 accuracy of worksheet content for #1	10 pts Full Marks	0 pts No Marks		10 pts
This criterion is linked to a Learning Outcome Content of #2 accuracy of worksheet content for #3	10 pts Full Marks	0 pts No Marks		10 pts
Total Points: 40				

Research Brief Part B

Research Brief Part B		Ratings		Pts
Criteria				
This criterion is linked to a Learning Outcome Look and Style of Document	10 to >8.0 pts Exceptional Attention is paid to making it visually engaging and easy to process, e.g., through use of headings, bullet points, appropriate spacing and organization of text and figures. One figure and one image are present.	8 to >6.0 pts Good May lack one figure or one image. May not be formatted for ease of reading in 1-2 respects.	6 to >0 pts Needs Improvement May lack figure and/or image. May not be formatted for ease of reading in more than two respects.	10 pts
	15 to >12.0 pts Exceptional Introduction provides relevant background information and limited irrelevant information. Article summaries are concise and capture key findings of study, and are written in a consistent style. Well written, with no or few grammar/spelling errors or awkward sentences.	12 to >8.0 pts Good May be missing 1-2 features described in the “exceptional” rating category.	8 to >0 pts Needs Improvement May be missing 3 or more features described in the “exceptional” rating category.	15 pts
This criterion is linked to a Learning Outcome Recommendations	10 to >8.0 pts Exceptional Clearly informed by research findings presented. Specific. Clearly written. May show creativity.	8 to >6.0 pts Good May be missing 1-2 features described in the “exceptional” rating category.	6 to >0 pts Needs Improvement May be missing 3 or more features described in the “exceptional” rating category.	10 pts

Total Points: 35

Diabetes Prevention Program Project - Part A

DPP Part A

Criteria	Ratings	Pts
<p>This criterion is linked to a Learning Outcome Complete</p> <p>All listed components were completed.</p> <p>Total Points: 35</p>	<p>This area will be used by the assessor to leave comments related to this criterion.</p>	35 pts

Diabetes Prevention Program Project - Part B

Diabetes Prevention Program Project - Part B

Criteria	Ratings	Pts
<p>This criterion is linked to a Learning Outcome Word Document</p>	<p>15 to >14.0 pts Exemplary All feedback from the instructor is fully addressed.</p> <p>14 to >10.0 pts Satisfactory Most feedback from the instructor is addressed, but some are not fully addressed.</p> <p>10 to >0 pts Needs Improvement Feedback from the instructor is inadequate or not addressed.</p>	15 pts
<p>This criterion is linked to a Learning Outcome Comprehensive Content Coverage of all key components</p>	<p>15 to >14.0 pts Exemplary The presentation covers all required content and includes pertinent images, figures, and information.</p> <p>14 to >10.0 pts Satisfactory The presentation is missing one required content area or includes excessive irrelevant content.</p> <p>10 to >0 pts Needs Improvement The presentation is missing multiple required content areas and/or includes excessive irrelevant content.</p>	15 pts
<p>This criterion is linked to a Learning Outcome Accuracy Accuracy of content presented</p>	<p>15 to >14.0 pts Exemplary All content in the presentation is accurate.</p> <p>14 to >10.0 pts Satisfactory Most content in the presentation is accurate but a small portion of content may have inaccuracies.</p> <p>10 to >0 pts Needs Improvement There are multiple inaccuracies in the presentation.</p>	15 pts
<p>This criterion is linked to a Learning Outcome Quality/Professionalism</p>	<p>15 to >14.0 pts Exemplary Visuals are appropriate and well-organized. Content sequence</p> <p>14 to >10.0 pts Satisfactory May have 1-2 of the following problems in a limited way:</p> <p>10 to >0 pts Needs Improvement May have 2 or more of the following problems in a more extensive way:</p>	15 pts

Diabetes Prevention Program Project - Part B

Criteria

Ratings

Pts

is logical with smooth transitions between topics. Speech is clear and easy to understand with limited mistakes. The slides do not have too many words.	lacking visuals or including visuals that do not align with the content; speech is informal or has many mistakes in presenting; flow is illogical without transitions.	lacking visuals or including visuals that do not align with the content; speech is informal or has many mistakes in presenting; flow is illogical without transitions.
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Total Points: 60

Course|New for request 20858

Info

Request: ISS 5XXX Great Books of the Ancient World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center..

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 1/24/2025 11:30:43 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

ISS

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:

No

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:

Not at this time.

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:
Great Books of the Ancient World

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:
Great Books - Ancient World

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:
What are the most influential books from the Greco-Roman world? How should we read them today? In this graduate seminar, we will engage these questions by studying texts written across the whole sweep of Greco-Roman history, from Homer in Iron Age Greece to the troubled Roman Empire of the third century A.D.

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 requests are required to add a course into program curricula.

Response:

This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

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](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

ISS 5xxx: Great Books of the Ancient World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Mattias Gassman
- CSE E444
- Office Hours: Tuesdays & Thursdays 1pm-2pm
- mattias.gassman@ufl.edu
- (352) 273-3040

Course Description

What are the most influential books from the Greco-Roman world? How should we read them today? In this graduate seminar, we will engage these questions by studying texts written across the whole sweep of Greco-Roman history, from Homer in Iron Age Greece to the troubled Roman Empire of the third century A.D. With the help of selected modern scholarship, students will read and discuss formative works from a wide range of genres, including epic poetry, history, philosophy, political theory, tragedy, comedy, letters, oratory, biography, and novelistic fiction. Students will write in-depth interpretations of additional primary sources grounded in modern scholarly approaches to the ancient world and will show their ability to comment, in examinations and in class, on particular passages and on overarching themes that link works from disparate genres and time-periods.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
 - Articles and individual book chapters will be made available online or through UF libraries.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in ancient texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in ancient texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (20%)
 - a. Active Participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8, after completion of the Greek-focused first half of the survey.
 - c. For information about assessment, see the examination rubric below.

3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second, Roman-focused half of the survey, but will also include a cumulative component.
 - b. The examination will be held during the final examination slot assigned by the university. The rubric is the same as for the midterm.

4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a work of ancient literature that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly present your findings to the class; presentations will form part of your participation grade.
 - b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
 - c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
 - d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: Introduction</p> <p>Summary: The first week introduces the main topics of the course. Students will discuss their current views on ancient literature and ideas and their connections to modern thought.</p> <p>Required Readings: N/A</p>
Week 2	<p style="text-align: center;">Topic: Epic and the beginning of Greek literature</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Iliad of Homer</i>, translated with an introduction by Richmond Lattimore (Chicago: The University of Chicago Press, 1951), 59–75, 330–496 (184 pp.) • <i>The Odyssey of Homer</i>, translated with an introduction by Richmond Lattimore (New York: Harper and Row, 1967), 27–38, 137–197, 282–361 (153 pp.) • Robin Lane Fox, <i>Homer and His Iliad</i> (New York: Basic Books, 2023), part II (“Composing the Iliad: How?”), 77–128 (52 pp.)
Week 3	<p style="text-align: center;">Topic: Early Greek thought – Hesiod and the pre-Socratic philosophers</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Hesiod: Works and Days and Theogony</i>, translated by Stanley Lombardo, introduction and notes by Robert Lamberton (Indianapolis: Hackett, 1993), 23–50, 61–90 (58 pp.) • S. Brown, “From the Golden Age to the Isles of the Blest,” <i>Mnemosyne</i>, 4th s. 51 (1998): 385–410 (26 pp.) • Paul Millett, “Hesiod and His World,” <i>Proceedings of the Cambridge Philological Society</i> 30 (1984): 84–115 (32 pp.) • <i>A Presocratics Reader: Selected Fragments and Testimonia</i>, edited, with introduction, by Patricia Curd, translations by Richard D. McKirahan and Patricia Curd, 2nd ed. (Indianapolis: Hackett, 2011), ch. 2 (Milesians), 3 (Pythagoras), 10 (atomists), 14 (the Sophists), 13–30, 109–26, 144–61 (54 pp.)

	<ul style="list-style-type: none"> • A. A. Long, ed., <i>The Cambridge Companion to Early Greek Philosophy</i>, Cambridge Companions to Philosophy (Cambridge: Cambridge University Press, 1999), chapters by A. A. Long (“The Scope of Early Greek Philosophy”), Jaap Mansfeld (“Sources”), Keimpe Algra (“The beginnings of cosmology”), Carl A. Huffman (“The Pythagorean tradition”, Edward Hussey (“Heraclitus”), Sarah Broadie (“The atomists”), 1–112, 181–204 (136 pp.)
<p style="text-align: center;">Week 4</p>	<p style="text-align: center;">Topic: The Persian wars and the invention of history</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Landmark Herodotus: The Histories</i>, edited by Robert B. Strassler (New York: Anchor Books, 2007), 1–53, 62–74, 105–7, 111–14, 245–49, 466–79, 493–722 (322 pp.) • Arnaldo Momigliano, “The Place of Herodotus in the History of Historiography,” <i>History</i> 43 (1958): 1–13 (13 pp.) • James Redfield, “Herodotus the Tourist,” <i>Classical Philology</i> 80 (April 1985): 97–118 (22 pp.) • P.J. Rhodes, “The Impact of the Persian Wars on Classical Greece,” in <i>Cultural Responses to the Persian Wars: Antiquity to the Third Millennium</i>, edited by Emma Bridges, Edith Hall, and P.J. Rhodes (Oxford: Oxford University Press, 2007), 31–44 (14 pp.)
<p style="text-align: center;">Week 5</p>	<p style="text-align: center;">Topic: The Peloponnesian War and the invention of historical method</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War</i>, edited by Robert B. Strassler, introduction by Victor Davis Hanson (New York: Free Press, 1996), 3–156, 175–201, 350–57, 361–478 (310 pp.) • W. R. Connor, <i>Thucydides</i> (Princeton: Princeton University Press, 1984), 231–250 (20 pp.) • Clifford Orwin, “Stasis and Plague: Thucydides on the Dissolution of Society,” <i>Journal of Politics</i> 50, no. 4 (November, 1988): 832–47 (16 pp.) • Josiah Ober, “Thucydides and the Invention of Political Science,” in <i>Brill’s Companion to Thucydides</i>, edited by Antonis Tsakmakis and Antonios Rengakos (Boston: Brill, 2006), 131–59 (19 pp.) • Saxonhouse, Arlene W. <i>Athenian Democracy: Modern Mythmakers and Ancient Theorists</i> (Notre Dame: University of Notre Dame Press, 1996), 62–85 (24 pp.)

Week 6	<p style="text-align: center;">Topic: Greek drama and politics</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Aeschylus: The Oresteia</i>, translated by Robert Fagles, introduction and notes by Robert Fagles and W.B. Stanford, revised edition (London: Penguin, 1979), 227–78 (52 pp.) • <i>Aristophanes: Lysistrata and Other Plays: The Acharnians, The Clouds, Lysistrata</i>, translated with an introduction and notes by Alan H. Sommerstein, revised edition (London: Penguin, 2002), 141–93 (53 pp.) • <i>Euripides: Bacchae</i>, translated by Richard Seaford (Warminster: Aris & Phillips, 1996) • <i>Sophocles: Oedipus Tyrannus</i>, translated, with introduction and notes, by Peter Meineck and Paul Woodruff (Indianapolis: Hackett, 2000), 1–63 (63 pp.) • Bernard Knox, <i>Oedipus at Thebes: Sophocles' Tragic Hero and His Time</i>, new edition (New Haven: Yale University Press, 1985), 53–106 (54 pp.) • Ian C. Storey and Arlene Allan, <i>A Guide to Ancient Greek Drama</i> (Malden, MA: Blackwell, 2005), ch. 1, “Aspects of Ancient Greek Drama,” 1–71 (71 pp.)
Week 7	<p style="text-align: center;">Topic: Plato: The Form of the Beautiful</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Plato: The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo</i>, translated with introduction and notes by Christopher Rowe (London: Penguin, 2010), 32–62, 66–82, 87–169 (131 pp.) • David Ebrey and Richard Kraut, eds., <i>The Cambridge Companion to Plato</i>, 2nd ed. (Cambridge: Cambridge University Press, 2022), chapters by T. H. Irwin (“Plato in his Context”), Eric Brown (“Plato’s Socrates and his Conception of Philosophy”), Suzanne Obdrzalek (“Why Eros?”), David Ebrey (“The Unfolding Account of Forms in the Phaedo”), 39–81, 117–45, 202–232, 268–97 (133 pp.)
Week 8	<p style="text-align: center;">Topic: Aristotle: Political Theory</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Aristotle: The Politics and The Constitution of Athens</i>, edited by Stephen Everson (Cambridge: Cambridge University Press, 1996), 1–208 (208 pp.) • Thornton Lockwood and Thanassis Samaras, eds., <i>Aristotle’s Politics: A Critical Guide</i> (Cambridge: Cambridge University Press, 2015), chapters by Ryan Balot, “The ‘Mixed Regime’ in Aristotle’s Politics”), Pierre Destrée

	<p>(“Aristotle on Improving Imperfect Cities”), and Josiah Ober (“Nature, History, and Aristotle’s Best Possible Regime”), 103–22, 204–43 (60 pp.)</p>
Week 9	<p style="text-align: center;">Topic: How to think about Rome I: the constitution</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Polybius: The Histories</i>, translated by Robin Waterfield, with an introduction and notes by Brian McGing, Oxford World’s Classics (Oxford: Oxford University Press, 2010), 371–413 (43 pp.) • <i>Cicero: On the Commonwealth and On the Laws</i>, edited by James E.G. Zetzel (Cambridge: Cambridge University Press, 1999), 1–58, 92–104 (71 pp.) • Elizabeth Asmis, “A New Kind of Model: Cicero’s Roman Constitution in <i>De republica</i>,” <i>American Journal of Philology</i> 126, no. 3 (2005): 377–416 (40 pp.) • Fergus Millar, <i>The Roman Republic in Political Thought</i> (Hanover and London: University Press of New England, 2002), 12–49, 157–82 (64 pp.) • J. G. F. Powell, “The Rector Rei Publicae of Cicero’s <i>De Re Publica</i>,” <i>Scripta Classica Israelica</i> 13 (1994): 19–29 (11 pp.) • F. W. Walbank, “A Greek Looks at Rome: Polybius VI Revisited,” <i>Scripta Classica Israelica</i> 17 (1998): 45–59 (15 pp.)
Week 10	<p style="text-align: center;">Topic: How to think about Rome II: history, rhetoric, and imagination</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Livy: The Rise of Rome, Books One to Five</i>, translated with an introduction and notes by T. J. Luce, Oxford World’s Classics (Oxford: Oxford University Press, 1998), 1–86, 282–341 (146 pp.) • <i>Marcus Tullius Cicero: In Defence of the Republic</i>, translated with an introduction and notes by Siobhán McElduff (London: Penguin, 2011), 67–94 (28 pp.) • <i>Sallust: The Jugurthine War, The Conspiracy of Catiline</i>, translated with an introduction by S.A. Handford (London, Penguin: 1963), 175–233 (59 pp.) • Bernard Mineo, “Livy’s Historical Philosophy,” in <i>A Companion to Livy</i>, edited by Bernard Mineo (Malden, MA: John Wiley, 2015), 139–52 (14 pp.)

	<ul style="list-style-type: none"> Ronald Syme, <i>Sallust</i>, with a new foreword by Ronald Mellor (Berkeley: University of California Press, 1964 [2002]), chs. 4, 6, 8–9 (“Sallust’s Career,” “The <i>Bellum Catilinae</i>,” “Caesar and Cato,” “Sallust’s Purpose”), 29–42, 60–82, 103–37 (72 pp.)
Week 11	<p style="text-align: center;">Topic: Manifest destiny? “The grandeur that was Rome”</p> <p>Required Readings:</p> <ul style="list-style-type: none"> <i>The Aeneid of Vergil</i>, a verse translation by Rolfe Humphries, edited and with notes by Brian Wilkie (New York: Macmillan, 1987) (323 pp.) Gian Biagio Conte, <i>Latin Literature: A History</i>, translated by Joseph B. Solodow, revised by Don P. Fowler and Glenn W. Most (Baltimore: Johns Hopkins, 1999), 262–91 (30 pp.)
Week 12	<p style="text-align: center;">Topic: Hellenistic philosophy at Rome</p> <p>Required Readings:</p> <ul style="list-style-type: none"> <i>Lucretius: On the Nature of the Universe</i>, translated by Ronald Melville, with an introduction and notes by Don and Peta Fowler, Oxford World’s Classics (Oxford: Oxford University Press, 1997), 3–100 (98 pp.) Cora Lutz, “Musonius Rufus ‘The Roman Socrates,’” <i>Yale Classical Studies</i> 10 (1947), 3–147, at pp. 38–57, 84–97 (facing Greek-English; 17 pp.) <i>Seneca: Selected Dialogues and Consolations</i>, translated, with introduction and notes, by Peter J. Anderson (Indianapolis: Hackett, 2015), 1–17, 183–206 (41 pp.) A.A. Long, <i>Hellenistic Philosophy: Stoics, Epicureans, and Sceptics</i>, 2nd ed. (Berkeley: University of California Press, 1986), 14–74, 107–21, 147–209 (139 pp.) Martha Craven Nussbaum, “The incomplete feminism of Musonius Rufus, Platonist, Stoic, and Roman,” in <i>The Sleep of Reason: Erotic Experience and Sexual Ethics in Ancient Greece and Rome</i>, edited by Martha Craven Nussbaum and Juha Sihvola (Chicago: University of Chicago Press, 2002), 288–326 (39 pp.)
Week 13	<p style="text-align: center;">Topic: Intellectuals and Emperors</p> <p>Required Readings:</p>

	<ul style="list-style-type: none"> • <i>Suetonius: Lives of the Caesars</i>, translated with an introduction and notes by Catharine Edwards, Oxford World’s Classics (Oxford: Oxford University Press, 2000), 43–97, 136–94, 260–94 (149 pp.) • <i>Petronius: The Satyricon and Seneca: The Apocolocyntosis</i>, translated with an introduction and notes by J. P. Sullivan, revised edition (London: Penguin, 1986), 221–33 (13 pp.) • <i>Pliny the Younger. Letters</i>, translated by Betty Radice, 2 vols., Loeb Classical Library 55, 59 (Cambridge, MA: Harvard University Press, 1969), 1:424–435, 438–447, 2:284–293 (facing Latin-English; 16 pp.) • Nicholas F. Jones, “Pliny the Younger’s ‘Vesuvius’ letters (6. 16 and 6. 20),” <i>Classical World</i> 95 (2001/2): 31–48 (18 pp.) • Sullivan, <i>Petronius and Seneca</i>, 209–18 (10 pp.) • Andrew Wallace-Hadrill, <i>Suetonius: The Scholar and his Caesars</i> (London: Duckworth, 1983), 50–96, 119–41 (70 pp.)
Week 14	<p style="text-align: center;">Topic: Philosophy and fiction under the High Empire</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Apuleius: The Golden Ass or Metamorphoses</i>, translated with an introduction and notes by E. J. Kenney, revised edition (London: Penguin, 2004), 1–214 (214 pp.) • S. J. Harrison, <i>Apuleius: A Latin Sophist</i> (Oxford: Oxford University Press, 2004), pp. 1–38, 136–73, 201–260 (135 pp.)
Week 15	<p style="text-align: center;">Topic: Middle and Neoplatonism</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Apuleius: Apologia, Florida, De Deo Socratis</i>, edited and translated by Christopher P. Jones, Loeb Classical Library 534 (Cambridge, MA: Harvard University Press, 2017), 346–97 (facing Latin-English, 26 pp.) • <i>Plotinus: Ennead, Volume I</i>, translated by A. H. Armstrong, Loeb Classical Library 440 (Cambridge, MA: Harvard University Press, 1969), 2–87, 232–263 (facing Greek-English, 59 pp.) • Kalligas, Paul, “Plotinus,” <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2024 Edition), edited by Edward N. Zalta and Uri Nodelman

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

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

UF Evaluations 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 [here](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Course|New for request 20859

Info

Request: ISS 5XXX Great Books of the Early Modern World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 1/24/2025 11:29:45 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

ISS

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:

No

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:

Not at this time.

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:
Great Books of the Early Modern World

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:
Great Books - Early Modern

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *<i>on average </i>* throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description

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

Response:
This course will introduce students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

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 requests are required to add a course into program curricula.

Response:

This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

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](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

ISS 5XXX: Great Books of the Early Modern World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

This course will introduce students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas. The sequence will prepare students for more specialized seminars. The course is reading intensive and discussion based. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
 - Articles and individual book chapters will be made available online or through UF libraries.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in early modern texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in early modern texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (20%)
 - a. Active participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8.
 - c. For information about assessment, see the examination rubric below.

3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second half of the survey, but will also include a cumulative component. The rubric is the same as for the midterm.

4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a text that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly present your findings to the class; presentations will form part of your participation grade.
 - b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
 - c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
 - d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: Defining the Early Modern</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Merry Weisner Hanks, “What is Early Modern History?”, <i>Journal of Early Modern History</i> 25 (2021), 560-72. • Hamish Scott, “Early Modern Europe and the Idea of Early Modernity,” in the <i>Oxford Handbook of Early Modern History, 1350-1750</i> (2 vols., Oxford, 2015), 1: 1-34. • Jan de Vries. “The Limits of Globalization in the Early Modern World.” <i>The Economic History Review</i>, vol. 63, no. 3, 2010, pp. 710–33.
Week 2	<p style="text-align: center;">Topic: Machiavelli and Humanism</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Machiavelli, <i>Discourses</i> (Penguin, 1984), Book I chapters 1-18, 25-27, 37-9, 50-60; Book II chapters 1-10, 24-7; Book III, chapters 24-30, 40-42, 49. • Nederman, Cary J. and Guillaume Bogiaris, 2018, “Niccolò Machiavelli”, in <i>The History of Evil in the Early Modern Age: 1450–1700 CE</i>, Daniel M. Robinson, Chad Meister, and Charles Taliaferro (eds.), (The History of Evil, 3), London: Routledge, 53–68. • Catherin Zuckert, “Machiavelli: A Socratic?”, <i>Perspectives on Political Science</i>, 47(1): 27–37. • Quentin Skinner, “Machiavelli on <i>virtù</i> and the maintenance of liberty,” in <i>Visions of Politics: Vol 2</i> (Cambridge, 2002), 160-185. • James Hankins, “Machiavelli, Civic Humanism, and the Humanist Politics of Virtue,” <i>Italian Culture</i>, 32(2), 98–109.

Week 3	<p style="text-align: center;">Topic: Erasmus and reform</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Erasmus, <i>In Praise of Folly and Other Writings</i>, ed. Robert Adams (Norton, 1989), 1-173. • Essays by Trevor-Roper and Huizinga in Norton edition. • Cummings, Brian, 2013, "Erasmus and the Invention of Literature", <i>Erasmus of Rotterdam Society Yearbook</i>, 33: 22-54. • Jarrott CAL. Erasmus' Biblical Humanism. <i>Studies in the Renaissance</i>. 1970;17:119-152. • Grantley McDonald, "Erasmus and the Johannine Comma," <i>The Bible Translator</i> 67 (2016), 42-55.
Week 4	<p style="text-align: center;">Topic: Luther and the reformation</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Martin Luther, <i>The Essential Luther</i> (Hackett, 2018), General Introduction, "To the German Nobility," "Babylonian Captivity," "Freedom of a Christian," "Bondage of the Will." • David Whitford, "Erasmus Openeth the Way before Luther. . .", <i>Church History and Religious Culture</i> 96 (2016), 526-40. • Michael Allen Gillespie, "Luther and the Storm of Faith," <i>The Theological Origins of Modernity</i> (Chicago, 2008), 101-128. • Ozment, Steven and Witte, John, Martin Luther (December 21, 2017). Published in John Witte, Jr. and Gary S. Hauk, eds., <i>Christianity and Family Law: An Introduction</i> (Cambridge: Cambridge University Press, 2017), 195-210, Available at SSRN: https://ssrn.com/abstract=3091896 • Issac Kalimi, "The Position of Martin Luther toward Jews and Judaism: Historical, Social, and Theological Avenues", <i>Journal of Religion</i> 103 (2023), 431-81.
Week 5	<p style="text-align: center;">Topic: Montaigne and neo-skepticism</p> <p>Required Readings:</p>

	<ul style="list-style-type: none"> • Michel de Montaigne, <i>The Essays: A Selection</i>, ed. M.A. Screech (Penguin, 1984), Book 1, essays 1, 19, 20, 27, 31-2; Book 2, essays 5-11. Please select 3-4 additional essays of your own choice. • Robin Briggs, <i>Early Modern France, 1560-1715</i>, 1-32. • Richard Popkin, <i>A History of Skepticism</i> (Oxford, 2003 edition), 1-63. • Jean Starobinski, "To Preserve and Continue': Remarks on Montaigne's Conservatism," <i>Diogenes</i> 118 (1982), 3-20. • Schneewind JB. "Montaigne on moral philosophy and the good life." In: Langer U, ed. <i>The Cambridge Companion to Montaigne</i>. Cambridge Companions to Philosophy. Cambridge University Press; 2005:207-228.
Week 6	<p style="text-align: center;">Topic: Bodin and the Turn to Sovereignty</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean Bodin, <i>On Sovereignty</i>, ed. Julian Franklin (Cambridge, 1982), 1-126. • Becker, Anna, 2014, "Jean Bodin on Oeconomics and Politics", <i>History of European Ideas</i>, 40: 135-154. • Daniel Lee, " "Office Is a Thing Borrowed": Jean Bodin on Offices and Seigneurial Government," <i>Political Theory</i> 41 (2013), 409-440. • Sophie Nicholls, "Sovereignty and Government in Jean Bodin's Six Livres de la République," <i>Journal of the History of Ideas</i> 80 (2019):47-66.
Week 7	<p style="text-align: center;">Topic: Rome and Tyranny in Shakespeare</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • William Shakespeare, <i>Julius Caesar</i> • James Hankins, <i>Virtue Politics</i> (Cambridge, 2019), 103-134. • William Hamlin, "Montaigne and Shakespeare," <i>Oxford Handbook of Montaigne</i>, ed. Phillipe Desan (Oxford, 2015), 328-46. • Hadfield, Andrew. "The End of the Republic: Titus Andronicus and Julius Caesar." Chapter 5 in <i>Shakespeare and Republicanism</i>, pp. 154-83.

Week 8	<p style="text-align: center;">Topic: Philosophers of the New Science</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Francis Bacon, <i>Selected Philosophical Works</i>, ed. Rosemary Seargent (Hackett, 1999), 1-88. ● Galileo Galilei, <i>Selected Writings</i>, ed. William Shea (Oxford, 2012), 1-54, 69-93 ● Peter Dear <i>Revolutionizing the Sciences</i>, 30-79. ● Mario Biagioli, <i>Galileo, Courtier</i> (Chicago, 1993), chapters 1, 3, 6.
Week 9	<p style="text-align: center;">Topic: Belief in a Mechanized Universe</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● Rene Descartes, <i>Meditations and other Metaphysical Writings</i>, ed. Desmond Clarke (Penguin, 1999), 1-104. ● Blaise Pascal, <i>Pensées</i>, trans. A.J. Krailsheimer (Penguin, 1995), read section one entirely and five or six sections of your own choosing from section two. ● Peter Dear, <i>Revolutionizing the Sciences</i> (Princeton, 2001), 80-100. ● Michael Buckley <i>At the Origins of Modern Atheism</i> (New Haven, 1987), 69-98. ● Clarke, Desmond M., 2011. "The Epistemology of Religious Belief," in D. M. Clarke and C. Wilson (eds.), <i>The Oxford Handbook of Philosophy in Early Modern Europe</i>, Oxford: Oxford University Press, pp. 548–70.
Week 10	<p style="text-align: center;">Topic: Belief in a Mechanized Universe</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● James Harrington, <i>Oceana</i>, ed. J.G.A. Pocock (Cambridge, 1992). ● Read the ODNB entry of Harrington (online) ● J. Scott, 'The rapture of motion: James Harrington's republicanism', <i>Political discourse in early modern Britain</i>, ed. N. Phillipson and Q. Skinner (1993), 139–63

	<ul style="list-style-type: none"> • J. C. Davis, 'Equality in an unequal commonwealth: James Harrington's republicanism and the meaning of equality', <i>Soldiers, writers and statesmen of the English revolution</i>, ed. I. Gentles and others (1998), 229–42.
Week 11	<p style="text-align: center;">Topic: Christian Epic</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • John Milton, <i>Paradise Lost</i>, ed. John Leonard (Penguin, 2003). • Dzelzainis M. Milton's politics. In: Danielson D, ed. <i>The Cambridge Companion to Milton</i>. Cambridge Companions to Literature. Cambridge University Press; 1999:70-83. • Essays by Nigel Smith and Charles Martindale from <i>The Oxford Handbook of Milton</i> (Oxford, 2011).
Week 12	<p style="text-align: center;">Topic: Rational Religion</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Pierre Bayle, <i>Dictionnaire historique et critique</i> in <i>Political Writings</i>, read the introduction and essays on Bodin, Hobbes, Loyola, Mariana, and two others, as well as the clarifications on atheists and obscenities. • John Locke, <i>Letter Concerning Toleration</i> (any edition), and selections from <i>Reasonableness of Christianity</i>, from <i>Divine Right and Democracy: an Anthology of Political Writing in Stuart England</i>, ed. David Wootton (Indianapolis, 2003). • Tim Stanton, "Locke and the Politics and Theology of Toleration," <i>Political Studies</i> 54 (2006), 84-102. • Jonathan Israel, "Locke, Bayle, and Spinoza: a contest of three toleration doctrines," in <i>Enlightenment Contested</i> (Oxford, 2006), 135-163. • Irwin, Kristen, 2013, "Bayle on the (Ir)Rationality of Religious Belief", <i>Philosophy Compass</i>, 8(6): 560–56.

Week 13	<p style="text-align: center;">Topic: Rational Religion</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Bernard Mandeville, <i>Fable of the Bees</i>, ed. E.J. Hundert (Hackett, 1997). • Jonathan Swift, <i>A Humble Proposal</i> and <i>An Argument against Abolishing Christianity</i> from <i>The Writings of Jonathan Swift</i>, ed. Robert Greenberg and William Piper (NY, 1973). • Read <i>ODNB</i> entries on both authors. • E.J. Hundert, <i>The Enlightenment's Fable: Bernard Mandeville and the Discovery of Society</i> (Cambridge, 1994), chapters one and two. • Ian Higgins, <i>Swift's Politics: a Study in Disaffection</i> (Cambridge, 1994), chapter 1.
Week 15	<p style="text-align: center;">Topic: Confessions of a sentimental philosopher</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean Jacques Rousseau, <i>The Confessions</i>, trans. J.M. Cohen (Penguin, 1953). (There is no secondary reading for this week. Read as much of this long but engrossing texts as you can.)
Week 16	<p style="text-align: center;">Topic: Sentiment in theory</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Adam Smith, <i>The Theory of Moral Sentiments</i> (Liberty Fund, 1994).

Commented [1]: 16th week needs to be removed - 15 only

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

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

UF Evaluations 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 [here](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Course|New for request 20944

Info

Request: ISS 5XXX Great Books of the Modern World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 1/24/2025 11:27:59 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

ISS

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:

No

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:

Not at this time.

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:
Great Books of the Modern World

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:
Great Books - Modern World

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 will introduce students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

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:

This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

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](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

ISS 5XXX: Great Books of the Modern World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

This course will introduce students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas. The sequence will prepare students for more specialized seminars. The course is reading intensive and discussion based. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in modern texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in early modern texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (20%)
 - a. Active participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8.
 - c. For information about assessment, see the examination rubric below.
3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second half of the survey, but will also include a cumulative component. The rubric is the same as for the midterm.
4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a text that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly

present your findings to the class; presentations will form part of your participation grade.

- b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
- c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
- d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Enlightenment, Kant, and the Modern • Required Readings: <ul style="list-style-type: none"> ○ Immanuel Kant, "Introduction (to the second edition)," <i>Critique of Pure Reason</i>, Guyer Paul and Allen W. Wood, trans. and ed. Cambridge: Cambridge University Press, 1998: 136-156. ○ Jean le Rone d'Alembert, 'The Human Mind Emerged from Barbarism', <i>The Portable Enlightenment Reader</i>, ed. Isaac Kramnick (1995), pp. 7-17. ○ Guyer, Paul. "Introduction," in Guyer, Paul, ed. <i>The Cambridge Companion to Kant and Modern Philosophy</i>. Cambridge University Press, 2006. ○ Milbank, John. "Hume versus Kant: Faith, reason and feeling." <i>Modern Theology</i> 27, no. 2 (2011): 276-297. ○ Yeo, Richard. <i>Encyclopaedic Visions: Scientific Dictionaries and Enlightenment Culture</i>. Cambridge: Cambridge University Press, 2001: xi-xvi, 1-5, 22-27. ○ Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London: verso, 2016.: 9-46.
Week 2	<ul style="list-style-type: none"> • Topic: The French Revolution • Required Readings: <ul style="list-style-type: none"> ○ Jean-Jacques Rousseau, <i>Social Contract and Discourses</i>, trans. GDH Cole. London: J.M. Dent and Sons, 1923). ○ Robespierre, Maximilien. "Report on the Principles of Political Morality, 1794." In Keith M. Baer, ed. <i>The Old Regime and the French Revolution</i>. Chicago: University of Chicago Press, 1987: 368-383 ○ William H. Sewell, Jr., "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille," <i>Theory and Society</i>, Vol. 25, No. 6 (Dec. 1996), pp. 841-881, https://www.jstor.org/stable/657830 ○ Shklar, Judith N. "Jean-Jacques Rousseau and Equality." <i>Daedalus</i> 107, no. 3 (1978): 13-25. http://www.jstor.org/stable/20024561. ○ Carol Blum, <i>Rousseau and the Republic of Virtue: The Language of Politics in the French Revolution</i>. Ithaca: Cornell University Press, 1989: 27-36.

<p>Week 3</p>	<ul style="list-style-type: none"> • Topic: Romanticism: Art and Culture • Required Readings: <ul style="list-style-type: none"> ○ Brontë, Charlotte. <i>Jane Eyre (Norton Critical Editions)</i>. WW Norton & Company, 2016. ○ Samuel Taylor Coleridge, "Dejection: An Ode," <i>Complete Poetical Works of Samuel Taylor Coleridge: Poems</i>. Oxford: Clarendon Press, 1912: 362-368. ○ Peter Gay, <i>Why the Romantics Matter</i>. New Haven: Yale University Press, 2015: 1-16. ○ Fisher, Naomi. <i>Schelling's Mystical Platonism: 1792-1802</i>. Oxford University Press, 2024: 45-58. ○ Exhibition, "Caspar David Friedrich: The Anniversary," https://cdfriedrich.de/en/
<p>Week 4</p>	<ul style="list-style-type: none"> • Topic: Romanticism: Society and Politics • Required Readings: <ul style="list-style-type: none"> ○ Edmund Burke, <i>Reflections on the Revolution in France</i>, ed. JGA Pocock. Indianapolis, IN: Hackett Publishing Company, 1987. ○ Herder, Johann Gottfried. <i>Herder: Philosophical Writings</i>. Cambridge: Cambridge University Press, 2002: 257-272. ○ Theodore Herzl, <i>The Jewish State</i>. New York: Dover, 1988: 73-97 ○ Bourke, Richard, "Burke, Enlightenment and Romanticism." Ed. David Dwan, and Christopher Insole. <i>The Cambridge Companion to Edmund Burke</i>. Cambridge: Cambridge University Press, 2012): 27-40. ○ Horujy, Sergey. "Slavophiles, Westernizers, and the birth of Russian philosophical humanism." In GM Hamburg and Randall Poole, eds. <i>A History of Russian Philosophy 1830-1930: Faith, Reason, and the Defense of Human Dignity</i>. Cambridge: Cambridge University Press, 2010: 27-51. ○ Benedict Anderson, <i>Imagined Communities</i>, Chapter 5
<p>Week 5</p>	<ul style="list-style-type: none"> • Topic: German Idealism • Required Readings: <ul style="list-style-type: none"> ○ G.W.F. Hegel, <i>Introduction to the Philosophy of History</i>, ed. Leo Rauch. Indianapolis, IN: Hackett Publishing Company, 1988. ○ GWF Hegel, <i>Phenomenology of Spirit</i>, ed. Michael Inwood. Oxford: Oxford University Press, 2018: 72-94. ○ Karl Lowith, <i>From Hegel to Nietzsche: The Revolution in Nineteenth Century Thought</i>. New York: Columbia University Press, 1991: 31-52. ○ Alznauer, Mark. "Ethics and history in Hegel's practical philosophy." <i>The Review of Metaphysics</i> (2012): 581-611. ○ Gillespie, Michael Allen. <i>Hegel, Heidegger, and the Ground of History</i>. University of Chicago Press, 2015: 56-84

Week 6	<ul style="list-style-type: none"> • Topic: Liberalism, Economic and Political • Required Readings: <ul style="list-style-type: none"> ○ John Stuart Mill, <i>On Liberty</i>, ed. Elizabeth Rapaport. Indianapolis, IN: Hackett Publishing Company, 1978. ○ Alexis de Tocqueville, <i>Democracy in America</i>, ed. and trans. Olivier Zunz. New York: Library of America, 2004: 224-300 ○ Helena Rosenblatt, <i>The Lost History of Liberalism: From Ancient Rome to the Twenty-First Century</i>. Princeton: Princeton University Press, 2018: 88-128. ○ Englert, Gianna. "“The Idea of Rights”: Tocqueville on The Social Question." <i>The Review of Politics</i> 79, no. 4 (2017): 649-674. ○ Harpham, Edward J. "The problem of liberty in the thought of Adam Smith." <i>Journal of the History of Economic Thought</i> 22, no. 2 (2000): 217-237.
Week 7	<ul style="list-style-type: none"> • Topic: Science of Man, Part I • Required Reading: <ul style="list-style-type: none"> ○ Charles Darwin, <i>Descent of Man and Selection in Relation to Sex</i>. New York: Penguin, 2004. ○ Zola, Émile. <i>Germinal, Or, Master and Man</i>. Chatto & Windus, 1901. ○ Nelson, Brian. "Emile Zola (1840-1902): Naturalism." <i>The Cambridge Companion to European Novelists</i>, Cambridge: Cambridge University Press, 2012: 294-309. ○ Eisen, Sydney. "Herbert Spencer and the Spectre of Comte." <i>Journal of British studies</i> 7, no. 1 (1967): 48-67. ○ Weikart, Richard. "The Origins of Social Darwinism in Germany, 1859-1895." <i>Journal of the History of Ideas</i> 54, no. 3 (1993): 469-488. ○ Weber, Max. "Science as a Vocation." In Tauber, Alfred, ed., <i>Science and the Quest for Reality</i>. London: Palgrave Macmillan UK, 1946: 382-3
Week 8	<ul style="list-style-type: none"> • Topic: Socialism, Marx, Revolution • Required Reading: <ul style="list-style-type: none"> ○ Karl Marx and Friedrich Engels, “Theses on Feuerbach” and “Manifesto of the Communist Party” in Robert Tucker, ed., <i>The Marx Engels Reader</i>. New York: W.W. Norton, 1978: 143-145, 469-500 ○ Sergei Nechaev, “Catechism of a Revolutionary,” ○ Pipes, Richard. “Russian Marxism and Its Populist Background: The Late Nineteenth Century.” <i>The Russian Review</i> 19, no. 4 (1960): 316–37. https://doi.org/10.2307/126475. ○ Leopold, David. <i>The young Karl Marx: German philosophy, modern politics, and human flourishing</i>. Vol. 81. Cambridge University Press, 2007. Ch. 2 ○ Walicki, Andrzej. <i>Marxism and the Leap to the Kingdom of Freedom: the Rise and Fall of the Communist Utopia</i>. Stanford University Press, 1997: Ch. 1.

<p>Week 9</p>	<ul style="list-style-type: none"> • Topic: Science of Man, part II • Required Reading: <ul style="list-style-type: none"> ○ Sigmund Freud, <i>Outline of Psychoanalysis</i>, ed. James Strachey. London: W.W. Norton, 1989. ○ Le Bon, Gustave. <i>The Crowd: a Study of the Popular Mind by Gustave Le Bon</i>. New York: Dover, 2002: Ch. 1 ○ George Makari, <i>Revolution in Mind: The Making of Psychoanalysis</i>. New York: Harper Collins, 2009: Chs. 1, 3. ○ Canales, Jimena. <i>The Physicist and the Philosopher: Einstein, Bergson, and the Debate That Changed Our Understanding of Time</i>. Princeton, Princeton University Press, 2015, Ch. 1 https://doi.org/10.2307/j.ctvc7763q.
<p>Week 10</p>	<ul style="list-style-type: none"> • Topic: Modernism • Required Readings: <ul style="list-style-type: none"> ○ Fyodor Dostoevsky, <i>Notes from the Underground</i>, translated by Constance Garnett, edited, with by Charles Guignon and Kevin Aho. Indianapolis, IN: Hackett, 2009. ○ Nietzsche, Friedrich Wilhelm. <i>Nietzsche: The Birth of Tragedy and Other Writings</i>. Cambridge: Cambridge University Press, 1999. ○ Kevin Aho and Charles Guignon, "Introduction," in Fyodor Dostoevsky, <i>Notes from the Underground</i> ○ Raymond Guess, "Introduction," in <i>Nietzsche: The birth of tragedy and other writings</i>. ○ Jeff Love, Jeffrey Metzger, eds., <i>Nietzsche and Dostoevsky: Philosophy, Morality, Tragedy</i>. Evanston: Northwestern University Press, 2016: Ch. 1. ○ Kaufmann, Walter, "Existentialism from Dostoevsky to Sartre, in Kaufmann, ed. <i>Existentialism from Dostoevsky to Sartre: Basic Writings of Existentialism by Kierkegaard, Nietzsche, Jaspers, Heidegger, and Others</i>. Penguin, 1975: 1-51.
<p>Week 11</p>	<ul style="list-style-type: none"> • Topic: Totalitarianism • Required Readings: <ul style="list-style-type: none"> ○ Hanna Arendt, <i>Origins of Totalitarianism</i> New York: Houghton Mifflin, 1973 ○ Walter Benjamin, "Art in the Age of Mechanical Reproduction" in Hannah Arendt, ed. <i>Illuminations</i>. New York: Schocken, 1968: 217-252. ○ Yevgeny Zamyatin, <i>We</i>. New York: Penguin, 1993. ○ Richard Wolin, <i>Heidegger's Children</i>. Princeton: Princeton University Press, 2015: Chapter 3 ○ Chappel, James. "The Catholic Origins of Totalitarianism Theory in Interwar Europe." <i>Modern Intellectual History</i> 8, no. 3 (2011): 561-590. ○ Connors, James. "Zamyatin's "We" and the Genesis of 1984." <i>Modern Fiction Studies</i> 21, no. 1 (1975): 107-124.

<p>Week 12</p>	<ul style="list-style-type: none"> • Topic: Modern Liberalism • Required Reading: <ul style="list-style-type: none"> ○ Friedrich Hayek, <i>The Road to Serfdom</i>. London: Routledge, 2006. ○ Keynes, John Maynard. "The End Of Laissez-Faire (1926)." In <i>The Collected Writings of John Maynard Keynes</i>, edited by Elizabeth Johnson and Donald Moggridge, 272–94. Royal Economic Society, 1978. ○ Berlin, Isaiah. "Two Concepts of liberty." In <i>Liberty Reader</i>. New York: Routledge, 2017: 33-57 ○ Caldwell, Bruce. "The Chicago school, Hayek, and neoliberalism." <i>Building Chicago Economics: New Perspectives on the History of America's Most Powerful Economics Program</i> Cambridge: Cambridge University Press, 2011: 301-34.
<p>Week 13</p>	<ul style="list-style-type: none"> • Topic: Modern Religion • Required Readings: <ul style="list-style-type: none"> ○ Reinhold Niebuhr, "The Children of Light and the Children of Darkness," in <i>The Essential Reinhold Niebuhr: Selected Essays and Addresses</i>. New Haven: Yale University Press, 1986: 160-181. ○ Nikolai Berdyaev, <i>Dostoevsky: An Interpretation</i>. Ch. 8. ○ Martin Buber, <i>I and Thou</i>. New York: Scribner, 1957. ○ Mendes-Flohr, Paul. "Martin Buber and Martin Heidegger in Dialogue." <i>The Journal of Religion</i> 94, no. 1 (2014): 2-25. ○ Hartshorne, Charles. "Whitehead and Berdyaev: Is There Tragedy in God?." <i>The Journal of Schlette, Magnus. "Democracy & Political Religion. Some Thoughts on the Controversy between Dewey and Niebuhr." European Journal of Pragmatism and American Philosophy</i> 12, no. XII-2 (2020). <i>Religion</i> 37, no. 2 (1957): 71-84. ○ Schlette, Magnus. "Democracy & Political Religion. Some Thoughts on the Controversy between Dewey and Niebuhr." <i>European Journal of Pragmatism and American Philosophy</i> 12, no. XII-2 (2020).
<p>Week 14</p>	<ul style="list-style-type: none"> • Topic: Modern Science • Required Readings: <ul style="list-style-type: none"> ○ Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i>. New York: Vintage, 1995. ○ Werner Heisenberg, "From Plato to Max Planck: The Philosophical Problems of Atomic Physics," <i>The Atlantic</i> (November 1959). ○ White, Hayden V. "Foucault decoded: Notes from underground." <i>History and Theory</i> 12, no. 1 (1973): 23-54. ○ Cassidy, David C. "Heisenberg, uncertainty and the quantum revolution." <i>Scientific American</i> 266, no. 5 (1992): 106-113.

Week
15

- **Topic:** Secularism, Civilization, and History
- **Required Readings:**
 - Charles Taylor, *Secular Age*. Cambridge: Harvard University Press, 2007. Chs 1-2.
 - Leo Strauss, "Jerusalem and Athens: Some Introductory Reflections," *Commentary* (June 1967).
 - Fukuyama, Francis. "The End of History?." *The National Interest* 16 (1989): 3-18.
 - Gordon, Peter E. "The Place of the Sacred in the Absence of God: Charles Taylor's 'A Secular Age'." *Journal of the History of Ideas* 69, no. 4 (2008): 647-673. Lieven, Anatol. "The Two Fukuyamas," *The National Interest*, no. 84 (2006): 123-30. <http://www.jstor.org/stable/42895874>.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

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

UF Evaluations 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 [here](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Course|New for request 20860

Info

Request: ISS 6XXX Political and Historical Traditions and Ideas

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 1/24/2025 11:23:17 AM

Form version: 2

Responses

Recommended Prefix

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

Response:

ISS

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:
Political and Historical Traditions and Ideas

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:
Political and Historical T&I

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:
Yes

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
Yes

If repeatable, # total repeatable credit allowed

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

Response:
12

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 *<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:
The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on political and historical traditions.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none.

"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system.

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.

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

Example:

- 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:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements

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

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

Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

Response:

All Items Included

ISS 6XXX: Political and Historical Traditions and Ideas: *Political Thought: 1550-1700*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on political and historical traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

Modern political thought begins to take on a recognizable form in the 17th century. The turn to sovereignty undertaken by the new jus naturalists is often taken to be the watershed. This course will explore the history of that profound transition in the way that the Western tradition theorized political life. The course begins with the instability of the

era of confessional warfare and concludes with the political thought of Locke and Spinoza. It will be a reading intensive class, with students encountering both the classical texts of the era and a selection of the best modern, critical scholarship. This will ensure exposure to a variety of disciplinary methods: direct textual engagement; historical contextualization; and some engagement with modern normative theory that itself appeals to the texts of this era. The writing for the course will consist of one research paper of 20-25 pages.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the core political and historical concepts of the late sixteenth and seventeenth century by comparing primary texts and critical scholarship.
- Synthesize various disciplinary perspectives (historical, philosophical, and political) to develop a comprehensive understanding of late sixteenth- and seventeenth-century political thought.
- Critique arguments as presented by major thinkers of the period, assessing their relevance to early modern political debates.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (50%)
 - a. Active Participation: 40%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Research Paper (50%)

A 20-25 page paper on a subject of your own devising. The paper can either be an original research paper or an essay on the literature of a given topic from within one of the disciplines covered by the course readings. The topic of the paper will need to be approved by the instructor. It may further develop a theme of the class, or explore a subject not represented on the syllabus but related to the course subject and chronology.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: Introduction: Themes and Method</p> <p>An introductory method discussion centered on two articles by leading practitioners. A core question will concern the challenges and benefits of integrating historical/contextual and normative/textual approaches to texts.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Iain Hampshire-Monk, “The History of Political Thought and the Political History of Thought,” in <i>The History of Political Thought in National Context</i>, ed. Dario Castiglione and Iain Hampsher-Monk (Cambridge, 2001), 159-74. ● Paul Kelly, “Rescuing Political Theory from the Tyranny of History,” in <i>Political Philosophy versus History?</i>, eds. Jonathan Floyd and Marc Stears (Cambridge, 2012), 13-27.
Week 2	<p style="text-align: center;">Topic: The Wars of Religion</p> <p>Often taken to be the trigger forcing the development of modern ideas of sovereignty, the wars of religion are a foundation topic in the field. Readings will survey the details of the period, pressure the category of religious warfare, and consider the development of resistance theory.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● <i>Vindiciae contra Tyrannos</i> and Juan de Mariana, <i>The King and the Education of the King</i>, in <i>Early Modern Europe: Crisis of Authority</i>, eds. Eric Cochrane, Charles Gray, and Mark Kishlansky (Chicago, 1987), 103-177. ● John Knox, “The First Blast of the Trumpet” and the “Appellation to the Nobility and Estates,” in <i>Knox on Rebellion</i>, ed. Roger Mason (CUP, 1994), 3-47, 77-114. ● William Cavanaugh, “A Fire Strong Enough to Consume the House:” The Wars of Religion and the Rise of the State,” <i>Modern Theology</i> 11 (1995), 398-420.

	<ul style="list-style-type: none"> ● J.H.M. Salmon, “Catholic Resistance Theory, Ultramontanism, and the Royalist Response, 1580-1620,” <i>The Cambridge History of Political Thought, 1450-1700</i>, ed. J.H. Burns and Mark Goldie (CUP, 1991), 219-253. ● Mark Greenglass, <i>Christendom Destroyed: Europe 1517-1648</i> (NY, 2014), chapters 12-14.
<p>Week 3</p>	<p style="text-align: center;">Topic: Bodin and the Turn to Sovereignty</p> <p>A companion to week two, week three will consider Bodin’s theory of sovereignty as a reaction to the wars of religion. The recent student by Lee will introduce legal history as a method of approaching early modern political ideas.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Jean Bodin, <i>On Sovereignty</i>, ed. Julian Franklin (Cambridge University Press, 1992), introduction, 1-141. ● Dan Lee, <i>The Right of Sovereignty: Jean Bodin on the Sovereign State and the Law of Nations</i> (Oxford, 2021), introduction, chapters 1-2, 4.
<p>Week 4</p>	<p style="text-align: center;">Topic: Humanist Adaptations Stoicism and Skepticism</p> <p>Week four will move into the realm of later humanism, and particularly the revival of stoicism and skepticism. This continues to be thematically tied to the context of religious war and the origins of the modern state. Weeks two through four are thus a sequence.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Montaigne, <i>Essays</i>, selections to be assigned in class ● Chris Brooke, <i>Philosophic Pride: Stoicism and Political Thought from Lipsius to Rousseau</i> (Princeton, 2012), prologue, chapters, 1-3. ● Gerhard Oestreich, <i>Neostoicism and the Early Modern State</i>, trans. David McLintock (Cambridge, 1982), 57-117. ● Schmitt, Charles B. “The Rediscovery of Ancient Skepticism in Modern Times.” In <i>The Skeptical Tradition</i>. Edited by Myles Burnyeat, 225–251. Berkeley and Los Angeles: University of California Press, 1983.

<p>Week 5</p>	<p style="text-align: center;">Topic: Reason of State</p> <p>Week five will move from the Bodinian foundations of state sovereignty into the discourse of “reason of state”. The readings consider what the vogue for this language says about the rise of an autonomous, contained “political” sphere.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Giovanni Botero, <i>The Reason of State</i> (Cambridge, 2017). ● Noel Malcolm, Introduction to <i>Reason of State, Propaganda, and the Thirty Year’s War</i> (Oxford, 2007), 93-123. ● Harro Höpfl, <i>Jesuit Political Thought</i> (Cambridge, 2004), chapters 1, 5-7.
<p>Week 6</p>	<p style="text-align: center;">Topic: The Scholastic Tradition</p> <p>Building on week five, where Jesuit thought was introduced, week six will consider other political themes which consumed the so called “second scholastic”. Themes include sovereignty, ecclesiology, and empire.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Vitoria, “On Civil Power” and “On the Powers of the Church,” in <i>Political Writings</i>, ed. Anthony Pagden and Jeremy Lawrance (Cambridge, 1991), introduction, 1-108. ● Las Casas, <i>A Short Account of the Destruction of the Indies</i> (Penguin, Introduction, 3-127. ● Sarah Mortimer, “Church and Commonwealth in the Catholic World,” in <i>Reformation, Resistance, and Reason of State (1517-1625)</i> (Oxford, 2021), 89-110. ● Anthony Pagden, “Dispossessing the barbarian: the language of Spanish Thomism and the Debate over the property rights of the American Indians,” from <i>The Language of Political Theory in Early Modern Europe</i> (Cambridge, 1987), 79-98.

<p>Week 7</p>	<p style="text-align: center;">Topic: Roman Law in the Early Modern World</p> <p>Returning to interdisciplinary approaches introduced in our discussion of Bodin, this week considers the ongoing influence of Roman civil law in the early modern world. The week will also continue the theme of early imperialism introduced in week six.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Hugo Grotius, <i>The Free Sea</i>, ed. David Armitage (Indianapolis, 2004), 1-62. ● Daniel Lee, <i>Popular Sovereignty in Early Modern Constitutional Thought</i> (Oxford, 2016), chapters 1-4, 7-9. ● Benjamin Straumann, <i>Roman Law in the State of Nature: the Classical Foundations of Hugo Grotius's Natural Law</i> (Cambridge, 2015).
<p>Week 8</p>	<p style="text-align: center;">Topic: Hobbes and the State</p> <p>Week eight considers the other great early modern theorist of sovereignty: Thomas Hobbes. Bodin and the resistance theorists provide points of reference and contrast.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Thomas Hobbes, <i>Leviathan</i> (Indianapolis, 1994), parts one and two. ● Malcolm, "Thomas Hobbes," in ODNB (via library). ● Quentin Skinner, "The State," in <i>Political Innovation and Conceptual Change</i>, eds. T. Ball, J. Farr, and R.L. Hansen (Cambridge, 1989), 90-131. ● S.A. Lloyd, "Natural Law," in <i>The Oxford Handbook of Hobbes</i>, eds. A.P. Martinich and Kinch Hoekstra (Oxford, 2016), 264-89. ● Leo Strauss, <i>Natural Right and History</i> (Chicago, 1950), 165-201.
<p>Week 9</p>	<p style="text-align: center;">Topic: Republicanism</p> <p>Week nine delves into the republican tradition, rival to Hobbesian notions of sovereignty and in many respects heirs of the humanist tradition introduced in week two.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● James Harrington, <i>The Commonwealth of Oceana</i>, ed. J.G.A. Pocock (Cambridge, 1992), Introduction. 1-243. ● Philip Pettit, <i>Republicanism: A Theory of Freedom and Government</i> (Oxford, 1999), chapters 1-4. ● Eric Nelson, <i>The Greek Tradition in Republican Thought</i> (Cambridge, 2004), 1-126.

<p>Week 10</p>	<p style="text-align: center;">Topic: Constitutionalism</p> <p>Week nine and ten in many respects examine important “survivals” in the new era of rational sovereignty. Customary law and ancient constitutionalism are the topics here, continuing our exploration of law as a mode of political thought.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● Selections by John Davies et al in <i>Divine Right and Democracy: An Anthology of Political Writing in Stuart England</i>, ed. David Wootton (Hackett, 1986), 131-210 ● J.G.A. Pocock, <i>The Ancient Constitution and the Feudal Law . . . A Reissue with a Retrospect</i> (Cambridge, 1987), 1-123. ● Harold J. Berman, <i>Law and Revolution II: The Impact of the Protestant Reformations on the Western Legal Tradition</i> (Cambridge, MA, 2003), Introduction, chapter 7-9.
<p>Week 11</p>	<p style="text-align: center;">Topic: Spinoza</p> <p>The important and in many ways ambiguous figure of Spinoza is the topic of week eleven. A guiding question for this week will be the relationship between Spinoza and Hobbes.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Benedict Spinoza, <i>Theological Political Treatise</i>, ed. Jonathan Israel (Cambridge, 2007), Introduction, 1-117. ● Benedict Spinoza, <i>Political Treatise</i> in <i>Spinoza: the Complete Works</i>, trans. Samuel Shirley, ed. Michael Morgan (Hackett, 2002), 676-754. ● Essays by Islo, Totaro, Gatens, and Rosenthal in <i>A Companion to Spinoza</i>, ed. Yitzhak Y. Melamed (Blackwell, 2021), 375-421. ● Noel Malcolm, “Hobbes and Spinoza,” in <i>The Cambridge History of Political Thought, 1450-1700</i>, 530-57.

<p>Week 12</p>	<p style="text-align: center;">Topic: Locke and Resistance</p> <p>Locke, the other great anglo-phone jus naturalist thinker (along with Hobbes) is the topic for week twelve. Spinoza, republicanism, and constitutionalism all provide other important frames of reference. Locke is one of the great subjects of Cambridge School contextualism and examples of that mode of scholarship are assigned.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● “John Locke” in <i>ODNB</i> (via library). ● Introduction and second treatise from John Locke, <i>Two Treatises of Government</i>, ed. Peter Laslett (Cambridge, 1988). ● Mark Goldie, “John Locke and Anglican Royalism,” <i>Political Studies</i> 31 (1983), 61-85. ● Timothy Stanton, “John Locke and the Fable of Liberalism,” <i>The Historical Journal</i> 61 (2018), 597-622. ● Ruth Grant, “John Locke on Custom’s Power and Reason’s Authority,” <i>The Review of Politics</i> 74 (2012), 607-29.
<p>Week 13</p>	<p style="text-align: center;">Topic: Hobbes, Locke, and the Confessional State</p> <p>Locke and Hobbes are brought together in the final week, to consider the critical subject of religious governance and ruling strategies during the confessional era. Students will consider the proposition that this theme inaugurated the liberal tradition.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● Thomas Hobbes, <i>Leviathan</i>, chapters 32, 35, 37-9, 42, 47, Review and Conclusion. ● John Locke, <i>A Letter concerning Toleration</i> (Hackett, 1983). ● Rainer Forst, <i>Toleration in Conflict: Past and Present</i> (Cambridge, 2013), chapters 1, 4-5. ● Jeremy Waldron, <i>God, Locke, and Equality: Christian Foundations in Locke’s Political Thought</i> (Cambridge, 2002), chapters 1-3, 8.

Week 14	Topic: Paper Presentations
Week 15	Topic: Paper Presentation and Final Discussion In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

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

UF Evaluations 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 [here](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX: Political and Historical Traditions and Ideas: *Political Thought 1700-1800*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr Max Skjönsberg
- CSE 570
- Office Hours: Mondays & Wednesdays 1-3pm
- skjonsbergm@ufl.edu
- 352-294-6839

Course Description

The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on political and historical traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

This course will provide in depth study of the history of modern political thought in the eighteenth century, when longstanding controversy came to a head about the origin of government, empire, forms of government, rights, Enlightenment, and more particularly

political legitimacy, political obligation, commercial society, public credit, the possibility of perpetual peace, and the existence of nation states. It will be a reading intensive class, with students encountering both the classical texts of the era and a selection of the best modern, critical scholarship. This will ensure exposure to a variety of disciplinary methods: direct textual engagement; historical contextualization; and some engagement with modern normative theory that itself appeals to the texts of this era. The writing for the course will consist of one research paper of 20-25 pages.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas..
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the core political and historical concepts of the eighteenth century by comparing primary texts and critical scholarship.
- Synthesize various disciplinary perspectives (historical, philosophical, and political) to develop a comprehensive understanding of eighteenth-century political thought.
- Critique arguments as presented by major thinkers of the period, assessing their relevance to modern political debates.

II. Graded Work

Description of Graded Work

- i. Active Participation and Class Attendance (50%)
 - a. Active Participation: 40%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
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2. Research Paper (50%)

A 20-25 page paper on a subject of your own devising. The paper can either be an original research paper or an essay on the literature of a given topic from within one of the disciplines covered by the course readings. The topic of the paper will need to be approved by the instructor. It may further develop a theme of the class, or explore a subject not represented on the syllabus but related to the course subject and chronology.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: The State and the Origin of Government</p> <p>Eighteenth-century discussions about the basis of political allegiance often took place under the heading of “the origin of government.” Was the state natural or artificially created, and on what basis do we obey government? This week students read the most sophisticated contribution to this debate in the shape of Scottish Enlightenment philosopher David Hume, alongside modern commentary.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● David Hume, <i>A Treatise of Human Nature</i> (2 vols., Oxford, 2011), Vol. 1: Bk. 3, Part II: “On Justice and Injustice,” pp. 307-66. ● David Hume, “Of the Origin of Government,” “Of the First Principles of Government,” “Of the Original Contract,” and “Of Passive Obedience,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 32-41, 465-92. ● James A. Harris, “Of the Origin of Government: The Afterlives of Locke and Filmer in an Eighteenth-Century British Debate,” <i>Intellectual History Review</i>, 33 (2023), pp. 33-55. ● Paul Sagar, “The State Without Sovereignty: Authority and Obligation in Hume’s Political Thought,” <i>History of Political Thought</i>, 37 (2016), pp. 271-305. ● James Moore, “Hume’s Theory of Justice and Property,” <i>Political Studies</i>, 24 (1976), pp. 103-19.

<p>Week 2</p>	<p style="text-align: center;">Topic: Natural Law</p> <p>The notion of natural law, a higher law that determined whether or not man-made law was just, originated from the Stoics in ancient Greece and was further developed by Cicero in Rome. A core part of medieval and early-modern philosophy, this week considers the reception and transformation of the natural law tradition in the European Enlightenment.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Francis Hutcheson, “On the Natural Sociability of Mankind,” Inaugural Oration (1730), in Hutcheson, <i>Logic, Metaphysics and the Natural Sociability of Mankind</i>, ed. James Moore, (Indianapolis, 2006), pp. 189–216 ● Giambattista Vico, <i>The New Science</i> (1744), ed. Leon Pompa (Cambridge, 2002), Idea of the Work, Books I, IV–V, Conclusion, pp. 1–34, 225–70. ● Richard Tuck, “The ‘modern’ theory of Natural Law,” in <i>The Languages of Political Theory in Early Modern Europe</i>, ed. Anthony Pagden (Cambridge, 1987), pp. 99–122. ● Knud Haakonssen, “Natural Jurisprudence and the identity of the Scottish Enlightenment,” in <i>Philosophy and Religion in Enlightenment Britain. New Case Studies</i>, ed. Ruth Savage (Oxford, 2012), pp. 258–278. ● James Moore, “The Two Systems of Francis Hutcheson: On the Origins of the Scottish Enlightenment,” in <i>Studies in the Philosophy of the Scottish Enlightenment</i>, ed. M.A. Stewart (Oxford, 1990), pp. 37–60. ● John Robertson, <i>The Case for the Enlightenment: Scotland and Naples 1680–1760</i> (Cambridge, 2005), ch. 5: “Vico after Bayle,” pp. 201–255
<p>Week 3</p>	<p style="text-align: center;">Topic: Rights</p> <p>The notions that all people have natural rights and that free people have legal rights played a key role in eighteenth-century discourse, notably during the Transatlantic Revolutions. This week we zone in on the American version of Rights discourse, and situate it within European intellectual history.</p>

	<p>Required Readings:</p> <ul style="list-style-type: none"> ● Thomas Jefferson, “A Summary View of the Rights of British America” (1774), in Jefferson, <i>Political Writings</i>, ed. Joyce Appleby and Terence Ball (Cambridge, 1999), pp. 63–80. ● Thomas Paine, <i>Rights of Man: Part I</i>, in Paine, <i>Political Writings</i>, ed. Bruce Kuklick (Cambridge, 2000), pp. 57–154. ● James Moore, “Natural Rights and the Scottish Enlightenment,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 291–316. ● Robert Lamb, <i>Thomas Paine and the Idea of Human Rights</i> (Cambridge, 2015), pp. 25–110.
<p>Week 4</p>	<p style="text-align: center;">Topic: Republicanism</p> <p>The conception of republicanism and its tradition has been one of the key developments in the historiography of political thought as well as political theory in recent decades. This week we read eighteenth-century republicans alongside leading scholars who have sought to understand and sometimes promote the concept.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Jean-Jacques Rousseau, <i>The Social Contract</i>, in Rousseau, <i>The Social Contract and Other Later Political Writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 41–152. ● Catharine Macaulay, <i>Political Writings</i>, ed. Max Skjönsberg (Cambridge, 2023), pp. 103–108. ● J. G. A. Pocock, “Machiavelli, Harrington and English Political Ideologies in the Eighteenth Century,” <i>The William and Mary Quarterly</i>, 22 (1965), pp. 549–83. ● Quentin Skinner, <i>Liberty Before Liberalism</i> (Cambridge, 1998). ● Robin Douglass, “Montesquieu and Modern Republicanism,” <i>Political Studies</i> 60 (2012), pp. 703–19.

Topic: Constitutionalism

What does it mean for government's power to be limited and circumscribed within defined boundaries? We sometimes call this constitutionalism, a condition which came to the fore in the eighteenth century, when political debate was dominated by the study of constitutions, in particular the ones of the Roman Republic and modern England. These debates influenced constitutional design in the USA and France in the final decades of the century.

Required Readings:

- Bolingbroke, *A Dissertation upon Parties*, in Bolingbroke, *Political Writings*, ed. David Armitage (Cambridge, 1997), pp. 111–131.
- Montesquieu, *The Spirit of the Laws* (1748), ed. Anne M. Cohler et al (Cambridge, 1989), pp. 154–166.
- William Blackstone, *Commentaries on the Laws of England: Vol. 1: Of the Rights of Persons* (1765), ed. David Lemmings (Oxford, 2016), Bk. 1, ch. 2, pp. 98–110.
- The Federalist Nos. 45–51, in *The Federalist: The Gideon Edition*, ed. George W. Carey and James McClellan (Indianapolis, 2001), pp. 237–272.
- Emmanuel Joseph Sieyès, *What is the Third Estate?* and “The Debate between Sieyès and Tom Paine,” in Sieyès, *Political Writings*, ed. Michael Sonenscher (Indianapolis, 2002), pp. 92–173.
- Mark Goldie, “The English System of Liberty,” in *The Cambridge History of Eighteenth-Century Political Thought*, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 40–78.
- David Lieberman, “The Mixed Constitution and the Common Law,” in *The Cambridge History of Eighteenth-Century Political Thought*, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 317–46.
- Richard Bourke, ‘Popular Sovereignty and Political Representation: Edmund Burke in the Context of Eighteenth-Century Thought’, in *Popular Sovereignty in Historical Perspective*, ed. R. Bourke and Q. Skinner (Cambridge, 2016), pp. 212–235.

Week 5

	<ul style="list-style-type: none"> ● Richard Shackleton, “Montesquieu, Bolingbroke and the Separation of Powers,” in Shackleton, <i>Essays on Montesquieu and the Enlightenment</i>, ed. D. Gilson and M. Smith (Oxford, 1988), pp. 3–16.
<p>Week 6</p>	<p style="text-align: center;">Topic: Enlightenment</p> <p>The Enlightenment was an intellectual movement that swept across eighteenth-century Europe heralding a wave of intellectual, social, cultural and political change. Enlightenment philosophers and social commentators sought to harness the power of reason to improve the world around them, encouraging their fellow men (and, in some cases, women) to throw off the shackles of feudalism and religious extremism. This week investigates the concept of “Enlightenment” through a mixture of primary and secondary sources.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Immanuel Kant, “What is Enlightenment?,” in Kant, <i>Political Writings</i>, ed. Hans Reiss (Cambridge, 1970), pp. 54–60. ● Condorcet, <i>Sketch for a Historical Picture of the Progress of the Human Mind</i>, in Condorcet, <i>Political Writings</i>, ed. Steven Lukes and Nadia Urbinati (Cambridge, 2012), pp. 1–147. ● John Robertson, <i>The Case for the Enlightenment: Scotland and Naples 1680–1760</i> (Cambridge, 2005), pp. 1–51. ● Jonathan Israel, “Introduction” to <i>Enlightenment Contested: Philosophy, Modernity and the Emancipation of Man, 1670–1752</i> (Oxford, 2006). ● Anthony La Vopa, “An Intellectual History? Jonathan Israel’s Enlightenment,” <i>The Historical Journal</i>, 52 (2009), pp. 717–38.

<p>Week 7</p>	<p style="text-align: center;">Topic: Luxury and commercial society</p> <p>Does economic development necessarily lead to inequality, and what are the moral effects of luxury and commerce? These were central questions in eighteenth-century political thought, and will be investigated through the writings of Jean-Jacques Rousseau and David Hume, as well as the trailblazing scholarship of Albert Hirschman and Istvan Hont.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean-Jacques Rousseau, <i>First and Second Discourse</i>, in <i>The Discourses and Other Early Political Writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 4–28, 114–188. • David Hume, “Of Refinement in the Arts,” in <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 268–80. • Albert O. Hirschman, <i>The Passions and the Interests: Political Arguments for Capitalism before its Triumph</i> (Princeton NJ, 1977). • Istvan Hont, “The Luxury Debate in the Early Enlightenment,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 379–418.
<p>Week 8</p>	<p style="text-align: center;">Topic: Trade</p> <p>The rise of commercial society in the eighteenth century instigated a debate about the relationship between commercial nations: does trade strengthen ties between nations, or does it lead to jealousy and rivalry? And what is the difference between destructive competition and beneficial emulation? Two of the most sophisticated contributions to these debates were made by Adam Smith and his friend and mentor Hume.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • David Hume, “Of Commerce,” “Of the Balance of Trade,” and “Of the Jealousy of Trade,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 253–67, 308–331.

	<ul style="list-style-type: none"> • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), Vol. 1: Bk. 3, pp. 376–427. • Istvan Hont, “The ‘Rich Country-Poor Country’ Debate in the Scottish Enlightenment,” in <i>Jealousy of Trade</i> (Cambridge MA, 2005), pp. 267–322; originally published in <i>Wealth and Virtue</i>, ed. I. Hont and M. Ignatieff (Cambridge, 1983), pp. 271–316. • S. Muthu, “Adam Smith’s Critique of International Trading Companies,” <i>Political Theory</i>, 36 (2008), pp. 185–212. • Jacob Viner, “Adam Smith and Laissez Faire,” in Viner, <i>Essays on the Intellectual History of Economics</i>, ed. D. A. Irwin (Princeton NJ, 1991), pp. 85–113
<p>Week 9</p>	<p style="text-align: center;">Topic: Money and Debt</p> <p>The most controversial consequence of the development of commercial society was the emergence of central banks and public borrowing. Though Hume was a defender of commercial modernity, he was an arch-critic of this feature, as he notoriously claimed that “either the nation will destroy public credit or public credit will destroy the nation.” This week we will contextualize Hume’s thought on money and public credit.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • David Hume, “Of Money,” “Of Interest,” “Of Taxes,” and “Of Public Credit,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Euguene Miller (Indianapolis, 1985), pp. 281–307, 342–365. • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), Vol. 2: Bk. 5, pp. 689–947. • Istvan Hont, “The Rhapsody of Public Debt: David Hume and Voluntary Bankruptcy,” in <i>Jealousy of Trade</i> (Cambridge MA, 2005), pp. 325–353; originally published in, <i>Political Discourse in Early Modern Britain</i>, ed. N. Phillipson and Q. Skinner (Cambridge, 1993), pp. 321–348. • Thomas Hopkins, “Hume and the Politics of Money,” in <i>Hume’s Essays: A Critical Guide</i>, ed. Max Skjönsberg and Felix Waldmann (Cambridge, 2024), pp. 247–62.

Week 10	<p style="text-align: center;">Topic: Empire</p> <p>This week explores attitudes to empire and imperial expansion in the eighteenth century. Students will engage with various arguments employed to justify or criticize empire, which will enable them to acquire conceptual clarity about the meaning of empire, colonies, and the relationship of these ideas to broader questions related to political and economic thought.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), I, Bk. IV, ch 2, ch. 3, part II, chs. 7–8, pp. 452–472, 488–498, 556–662. ● Edmund Burke, <i>Speech on Fox’s India Bill</i>, in <i>Writings and Speeches of Edmund Burke</i>, ed. Paul Langford et. al. (9 vols., Oxford, 1981–2015), Vol. 5: pp. 378–451. ● Edmund Burke, <i>Speech on Opening of Impeachment</i>, 16 February 1788, in <i>Writings and Speeches of Edmund Burke</i>, Vol. 6: pp. 313–373 ● Jennifer Pitts, <i>A Turn to Empire</i> (Princeton, 2005), chs. 2–3, pp. 25–100. ● Richard Bourke, “Edmund Burke and the Politics of Conquest,” <i>Modern Intellectual History</i>, 4 (2007), pp. 403–432.

<p>Week 11</p>	<p style="text-align: center;">Topic: Revolution</p> <p>“Revolution” could have a range of connotations in the eighteenth century. This week zones in on the parliamentarian-cum-philosopher Edmund Burke, who defended the Glorious Revolution, sympathized with the American Revolutionaries, and famously condemned the French Revolution. We will approach Burke through his <i>Reflections on the Revolution in France</i> (1790) and J. G. A. Pocock’s pathbreaking research.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Edmund Burke, <i>Reflections on the Revolution in France</i>, ed. J. C. D. Clark (Stanford, 2000), pp. 145–415. • J. G. A. Pocock, “Hume and the American Revolution: The Dying Thoughts of a North Briton,” in Pocock, <i>Virtue, Commerce and History: Essays on Political Thought and History</i> (Cambridge, 1985), pp. 125–141. • J. G. A. Pocock, “The Political Economy of Burke’s Analysis of the Revolution,” in Pocock, <i>Virtue, Commerce and History: Essays on Political Thought and History</i> (Cambridge, 1985), pp. 192–212. • J. G. A. Pocock, “Edmund Burke and the Redefinition of Enthusiasm: The Context as Counter-Revolution,” in <i>The French Revolution and the Creation of Modern Political Culture: The Transformation of Political Culture, 1789–1848</i>, ed. F. Furet and M. Ozouf (Oxford, 1989), pp. 19–43.
<p>Week 12</p>	<p style="text-align: center;">Topic: The Debate on Women</p> <p>The eighteenth century was a period when female writers came to the fore and also advanced argument for emancipation, often through education. Thinkers such as Catharine Macaulay and Mary Wollstonecraft drew on a panoply of Enlightenment ideas, including Locke’s writings on education, to argue that women should play a more active role in society, especially in educational cultural spheres.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (Oxford, 1994) pp. 63–284.

- Catharine Macaulay, *Political Writings*, ed. Max Skjönsberg (Cambridge, 2023), pp. 203–22.
- Sylvana Tomaselli, “The Enlightenment Debate on Women,” *History Workshop*, 20 (1985), pp. 101–24.
- David Bromwich, “Wollstonecraft as a Critic of Burke,” *Political Theory*, 23 (1995), pp. 617–632.
- W. Gunther-Canada, “The politics of sense and sensibility: Mary Wollstonecraft and Catharine Macaulay Graham on Edmund Burke’s Reflections on the Revolution in France,” in *Women Writers and the Early Modern British Political Tradition*, ed. H.L. Smith (Cambridge, 2001), pp. 126–147

Topic: Patriotism and Nationalism

This week provides students with an in-depth understanding of what some of the most important political thinkers of eighteenth century thought and wrote about the phenomena and concepts referred to as “nationalism” and “patriotism.”

Required Reading:

- Jean-Jacques Rousseau, *Consideration on the Government of Poland*, in Rousseau, *The Social Contract and Other Later Political Writings*, ed. Victor Gourevitch (Cambridge, 1997), pp. 177–260.
- Richard Price, *A Discourse on the Love of our Country* (1789), in Richard Price, *Political Writings*, ed. D. O. Thomas (Cambridge, 1991), pp. 176–96.
- Johann Gottfried Herder, *Another Philosophy of History and Selected Political Writings*, trans. Ioannis D. Evrigenis and Daniel Pellerin (Indianapolis, 2004), pp. 3–97, 104–120.
- Johann Gottlieb Fichte, *Addresses to the German Nation*, ed. Gregory Moore (Cambridge, 2008), pp. 3–21, 100–114, 183–96.
- Istvan Hont, “The Permanent Crisis of a Divided Mankind: ‘Nation-State’ and ‘Nationalism’ in Historical Perspective,” in Hont, *Jealousy of Trade: International Competition and the Nation-State in Historical Perspective* (Cambridge MA, 2005), pp. 447–528.

Week 13

<p>Week 14</p>	<p style="text-align: center;">Topic: War and Peace</p> <p>Commercial modernity did not lead to a peaceful world, but rather a century in which Great Britain and France became engaged in a series of armed conflicts known as the Second Hundred Years' War between 1689 and 1815. Enlightenment ideas, meanwhile, encouraged thinkers to imagine a world of perpetual peace.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● David Hume, "Of the Balance of Power," in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Euguene Miller (Indianapolis, 1985), pp. 332–41. ● Immanuel Kant, <i>Perpetual Peace: A Philosophical Sketch</i>, in Kant, <i>Political Writings</i>, ed. Hans Reiss (Cambridge, 1970), pp. 93–130. ● Richard Tuck, <i>The Rights of War and Peace</i> (Oxford, 1999), pp. 1–15, 166–234. ● W. Kersting, "The Civil Constitution in Every State Shall Be a Republican One'," in <i>Kant's Moral and Legal Philosophy</i>, ed. K. Ameriks and O. Höffe (Cambridge, 2009), pp. 246–64. ● Christopher Meckstroth, "Hospitality, or Kant's Critique of Cosmopolitanism and Human Rights," <i>Political Theory</i>, 46 (2018), pp. 537–59.
<p>Week 15</p>	<p style="text-align: center;">Topic: Paper Presentation and Final Discussion</p> <p>In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.</p>

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

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

UF Evaluations 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 [here](#). 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 [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Course|New for request 20810

Info

Request: JST 6XXX Approaches to Holocaust and Genocide Studies

Description of request: Introduces M.A. and Ph.D. students in humanities and social sciences to major scholarly approaches to the Holocaust, methodological problems concerning different kinds of sources, and examines its intersections with other modern instances of genocidal violence. Students discuss major scholarly literature and primary sources that relate to perpetrator motivations, responses of victims and bystanders, and post-genocidal issues such as psychological trauma and the search for justice. Examines different methodological approaches of such disciplines as history, sociology, literary and memory studies, and psychology.

Submitter: Norman Goda goda@ufl.edu

Created: 12/27/2024 6:14:59 AM

Form version: 6

Responses

Recommended Prefix

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

Response:
JST

Course Level

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

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

Response:
6

Course Number

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area.

Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

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

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

Course Title

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

Response:
Approaches to Holocaust and Genocide Studies

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:
Holocaust and Genocide Studies

Degree Type

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

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

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

Response:
No

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic?

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Seminar

Weekly Contact Hours

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

Response:

3

Course Description

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

Response:

Introduces major scholarly approaches to the Holocaust, explores methodological problems concerning source materials, and examines intersections of the Holocaust with other instances of genocidal violence. Includes methodological approaches from various disciplines, including history, sociology, literary and memory studies, and psychology.

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:
Active enrollment in a graduate program.

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 Bud Shorstein Center for Jewish Studies has a nationally recognized expertise in Holocaust history with its two research professors who have endowed chairs in the field. Their appointment letters include the recruitment and the training of graduate students. The faculty members who hold the two endowed chairs complement each other: Norman Goda who holds the Norman and Irma Braman Chair (hired in 2009) focuses on Nazi Germany and Western Europe through the lenses of diplomacy, intelligence, and postwar justice. Natalia Aleksion, the Harry Rich Chair (hired in 2022) focuses on the Jewish experience in Eastern Europe through the lenses of gender, survivor testimony, and on-the-ground relations between Jews, Poles, Ukrainians, and Germans. Both faculty members also relate their research approaches to other contemporary mass atrocities as well as question of justice and memory in the aftermath of mass violence. Thus, students in not only in European, but also American, African, Asian, and Latin American history would find the seminar of great interest. Goda's research engages with the comparison of the Holocaust with global colonial violence, as well as on the subject of torture, which transcends national boundaries. Aleksion's work on face-to-face killing and sexual violence relates to similar instances in places ranging from the American South to Rwanda. It should be mentioned in this context that she has access to testimonies from Holocaust survivors and other instances of mass violence. The aforementioned Shoah Foundation archive has testimonies from Cambodia, Rwanda, Guatemala, Syria, Myanmar, and Bosnia-Herzegovina. The University also benefits in this regard from the Samuel Proctor Oral History Center featuring Jewish, Latinx, and African

American experiences. In particular, it has now digitized the unique collection of testimonies of Holocaust survivors.

The University of Florida also has the Isser and Rae Price Judaica Library. It is the number one Jewish Studies research collection in the Southeastern US and the recent recipient of two NEH national challenge grants. It has a particularly strong collection of material pertaining to the Holocaust which graduate students will be able to utilize in their research. The center also has other faculty in different disciplines whose whose research and teaching relates to the Holocaust (Eric Kligerman, Jack Kugelmass, Yaniv Feller, Rachel Gordan, Roy Holler, Gayle Zachmann, Raanan Rein).

The Center is looking for ways to prepare graduate students to teach and research through seminars that have a broad, transnational focus, which this proposed seminar offers. The course will also appeal to graduate students in other disciplines in the humanities and social sciences who have an interest in mass atrocity. It will enrich their research and teaching approaches, it will make them more employable on the academic job market, and, if they are interested in other avenues, it will prepare them for work in any number of settings from museums to humanitarian NGOs.

Course Objectives

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

Response:

Student Learning Outcomes:

Knowledge:

Students will understand historical and other approaches to the key themes and ongoing academic discussions about the Holocaust and other mass atrocities.

Students will identify the major questions posed by scholars in analyzing the Holocaust and other instances of mass violence.

Students will explain changing research approaches to perpetrators, victims, and bystanders from the earliest scholarship to the present day.

Skills:

Students will explain in oral and written form a variety of primary sources of mass atrocity, ranging from government documents to personal testimonies.

Students will explain in oral and written form the ways in which mass violence is remembered, commemorated and mobilized.

Students will identify and discuss in oral and written form the patterns and points of comparison of various mass atrocities in their context.

Professional Behavior:

Students will recognize sensitivity in discussing with complex ethical issues inherent to the topic of mass violence.

Students will formulate small papers and a research paper that examines primary sources in the context of a major historiographical question concerning the Holocaust or another instance of mass violence. In writing, students will state requisite skills of literature review, professional argumentation, citation and bibliographical reference.

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:

1. Amnesty International, Rwanda: "Marked for Death", Rape Survivors Living with HIV/AIDS in Rwanda , 6 April 2004 <http://web.amnesty.org/library/Index/ENGAFR470072004>.
2. Amnesty International, Sudan: "Darfur – Rape as a Weapon of War: Sexual Violence and Its Consequences, 26 March 2011, <https://www.amnestyusa.org/reports/sudan-darfur-rape-as-a-weapon-of-war-sexual-violence-and-its-consequences/>.
3. Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York, 2006.
4. Bartow Omer, *Hitler's Army. Soldiers. Nazis and War in the Third Reich*. Oxford: Oxford University Press, 1992.
5. Bikont, Anna. *The Crime and the Silence: Confronting the Massacre of Jews in Wartime Jedwabne*. New York: Farrar, Straus, and Giroux, 2016.
6. Bemporad, Elissa and Joyce W. Warren. *Women and Genocide: Survivors, Victims, Perpetrators*. Bloomington: Indiana University Press, 2018.
7. Bloxham, Donald. *Genocide, the World Wars, and the Unweaving of Europe*. Portland: Vallentine Mitchell, 2008.
8. Breitman, Richard. *Official Secrets: What the Germans Planned and What the British and Americans Knew*. New York: Hill and Wang, 1999.
9. Browning, Christopher. *Ordinary Men. Reserve Police Battalion 101 and the Final Solution in Poland*, New York: Harper, 1991.
10. Browning, Christopher. "Yehuda Bauer, the Concepts of Holocaust and Genocide, and the Issue of Settler Colonialism", *The Journal of Holocaust Research*. 36,1 (2022), 30-38.
11. Burnet, Jennie E. *Genocide Lives in Us: Women, Memory, and Silence in Rwanda*. Madison: University of Wisconsin Press, 2012.
12. Burzlaff, Jan. "In the Shadow of the Gas Chambers: Social Dynamics and Everyday Life Around the Killing Center at Belzec (1941-1944)," *Holocaust and Genocide Studies* v. 35, n. 3 (2021), 445-463.
13. Clark, Philip and Zachary D. Kaufman. *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*. Columbia: University of Columbia Press, 2009.
14. Douglas, Laurence. *The Memory of Judgment. Making Law and History and the Trials of the Holocaust*, Yale University Press, New Haven, 2005.
15. Fulbrook Mary. *Bystander Society. Conformity and Complicity in the Holocaust*. Oxford: Oxford University Press, 2023.
16. Garbarini, Alexandra. *Numbered Days: Diaries and the Holocaust*. New Haven: Yale University Press, 2006.
17. Goda, Norman, *Jewish Histories of the Holocaust: New Transnational Approaches*. New York: Berghahn, 2014.
18. Greif, Gideon. *We Wept Without Tears*. New Haven, CT: Yale University Press, 2005.
19. Gross, Jan T. *Neighbors : The Destruction of the Jewish Community in Jedwabne, Poland*. Princeton NJ, 2001.
20. Hinton. Alexander Laban. *Man or Monster: The Trial of a Khmer Rouge Torturer*. Durham, NC: Duke University Press, 2016.
21. International Military Tribunal. *Trial of the Major War Criminals Before the International Military Tribunal At Nuremberg*. Nuremberg: International Military Tribunal, 1947.
22. Kassow, Samuel D. *Who Will Write Our History: Rediscovering a Hidden Archive from the Warsaw Ghetto*. New York: Vintage, 2018).
23. Kidron, Carol A. "Toward an Ethnography of Silence: The Lived Presence of the Past in the Everyday Life of Holocaust Trauma Survivors and their Descendants in Israel," *Current Anthropology* 50,1 (2009) 5-27.
24. Klee, Ernst. ed., *The Good Old Days: The Holocaust as Seen by its Perpetrators*. New York, 1988.
25. Kornbluth, Andrew. *The August Trials: The Holocaust and Postwar Justice in Poland*. Cambridge, MA: Harvard University Press, 2021.
26. Kreutzer, David. *The Pope at War. The Secret History of Pius the XII, Mussolini and Hitler*, New York, Random House, 2022.
27. Laqueur Walter and Breitman, Richard. *Breaking the Silence: The German Who Exposed the Final Solution*. Lebanon, NH: Brandeis University Press, 1994).
28. Laub, Dori. "Holocaust Survivors: Adaptation to Trauma," *Patterns of Prejudice* v. 13, n. 1 (1979), 17-25.
29. Levi, Primo. *The Drowned and the Saved*. New York: Simon and Schuster, 2017.
30. Levi, Primo. *Survival in Auschwitz*. New York: Touchstone, 1996.

31. Lower, Wendy. *Hitler's Furies: German Women in the Nazi Killing Fields*. Boston: Houghton Mifflin Harcourt, 2013.
32. Moore, Bob ed., *The Secret Diary of Arnold Douwes: Rescue in the Occupied Netherlands*. Bloomington, IN: Indiana University Press, 2019.
33. Moses, Dirk A. *The Problems of Genocide: Permanent Security and the Language of Transgression*. Cambridge: Cambridge University Press, 2021.
34. Muhlhauser, Regina. "Understanding Sexual Violence During the Holocaust: A Reconsideration of Research and Sources," *German History* v. 39, n. 1 (2021) 15-36.
35. Noakes, Jeremy and Pridham, Geoffrey , eds. *Nazism 1919-1945: A Documentary Reader* 4 vols. Exeter: University of Exeter Press, 1998.
36. Ouzan, Franc oise. *How Young Holocaust Survivors Rebuilt Their Lives: France, the United States, and Israel*. Bloomington, Indiana: Indiana University Press, 2018.
37. Porat, Dan. "Changing Legal Perceptions of 'Nazi Collaborators' in Israel, 1950-1972," in *Jewish Honor Courts: Revenge, Retribution, and Reconciliation after the Holocaust*, ed. Laura Jokusch and Gabriel N. Finder (Detroit, 2015), 279-303.
38. Perl, Gisela. *I Was a Doctor in Auschwitz*. Lanham, MD: Lexington Books, 2019.
39. Richarz, Monika. ed. *Jewish Life in Germany: Memoirs from Three Centuries*. Bloomington, IN: Indiana University Press, 1991.
40. Rothberg, Michael. *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*. Stanford, CA: Stanford University Press, 2009.
41. Semel, Nava. *And The Rat Laughed*. Melbourne, AU: Hybrid, 2008.
42. Sémelin, Jacques. *The Survival of the Jews in France 1940-1944*. Oxford: Oxford University Press, 2018.
43. *Sexual Violence against Jewish Women during the Holocaust*, ed. Sonja M. Hedgepeth and Rochelle G. Saidel. Waltham, MA: Brandeis University Press Hanover, NH: University Press of New England, 2010).
44. Snyder, Timothy. *Bloodlands: Europe Between Hitler and Stalin*. New York City: Basic Books, 2012.
45. Totten, Samuel and Ubaldo, Rafiki, eds. *We Cannot Forget: Interviews with Survivors of the 1994 Genocide in Rwanda*. New Brunswick: Rutgers University Press, 2011.
46. Trunk, Isaiah, ed. *Lodz Ghetto: A History*. Bloomington, IN: Indiana University Press, 2006.
47. *United States Holocaust Memorial Museum, Jewish Responses to Persecution*, 5 vols. Lanham MD 2010-15.
48. Wachsmann, Nikolaus. *KL: A History of Nazi Concentration Camps*. New York City: Farrar, Straus and Giroux, 2015.
49. Westermann, Edward. *Drunk on Genocide: Alcohol and Mass Murder in Nazi Germany*. Ithaca, NY Cornell University Press, 2021.
50. Zuccotti, Susan. "Pope Pius XII and the Rescue of Jews in Italy: Evidence of a Papal Directive?" *Holocaust and Genocide Studies*, v. 18, n. 4 (2004), 255-73.

Weekly Schedule of Topics

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

Response:

1. What Was the Holocaust? Is it Unique?
2. Understanding Perpetrators: Monsters or Ordinary Men?
3. Victims: Responses, and the Contemporaneous Words of the Dead
4. Analyzing "Bystanders"
5. Sexual Violence in the Holocaust and other Genocides
6. What Was Known? What Was Done? International Responses to the Holocaust
7. Approaching Daily Life (and Death) in Genocide
8. Psychological Trauma and Survivors
9. Justice and Making History
- 10-12. Student research projects and writing
- 13-15 Student presentations and discussions

Grading Scheme

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

Response:

1) Weekly Short-Writing Assignments of 750 words each based solely on reading for upcoming class. Students will summarize the main argument, use of sources and methodological approaches

Students will choose ten weeks in all in which to write these papers -- 50% of total grade in aggregate, 5% each paper.

2) Weekly discussions and class participation: 25% of final grade: Top ten discussions calculated for final grade. 2.5% per calculated discussion.

Students will be expected to incorporate the material read for class, engage with research questions that were posed and make links between topics, issues, and categories discussed.

3) Final Research paper 25% of Final grade: Students will choose a topic that will need to be discussed and approved. It will engage either with a historiographical issue or a specific aspect of a genocide on the basis of primary sources. Students will be encouraged to use sources in other languages in which they can read, including German, French, Polish, Hebrew, and Yiddish. The paper must be submitted on the final day of exam week.

The grading scale is as follows:

A	93-100%	A-	90-92%		
B+	87-89%				
		B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	Below 60%				

Grading Rubrics are in the syllabus.

Instructor(s)

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

Response:

Norman Goda or Natalia Aleksion (alternating)

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

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

• *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/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

JST 6XXX
Graduate Seminar
Approaches to Holocaust
and Genocide Studies
Fall 2025-3 Credit Hours

Natalia Aleksion

natalia.aleksion@ufl.edu

200 Walker Hall

352-352-2404

Office Hours: Friday 12-2 PM,

And by appointment

Course description:

Introduces major scholarly approaches to the Holocaust, explores methodological problems concerning source materials, and examines intersections of the Holocaust with other instances of genocidal violence. Includes methodological approaches from various disciplines, including history, sociology, literary and memory studies, and psychology.

Student Learning Outcomes:

Knowledge:

Knowledge:

Students will understand historical and other approaches to the key themes and ongoing academic discussions about the Holocaust and other mass atrocities.

Students will identify the major questions posed by scholars in analyzing the Holocaust and other instances of mass violence.

Students will explain changing research approaches to perpetrators, victims, and bystanders from the earliest scholarship to the present day.

Skills:

Students will explain in oral and written form a variety of primary sources of mass atrocity, ranging from government documents to personal testimonies.

Students will explain in oral and written form the ways in which mass violence is remembered, commemorated and mobilized.

Students will identify and discuss in oral and written form the patterns and points of comparison of various mass atrocities in their context.

Professional Behavior:

Students will recognize sensitivity in discussing with complex ethical issues inherent to the topic of mass violence.

Students will formulate small papers and design a research paper that examines primary sources in the context of a major historiographical question concerning the Holocaust or another instance of mass violence. In writing, students will state requisite skills of literature review, professional argumentation, citation and bibliographical reference.

Access to Reading Materials:

Refer to the class schedule below for weekly schedule of readings.

Most of the reading will come from scholarly articles or chapters from books and will be posted on Canvas.

The grading scale is as follows:

A	93-100%	A-	90-92%		
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
F	Below 60%				

Further information on UF grade point policies can be found [here](#).

Your grade in this class will be determined by the following (note the grading rubrics):

1) Weekly Short-Writing Assignments of 750 words each based solely on reading for upcoming class: Students will write a summary of the assigned reading and focus on the key issue raised and methodological approaches taken by the authors. Students must choose ten weeks in all in which to write these papers -- 50% of total grade in aggregate, 5% each paper. Students will be expected to write with the following goals in mind:

- Reflect accurately the argument and the scope of the reading while engaging with research problems of the weekly theme.
- Organize the argument in a clear fashion.
- Use academic language, proofread before submitting.

Category	A-Range (90-100%)	B-Range (80-89%)	C-Range (70-79%)	D/F Range (<60-69%)
Analysis of Reading and Connections to Research Questions 34%:	Shows an exceptional understanding of the reading and research issues. Provides deep historical context and analysis. Insightful, original discussion. Nuanced discussion of research issues. Demonstrates a high	Mostly accurate in applying research issues to the reading but some minor inaccuracies or lack the depth of contextual analysis. Strong analysis but may lack originality or depth in some sections. Provides thoughtful	Shows basic understanding but with notable inaccuracies or oversimplification of key research concepts or historical details. Arguments are basic and somewhat superficial. Little original thought, with minimal critical	Significant inaccuracies. Misinterprets core concepts or events. Fails to engage with key research dilemmas in a meaningful way. Little to no critical thinking displayed.

	level of critical thinking and synthesis of perspectives.	arguments, though some may be underdeveloped.	engagement with complex issues	
Organization and Structure 33%:	Exceptionally well-organized. Clear, logical flow with strong transitions between sections. Each part of the paper builds on previous sections to develop a cohesive argument. Exceptionally well-organized. Clear, logical flow with strong transitions between sections. Each part of the paper builds on previous sections to develop a cohesive argument.	Generally well-organized but may have occasional structural issues or uneven flow between sections. Generally clear and readable but lacks the polish of an A-level paper.	Structure is adequate but may feel disjointed in places. Transitions between ideas are weak or unclear.	Lacks coherent argumentation. Paper lacks clear organization. Poorly structured with no logical progression of ideas.
Writing and Form 33%:	Impeccable writing, with a professional tone. Free from grammatical, spelling, or stylistic errors. Writing is clear, concise, and engaging. Flawless adherence to citation style (Chicago). Bibliography and footnotes are meticulously formatted.	Strong writing with few grammatical or stylistic errors. Citations are mostly accurate, with some minor formatting errors. Bibliography is complete but may lack polish.	Writing is readable but contains frequent grammatical errors or unclear phrasing. Style may be too informal or inconsistent. Several citation or formatting errors. Inconsistent or incomplete bibliography or footnotes.	Writing is unclear, riddled with grammatical and spelling errors. Style is inappropriate for an academic paper. Significant errors or missing citations. Failure to follow required citation style or incomplete references.

2) Weekly discussions and class participation: 25% of final grade: Top ten discussions calculated for final grade. 2.5% per calculated discussion. Grading rubric is as follows. See attendance policy below. Students will be encouraged to:

- **Demonstrate an understanding of how the readings engage with the weekly theme.**
- **Effectively incorporate the approaches and examples.**
- **Formulate the ideas using academic language.**

Category	A-Range (90-100%)	B-Range (80-89%)	C-Range (70-79%)	D/E Range (<60-69%)
Understanding and analysis research issues raised by secondary and primary sources (33%):	Demonstrates a deep understanding and engagement with research issues raised by the sources Offers thoughtful, original analysis. Critically examines multiple perspectives, questioning underlying assumptions,	Displays a good understanding of the trial but may overlook minor details or nuances. Demonstrates knowledge of research issues raised in the sources but lacks deeper insight or originality. Covers the major points well but may not question assumptions or fully	Basic understanding but with notable gaps in comprehension. Limited engagement with sources add problems they raise. Minimal use of sources or surface-level analysis. Presents limited or underdeveloped analysis. Mostly descriptive, with	Shows little to no understanding of the issues at hand. Misinterprets or ignores key aspects. Fails to engage with assigned readings. Lacks meaningful analysis. Discussion is purely descriptive or off-topic.

	and offering nuanced arguments.	explore alternate perspectives.	little critical thinking. Fails to engage deeply.	No critical thinking or engagement.
Engagement with weekly course materials (33%):	Effectively incorporates assigned readings and relevant outside sources into the discussion. Demonstrates an ability to synthesize material and connect it to the trial being discussed. Cites sources accurately.	Uses assigned readings but may not fully integrate them into the discussion. References some materials but without depth of synthesis or full understanding of their relevance.	Minimal use of course materials. Limited connection between readings and the discussion topic. Fails to engage with sources in a meaningful way.	Does not reference or incorporate course materials. No evidence of engagement with assigned readings or other sources.
Engagement with the other students and quality of participation (33%):	Actively engages with peers' ideas in a respectful and meaningful way. Builds on others' points, offers constructive feedback, and poses thoughtful questions to further the discussion. Encourages deeper reflection and dialogue. Contributions are consistently clear, relevant, and well-argued. Adds new perspectives to the discussion and stays on topic. Demonstrates leadership in advancing the conversation.	Responds to peers but may not consistently offer deeper insights. Engages with others' ideas but without fully advancing the discussion or providing substantial feedback. Contributions are relevant and clear, but may lack depth or new insights. Stays on topic but does not consistently lead or advance the conversation.	Minimal interaction with peers. Responds to comments but in a superficial way, with little engagement or critical thought. Contributions are minimal and lack clarity or relevance. Somewhat off-topic or unclear, without adding significantly to the discussion.	Fails to engage meaningfully with peers. Little to no participation in the dialogue. Responses, if present, are brief and unengaged. Contributions are unclear, irrelevant, or absent. Fails to engage in a meaningful or focused way.

3) Final Research paper 25% of final grade: Students must choose a subject. Based on one or more of the weekly themes, frame the problem within the secondary scholarship, and integrate primary sources while discussing the problems that the sources present.

Category	A-Range (90-100%)	B-Range (80-89%)	C-Range (70-79%)	D/E Range (<60-69%)
Research 25%:	Demonstrates exceptional research with a critical array of primary sources set within a research problem and secondary sources. Strong integration of secondary and primary sources, and, where applicable, different disciplinary approaches.	Well-researched but may rely more heavily on secondary sources. Some gaps in variety of sources or depth of analysis of primary sources.	Adequate research, but lacks depth in key areas. Relies too much on secondary sources with limited use of primary documents.	Poor research. Insufficient or inappropriate sources. Fails to include critical primary and/or secondary sources.

Organization and Structure 25%:	Exceptionally well-organized. Clear, logical flow with strong transitions between sections. Each part of the paper builds on previous sections to develop a cohesive argument.	Generally well-organized but may have occasional structural issues or uneven flow between sections. Generally clear and readable but lacks the polish of an A-level paper.	Structure is adequate but may feel disjointed in places. Transitions between ideas are weak or unclear.	Lacks coherent argumentation. Paper lacks clear organization. Poorly structured with no logical progression of ideas.
Writing and Form 25%:	Impeccable writing, with a professional tone. Free from grammatical, spelling, or stylistic errors. Writing is clear, concise, and engaging. Flawless adherence to citation style (Chicago). Bibliography and footnotes are meticulously formatted.	Strong writing with few grammatical or stylistic errors. Citations are mostly accurate, with some minor formatting errors. Bibliography is complete but may lack polish.	Writing is readable but contains frequent grammatical errors or unclear phrasing. Style may be too informal or inconsistent. Several citation or formatting errors. Inconsistent or incomplete bibliography or footnotes.	Writing is unclear, riddled with grammatical and spelling errors. Style is inappropriate for an academic paper. Significant errors or missing citations. Failure to follow required citation style or incomplete references.

Students will use primary sources in the Price Judaica Library, the Lawton Chiles Law Library, and/or online. These sources can include diaries, memoirs, testimonies and oral interviews, historical press, and more. Students are to incorporate secondary sources when applicable. Students must choose their topic by week 6 in the semester and discuss research strategy with the instructor. Students are encouraged to use sources in other languages in which they can read, including German, French, Polish, Hebrew, and Yiddish. **The paper must be submitted on the final day of exam week.**

Class policies:

Attendance:

You are to be present in each class, and you are to arrive on time. One absence is allowed without penalty to grade. After that students will lose 2 points from final discussion grade for each discussion missed. There are exceptions for documented illnesses, serious accidents, military service, and matters of that nature. Please see the UF attendance policies [here](#).

Accommodations:

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.

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. More information [here](#).

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. More information [here](#).

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.

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

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/> (Links to an external site.)

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.

Student Evaluations of This Course

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/>.

Electronics:

You can bring your cell phone, but it must be silenced and it cannot be used in class. You can use your computer to take notes and look up relevant materials, but not for other purposes.

Class Schedule

Week 1: What Was the Holocaust? Is it Unique?

Reading for Week 1:

Donald Bloxham, *Genocide, the World Wars, and the Unweaving of Europe* (Portland: Vallentine Mitchell, 2008).

Christopher Browning, “Yehuda Bauer, the Concepts of Holocaust and Genocide, and the Issue of Settler Colonialism”, *The Journal of Holocaust Research*. 36,1 (2022), 30-38.

Dan Michman, “The Jewish Dimension of the Holocaust in Dire Straits: Current Challenges of Interpretation and Scope,” in *Jewish Histories of the Holocaust: New Transnational Approaches*, ed. Norman JW Goda (New York: Berghahn, 2014), 17-38.

Dirk A. Moses, *The Problems of Genocide: Permanent Security and the Language of Transgression* (Cambridge: Cambridge University Press, 2021), 1-49.

Michael Rothberg, *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization* (Stanford, CA: Stanford University Press, 2009), 1-33, 66-135.

Week 2: Understanding Perpetrators: Monsters or Ordinary Men?

Reading for Week 2:

Secondary Sources:

Omer Bartow, *Hitler's Army. Soldiers. Nazis and War in the Third Reich* (Oxford: Oxford University Press, 1992).

Christopher Browning, *Ordinary Men. Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1991), 1-78.

Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields* (Boston: Houghton Mifflin Harcourt, 2013), 1-15, 97-167.

Edward Westermann, *Drunk on Genocide: Alcohol and Mass Murder in Nazi Germany* (Ithaca, NY Cornell University Press, 2021), Chapters 1-5.

Alexander Laban Hinton, *Man or Monster: The Trial of a Khmer Rouge Torturer* (Durham, NC: Duke University Press, 2016), 3-130.

Primary Sources:

Jeremy Noakes and Geoffrey Pridham, eds., *Nazism 1919-1945: A Documentary Reader* 4 vols. (Exeter: University of Exeter Press, 1998), selected perpetrator documents.

Ernst Klee, ed., *The Good Old Days: The Holocaust as Seen by its Perpetrators* (New York, 1988), selected perpetrator documents.

Week 3: Victims: Responses, and the Contemporaneous Words of the Dead

Reading for Week 3:

Secondary Sources:

Alexandra Garbarini, *Numbered Days: Diaries and the Holocaust* (New Haven: Yale University Press, 2006), 1-21.

Samuel D. Kassow, *Who Will Write Our History: Rediscovering a Hidden Archive from the Warsaw Ghetto* (New York: Vintage, 2018), 3-285.

Timothy Snyder, *Bloodlands: Europe Between Hitler and Stalin* (New York City: Basic Books, 2012).

Primary Sources:

Monika Richarz, ed. *Jewish Life in Germany: Memoirs from Three Centuries* (Bloomington, IN: Indiana University Press, 1991), selected documents.

Isaiah Trunk, ed. *Lodz Ghetto: A History* (Bloomington, IN: Indiana University Press, 2006), selected documents.

United States Holocaust Memorial Museum, *Jewish Responses to Persecution*, 5 vols. (Lanham MD 2010-15), selected documents.

Samuel Totten and Rafiki Ubaldo, eds., *We Cannot Forget: Interviews with Survivors of the 1994 Genocide in Rwanda* (New Brunswick: Rutgers University Press, 2011), 38-65, 127-169.

Week 4: Analyzing “Bystanders”

Reading for Week 5:

Secondary Sources:

Mary Fulbrook, *Bystander Society. Conformity and Complicity in the Holocaust* (Oxford: Oxford University Press, 2023), 1-26, 60-88, 202-267.

Jan T. Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (Princeton NJ, 2001), all.

Omer Bartov, *Anatomy of a Genocide: The Life and Death of a Town Called Buczacz* (New York: Simon & Schuster, 2018), 1-36, 82-266.

Jacques Sémelin, *The Survival of the Jews in France 1940-1944* (Oxford: Oxford University Press, 2018), Introduction and Chapter 4.

Primary Sources:

Anna Bikont, *The Crime and the Silence: Confronting the Massacre of Jews in Wartime Jedwabne* (New York: Farrar, Straus, and Giroux, 2016), 64-204.

Bob Moore, ed., *The Secret Diary of Arnold Douwes: Rescue in the Occupied Netherlands* (Bloomington, IN: Indiana University Press, 2019), 47-286.

Week 5: Sexual Violence in the Holocaust and other Genocides

Reading for Week 5:

Secondary Sources:

Elissa Bemporad, and Joyce W. Warren, *Women and Genocide: Survivors, Victims, Perpetrators* (Bloomington: Indiana University Press, 2018).

Helene Sinnreich, "The Rape of Jewish Women during the Holocaust", in: *Sexual Violence against Jewish Women during the Holocaust*, ed. Sonja M. Hedgepeth and Rochelle G. Saidel (Waltham, MA: Brandeis University Press Hanover, NH: University Press of New England, 2010), 108-123.

Regina Muhlhauser, "Understanding Sexual Violence During the Holocaust: A Reconsideration of Research and Sources," *German History* v. 39, n. 1 (2021) 15-36.

Jennie E. Burnet, *Genocide Lives in Us: Women, Memory, and Silence in Rwanda* (Madison: University of Wisconsin Press, 2012), 3-40, 74-109, 128-146.

Primary Sources:

Amnesty International, Rwanda: "Marked for Death", Rape Survivors Living with HIV/AIDS in Rwanda , 6 April 2004 <http://web.amnesty.org/library/Index/ENGAFR470072004>

Amnesty International, Suda: "Darfur – Rape as a Weapon of War: Sexual Violence and Its Consequences, 26 March 2011, <https://www.amnestyusa.org/reports/sudan-darfur-rape-as-a-weapon-of-war-sexual-violence-and-its-consequences/>

Week 6: What Was Known? What Was Done? International Responses to the Holocaust

Reading for Week 6:

Secondary Sources:

Richard Breitman, *Official Secrets: What the Germans Planned and What the British and Americans Knew* (New York: Hill and Wang, 1999), 54-136.

Walter Laqueur and Richard Breitman, *Breaking the Silence: The German Who Exposed the Final Solution* (Lebanon, NH: Brandeis University Press, 1994), 99-178.

Susan Zuccotti, "Pope Pius XII and the Rescue of Jews in Italy: Evidence of a Papal Directive?" *Holocaust and Genocide Studies*, v. 18, n. 4 (2004), 255-73.

David Kreutzer, *The Pope at War. The Secret History of Pius the XII, Mussolini and Hitler* (New York, Random House, 2022), xxxiii-3, 41-57, 227-246, 441-480.

Primary Sources:

"An Excerpt from an Intelligence Report and Deposition of Kurt Gerstein, April 16 1945," Digital Public Library of America, <https://dp.la/primary-source-sets/elie-wiesel-s-night-and-the-holocaust/sources/1540>

United States, Department of State, *Foreign Relations of the United States: Diplomatic Documents, 1942, 1943*, selected documents concerning US Government and the Holocaust.

Germany, Foreign Ministry, *Documents on German Foreign Policy: Series D -- The War Years*, selected documents concerning the German-Vatican Relations.

Week 7: Approaching Daily Life (and Death) in Genocide

Reading for Week 7:

Nikolaus Wachsmann, *KL: A History of Nazi Concentration Camps* (New York City: Farrar, Straus and Giroux, 2015), 79-136, 497-541.

Jan Burzlaff, "In the Shadow of the Gas Chambers: Social Dynamics and Everyday Life Around the Killing Center at Bełżec (1941-1944)," *Holocaust and Genocide Studies* v. 35, n. 3 (2021), 445-463.

Primary Sources:

Gisela Perl, *I Was a Doctor in Auschwitz* (Lanham, MD: Lexington Books, 2019), 21-34, 53-74.

Gideon Greif, *We Wept Without Tears* (New Haven, CT: Yale University Press, 2005), 122-180, 257-334

Primo Levi, *Survival in Auschwitz* (New York: Touchstone, 1996), 13-86.

Week 8: Psychological Trauma and Survivors

Reading for Week 8:

Dori Laub, "Holocaust Survivors: Adaptation to Trauma," *Patterns of Prejudice* v. 13, n. 1 (1979), 17-25.

Carol A. Kidron, "Toward an Ethnography of Silence: The Lived Presence of the Past in the Everyday Life of Holocaust Trauma Survivors and their Descendants in Israel," *Current Anthropology* 50,1 (2009) 5-27.

Françoise Ouzan, *How Young Holocaust Survivors Rebuilt Their Lives: France, the United States, and Israel* (Bloomington, Indiana: Indiana University Press, 2018).

Primary Sources:

Primo Levi, *The Drowned and the Saved* (New York: Simon and Schuster, 2017), 57-90, 135-152
 Nava Semel, *And The Rat Laughed (Novel)* (Melbourne, AU: Hybrid, 2008), 1-118.

Week 9: Justice and Making History

Reading for Week 9:

Secondary Sources:

Hannah Arendt, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York, 2006), 3-35, 253-279.

Laurence Douglas, *The Memory of Judgment. Making Law and History and the Trials of the Holocaust* (Yale University Press, New Haven, 2005), 11-94.

Dan Porat, "Changing Legal Perceptions of 'Nazi Collaborators' in Israel, 1950-1972," in *Jewish Honor Courts: Revenge, Retribution, and Reconciliation after the Holocaust*, ed. Laura Jokusch and Gabriel N. Finder (Detroit, 2015), 279-303.

Andrew Kornbluth, *The August Trials: The Holocaust and Postwar Justice in Poland* (Cambridge, MA: Harvard University Press, 2021), 1-36, 103-159.

Primary Sources:

International Military Tribunal, *Trial of the Major War Criminals Before the International Military Tribunal At Nuremberg* (Nuremberg: International Military Tribunal, 1947), selected perpetrator testimonies.

Israel, Ministry of Justice: *The Trial of Adolf Eichmann*, selected Jewish testimonies.

Jean-Baptiste Kayigamba, "Without Justice No Reconciliation," in *After Genocide: Transitional Justice, Post-Conflict Reconstruction and Reconciliation in Rwanda and Beyond*, ed. Philip Clark and Zachary D. Kaufman (Columbia: University of Columbia Press, 2009).

Weeks 10-12: Student Research Projects and Writing

Weeks 13-15: Student Presentations and Discussions

Course|New for request 20665

Info

Request: MCB 5XXX Clinical Bacteriology

Description of request: Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu

Created: 10/28/2024 2:27:22 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:
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:
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:
No

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 is intended for postbaccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

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:
Clinical Bacteriology

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:
Clin Bacteriology

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
online asynchronous

Course Description

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

Response:
Study of human pathogenic bacterial species and their identification by biochemical, immunological and molecular biology methods. The virulence factors of bacteria, their clinical manifestations, and significance in human health, as well as correlation of bacterial metabolism and physiological characteristics with host interactions to enhance diagnostic and susceptibility testing. Integration of laboratory results with clinical observations and improvement of patient care.

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:

Bachelor's degree in Microbiology, Biology or similar.

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:

NA

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:

Degree level: Graduate

Program: certificate in Medical Laboratory Microbiologist.

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](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

Clinical Bacteriology MCB5XXX

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Contact information

Instructor: Dr. Leandro Teixeira (leandroteixeira@ufl.edu) 352-392-8350.

Office: Microbiology and cell science department, Room 1047.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online asynchronous and all lectures will be recorded and available through Canvas. This is a 3 credits course that is offered in the Spring and the Fall semester.

Welcome!

We're excited to have you in this course where we'll explore the fascinating world of microorganisms and their impact on human health. Throughout this semester, you'll gain insights into the identification, diagnosis, and treatment of infectious diseases, as well as the role of microbiology in clinical practice.

Prepare to engage with complex concepts, participate in discussions, and apply your knowledge to real-world scenarios. Whether you're new to the subject or looking to deepen your understanding, we're here to support you every step of the way.

Let's dive into the microbial universe together!

Course description

The Clinical Bacteriology course covers human pathogenic bacteria, their identification through biochemical, immunological, and molecular methods, virulence factors, clinical manifestations, and health significance. It also explores bacterial metabolism, host interactions, diagnostic testing, and integrating lab results with clinical observations to improve patient care.

What you will know at the end of the course

At the end of this course, you will possess a comprehensive understanding of several key aspects of diagnostic microbiology, as outlined in "Bailey & Scott's Diagnostic

Microbiology, 15th Edition” by Patricia Tille. Here are three essential areas of knowledge you will develop:

- **Microbial Fundamentals:** You will be able to summarize the classification, taxonomy, structure, staining techniques, bio metabolism, and genetics of microorganisms, providing a strong foundation for understanding their roles in health and disease.
- **Bacterial Interactions and Clinical Implications:** You will be able to explain the virulence factors of bacteria, their clinical manifestations, and significance in human health, as well as correlate bacterial metabolism and physiological characteristics with host interactions to enhance diagnostic and susceptibility testing.
- **Research and Practical Applications:** You will be equipped to relate clinical microbiology research findings to current and future practices, enabling you to integrate laboratory results with clinical observations and contribute to improved patient care.

This course will provide you with the essential skills and knowledge needed to excel in the dynamic field of clinical bacteriology and prepare you for further studies or a career in healthcare or research.

Required Book

Bailey & Scott's Diagnostic Microbiology, 15th edition, by Tille, Patricia M.. Elsevier (publisher). ISBN: 9780323681056.

Pre-requisite

Students must be enrolled in the Clinical Laboratory Microbiologist graduate certificate program to take this course.

Course objectives

Upon completion of this course, the student will be able to:

Microbial Fundamentals

- Summarize the classification, taxonomy, structure, staining, bio metabolism, and genetics of microorganisms, providing foundational knowledge essential for understanding microbial diversity.
- Correlate bacterial metabolism and physiological characteristics with host interactions, emphasizing their importance in identifying and detecting bacterial pathogens.

Host-Microbe Interactions

- Correlate bacterial and host interactions with immune responses to health and disease, highlighting the dynamic relationship between microorganisms and their hosts.
- Explain the virulence factors, clinical manifestations, and significance of bacteria in human conditions, underscoring the impact of microbial infections on public health.

Diagnostic and Clinical Application

- Correlate bacterial metabolism and physiological characteristics to processing, identification, and susceptibility methods, ensuring accurate detection and characterization of pathogens.
- Analyze and correlate clinical and laboratory findings to organism identification and patient conditions, facilitating effective diagnosis and treatment strategies.

Research and Future Implications

- Relate clinical microbiology research implications to current and future practice, preparing students to contribute to advancements in clinical bacteriology.
- Explore the role of microbiology in global health initiatives, fostering an understanding of the broader implications of microbial research and its impact on public health challenges.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a student in the Clinical Microbiology course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. Engagement and Participation

- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.

2. Preparation and Study

- Complete assigned readings from *Bailey & Scott's Diagnostic Microbiology, 15th Edition* and other provided materials before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3. **Critical Thinking and Application**

- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your problem-solving skills.

4. **Professionalism and Ethics**

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. **Time Management and Commitment**

- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of clinical bacteriology, preparing you for future endeavors in healthcare or research.

Evaluation of learning

Learning will be evaluated based on the following criteria:

- Engagement and participation - 10% (50 points)

After watching the class of the week, students must participate in discussion groups via canvas. Active participation is essential for fostering a collaborative learning environment and enhancing understanding of clinical bacteriology concepts. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Evaluation will be based on the quality and relevance of contributions, as well as the ability to build on others' ideas and respond to feedback. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience

for their classmates. The deadline for each discussion section is 11:59pm on the Sunday before the subsequent week's lecture. There will be 13 discussion sections, 3.5 to 4 points each depending on the topic. The rubric for grading your participation in the discussion sections can be found on the course canvas.

- Quizzes – 25% (125 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative. There are 14 quizzes, 8 to 9 points each quiz.

- Public health project - 25% (125 points)

At the end of the semester, students will record a presentation regarding to Public Health issues caused by bacteria, in which the students should demonstrate the impact of the microbe in human health, the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be individual and should be presented in PowerPoint format. All students must participate in the presentation as these presentations will be peer reviewed.

- Exams - 40% (200 points)

Three exams are scheduled throughout the semester for this course (60, 70, and 70 points each, respectively).

Each exam will be cumulative, ensuring that students not only retain knowledge from recent lectures but also integrate and apply concepts from earlier topics. This structure encourages continuous learning and reinforces the interconnectedness of clinical bacteriology principles. Students will be evaluated on their ability to demonstrate critical thinking, problem-solving skills, and mastery of the subject matter. It is essential for students to review and synthesize their understanding consistently, as success on the exams will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts. Exams will be proctored with Honorlock and students will have 120 minutes to finish the exam. Books and notes are not allowed during the exam.

Cheating (usage of unauthorized support material/notes) will automatically be reported according to the Student Honor Code and Student Conduct code for consideration of disciplinary action.

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Participation</i>	50	10
<i>Quizzes</i>	125	25
<i>Public Health Project</i>	125	25
<i>Exams</i>	200	40
Total	500	100

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Other UF policies

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/> .

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:

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 according to

the Student Honor Code and Student Conduct code for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>).

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

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.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Services 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.

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 and 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.uf.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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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.](#)

Student Complaints:

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

Generic weekly schedule

Week	Topic
Week 1	<p>Introduction to clinical bacteriology.</p> <ul style="list-style-type: none"> ✓ Bacterial cell structure, cell staining, cell metabolism, host/pathogen interaction, specimen collection and processing. ✓ Textbook: Chapters 1-5, 9. ✓ Week 1 quiz.
Week 2	<p>Catalase-Positive, Gram-Positive cocci</p> <p>Micrococcaceae and Staphylococcaceae</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 13. ✓ Group discussion 1. ✓ Week 2 quiz.
Week 3	<p>Catalase-Negative, Gram-Positive cocci</p> <p>Streptococcaceae</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 14. ✓ Group discussion 2. ✓ Week 3 quiz.
Week 4	<p>Non-Branching, Catalase-Positive, Gram-Positive Bacilli & Non-Branching, Catalase-Negative, Gram-Positive Bacilli & Branching or Partially Acid-Fast, Gram-Positive Bacilli</p> <p><i>Bacillus, Corynebacterium, Listeria, Erysipelothrix, and others.</i></p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 15-18. ✓ Group discussion 3. ✓ Week 4 quiz.

Week 5	<p>EXAM 1 (all material from week 1 to week 4).</p> <p>Gram-Negative Bacilli and Coccobacilli</p> <p>Enterobacterales</p> <p>Escherichia coli and stool pathogens.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 19. ✓ Group discussion 4. ✓ Week 5 quiz.
Week 6	<p>Non-Fermenting Gram-negative Bacilli.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 20-26, 33. ✓ Group discussion 5. ✓ Week 6 quiz.
Week 7	<p>Antimicrobial Susceptibility Testing</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 10-11. ✓ Group discussion 6. ✓ Week 7 quiz.
Week 8	<p>Haemophilus, Neisseria and Moraxella</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 31,39,27. ✓ Group discussion 7. ✓ Week 8 quiz.
Week 9	<p>Anaerobes</p> <p>Bacteroides, Clostridium and others.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 40-41. ✓ Group discussion 8. ✓ Week 9 quiz.

Week 10	<p>Fastidious Gram-negative Bacilli</p> <p>Brucella, Bordetella, Legionella, Francisella, Pasteurella and others.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 28-30,32-38. ✓ Group discussion 9. ✓ Week 10 quiz.
Week 11	<p>EXAM 2 (all material from week 1 to week 11).</p> <p>Spirochetes</p> <p>Treponema, Leptospira, Borrelia and others.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 45. ✓ Group discussion 10. ✓ Week 11 quiz.
Week 12	<p>Cell-deficient Bacteria</p> <p>Chlamydia, Mycoplasma, Ureaplasma</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 43-44. ✓ Group discussion 11. ✓ Week 12 quiz.
Week 13	<p>Mycobacterium</p> <p>Mycobacterium tuberculosis, Mycobacterium avium complex and more.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 42. ✓ Group discussion 12. ✓ Week 13 quiz.
Week 14	<p>Pathogens and normal flora of common body sites, blood culture collection and processing, instrumentation in microbiology.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 45. ✓ Group discussion 13.

	✓ Week 14 quiz.
Week 15	Public health project presentations. Review for exam 3.
Week 16	EXAM 3 (all material from week 1 to week 15).

Rubric for Engagement and Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Active Participation	Consistently participates in discussions, providing valuable insights and asking thoughtful questions.	Actively participates, offering relevant insights and asking questions.	Occasionally participates, contributing minimally to discussions.	Rarely participates or contributions are off-topic or unclear.
Quality of Contributions	Contributions are insightful, demonstrating deep understanding and critical thinking.	Contributions are relevant and show a good understanding of the material.	Contributions are somewhat relevant but lack depth or clarity.	Contributions are limited or not directly related to the topic.
Initiating Discussion	Regularly initiates discussion, driving conversation forward and encouraging others to share.	Occasionally initiates discussion or prompts conversation.	Rarely initiates discussion or does not encourage others to participate.	Does not initiate discussion or encourage participation from peers.
Questioning for Clarification	Asks thoughtful, probing questions that deepen understanding or open new perspectives.	Asks questions that seek clarification or deeper understanding.	Occasionally asks for clarification but often with minimal impact on the discussion.	Rarely asks questions or asks for clarification in an ineffective manner.
Respectful Listening	Always listens respectfully to others, responding thoughtfully and building on their ideas.	Listens respectfully and responds appropriately to others.	Listens passively, with occasional responses that don't fully engage others.	Rarely listens or responds in a way that disrupts the discussion.

Total Score:

- **16–20:** Excellent participation
- **11–15:** Good participation
- **6–10:** Satisfactory participation
- **1–5:** Needs improvement

Course|New for request 20668

Info

Request: MCB 5XXX Clinical Immunology

Description of request: Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu

Created: 10/29/2024 11:29:39 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:
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:
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:
No

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 is intended for postbaccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

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:
Clinical Immunology

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:
Clin Immunology

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *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:
online asynchronous

Course Description

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

Response:
Study of the human immune system and their response mechanisms to pathogens and their relevance in maintaining health. Methods in clinical immunology labs, result interpretation, correlation with clinical practice. Discussion of current advancements and trends in clinical immunology research. Analysis of immune disorders and their impact on patient's health. Integration of laboratory results with clinical observations and improvement of patient care.

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:

Bachelor's degree in Microbiology, Biology or similar.

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:

NA

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:

Degree level: Graduate

Program: certificate in Medical Laboratory Microbiologist.

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

Clinical Immunology MCB5XXX

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Contact information

Instructor: Dr. Leandro Teixeira (leandroteixeira@ufl.edu) 352-392-8350.

Office: Microbiology and cell science department, Room 1047.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1 credit course that is offered in the Spring and the Fall semester.

Welcome!

Welcome to Clinical Immunology! I am thrilled to have you in this course as we explore the intricate and vital field of immunology and its applications in laboratory medicine. This 100% online course is designed to provide you with a foundational understanding of immune responses, diagnostic techniques, and the role of immunology in health and disease. Your active participation is essential for a rich learning experience, so I encourage you to engage with the material, ask questions, and collaborate with your peers. Together, we will navigate the complexities of the immune system and its clinical relevance.

Course description

The Clinical Immunology course explores the human immune system, its response to pathogens, and its role in health. It covers clinical immunology lab methods, result interpretation, immune disorders, and their impact on health. The course also examines advancements in research and the integration of lab results with clinical care.

What you will know at the end of the course

At the end of this course, you will possess a comprehensive understanding of several key aspects of clinical immunology. Here are three essential areas of knowledge you will develop:

1. Fundamentals of Immunology

You will have a comprehensive understanding of the major components and functions of the immune system, including the distinctions between innate and adaptive immunity, and the mechanisms of immune responses to pathogens.

2. Laboratory Techniques and Interpretation

You will be proficient in the principles and methods of immunological testing and serology, enabling you to interpret laboratory results and relate them to specific diseases such as infections, autoimmune disorders, and allergies.

3. Clinical Applications and Communication

You will be equipped to correlate immunological concepts with clinical scenarios, analyze various immune disorders, and effectively communicate complex immunological principles and test results to both healthcare professionals and patients, enhancing your ability to contribute to patient care in a clinical setting.

Required Book

Immunology and Serology in Laboratory Medicine, 8th edition, by Mary Louise Turgeon. Elsevier (publisher) Inc. ISBN: 9780443123344.

Pre-requisite

Students must be enrolled in the Clinical Laboratory Microbiologist graduate certificate program to take this course.

Course objectives

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

- Immune System Components: Describe the major components and functions of the immune system, including innate and adaptive immunity.
- Explain Immune Responses: Explain the mechanisms of immune responses to pathogens and their relevance in maintaining health and combating disease.

- Utilize Immunological Testing: Demonstrate knowledge of the principles and methods of immunological testing and serology used in laboratory diagnostics.
- Interpret Test Results: Interpret laboratory results from immunological tests and relate them to specific disease conditions, including infections, autoimmune disorders, and allergies.
- Correlate Immunology with Clinical Practice: Correlate immunological concepts with clinical scenarios to enhance understanding of patient diagnosis and management.
- Evaluate Advances in Immunology: Discuss current advancements and trends in clinical immunology research and their potential implications for healthcare practices.
- Analyze Immune Disorders: Analyze the pathophysiology of various immune disorders and their impact on patient health.
- Communicate Immunological Concepts: Effectively communicate immunological principles and test results to both healthcare professionals and patients, fostering a clear understanding of immunological health issues.

These objectives will guide your learning throughout the course and prepare you for practical applications in clinical and laboratory settings.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a student in the Clinical Microbiology course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. Engagement and Participation

- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.

2. Preparation and Study

- Complete assigned readings from *Mary Louise Turgeon, Immunology and Serology in Laboratory Medicine, 8th edition* and other provided materials before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3. Critical Thinking and Application

- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your problem-solving skills.

4. Professionalism and Ethics

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. Time Management and Commitment

- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of medical microbiology, preparing you for future endeavors in healthcare or research.

Evaluation of learning

Learning will be evaluated based on the following criteria:

- Engagement and participation - 10% (50 points)

After watching the class of the week, students must participate in discussion groups via canvas. Active participation is essential for fostering a collaborative learning environment and enhancing understanding of clinical bacteriology concepts. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Evaluation will be based on the quality and relevance of contributions, as well as the ability to build on others' ideas and respond to feedback. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for their classmates. The deadline for each discussion section is 11:59pm on the Sunday before the subsequent week's lecture. There will be 13 discussion sections, 3.5 to 4 points each depending on the topic. The rubric for grading your participation in the discussion sections can be found on the course canvas.

- Quizzes – 25% (125 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative. There are 14 quizzes, 8 to 9 points each quiz.

- Public health project - 25% (125 points)

At the end of the semester, students will record a presentation regarding to Public Health issues caused by bacteria, in which the students should demonstrate the impact of the microbe in human health, the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be individual and should be presented in PowerPoint format. All students must participate in the presentation as these presentations will be peer reviewed.

- Exams - 40% (200 points)

Three exams are scheduled throughout the semester for this course (60, 70, and 70 points each, respectively).

Each exam will be cumulative, ensuring that students not only retain knowledge from recent lectures but also integrate and apply concepts from earlier topics. This structure encourages continuous learning and reinforces the interconnectedness of clinical bacteriology principles. Students will be evaluated on their ability to demonstrate critical thinking, problem-solving skills, and mastery of the subject matter. It is essential for students to review and synthesize their understanding consistently, as success on the exams will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts. Exams will be proctored with Honorlock and students will have 120 minutes to finish the exam. Books and notes are not allowed during the exam.

Cheating (usage of unauthorized support material/notes) will automatically be reported to the Dean of Students Office (DSO).

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Participation</i>	50	10
<i>Quizzes</i>	125	25
<i>Public Health Project</i>	125	25
<i>Exams</i>	200	40
<i>Total</i>	500	100

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Other UF policies

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/>.

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:

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 according to the Student Honor Code and Student Conduct code for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

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

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.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Services 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.

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 and 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.uf.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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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](#).

Student Complaints:

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

Generic weekly schedule

Week	Topic
Week 1	<p>Introduction to clinical Immunology</p> <p>Foundations of immunology, antigens and antibodies, cellular activities and</p> <ul style="list-style-type: none"> ✓ Overview of the human immune system. ✓ Textbook: Chapters 1, 3, 4. ✓ Week 1 quiz.
Week 2	<p>The theory of immunology and serologic procedures</p> <p>Safety in the immunology-serology laboratory, quality control and quality assurance practices.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 5 - 7. ✓ Group discussion 1. ✓ Week 2 quiz.
Week 3	<p>The theory of immunology and serologic procedures</p> <p>Precipitation and particle agglutination methods.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 8. ✓ Group discussion 2. ✓ Week 3 quiz.
Week 4	<p>The theory of immunology and serologic procedures</p> <p>Electrophoresis and Chromatography. Immunoassay.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 9, 10. ✓ Group discussion 3. ✓ Week 4 quiz.

Week 5	<p>EXAM 1 (From week 1 to 4).</p> <p>The theory of immunology and serologic procedures</p> <p>Flow cytometry.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 11. ✓ Group discussion 4. ✓ Week 5 quiz.
Week 6	<p>The theory of immunology and serologic procedures</p> <p>Molecular laboratory techniques.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 12. ✓ Group discussion 5. ✓ Week 6 quiz.
Week 7	<p>Immunologic manifestations of infectious diseases</p> <p>TORCH diseases.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 13. ✓ Group discussion 6. ✓ Week 7 quiz.
Week 8	<p>Immunologic manifestations of infectious diseases</p> <p>Syphilis.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 15. ✓ Group discussion 7. ✓ Week 8 quiz.
Week 9	<p>EXAM 2 (from week 1 to week 8).</p> <p>Immunologic manifestations of infectious diseases</p> <p>Mononucleosis.</p>

	<ul style="list-style-type: none"> ✓ Textbook: Chapter 17. ✓ Group discussion 8. ✓ Week 9 quiz.
Week 10	<p>Immunologic manifestations of infectious diseases</p> <p>Hepatitis.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 18. ✓ Group discussion 9. ✓ Week 10 quiz.
Week 11	<p>Immune Disorders</p> <p>Primary and acquired immunodeficiency syndromes</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 19. ✓ Group discussion 10. ✓ Week 11 quiz.
Week 12	<p>Immune Disorders</p> <p>Tolerance, autoimmunity, and autoimmune disorders.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 22. ✓ Group discussion 11. ✓ Week 12 quiz.
Week 13	<p>Immune Disorders</p> <p>Systemic Lupus Erythematosus.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 23. ✓ Group discussion 12. ✓ Week 13 quiz.

Week 14	Immune Disorders Rheumatoid Arthritis. <ul style="list-style-type: none">✓ Textbook: Chapter 24.✓ Group discussion 13.✓ Week 14 quiz.
Week 15	Public health project presentations. Review for exam 3.
Week 16	EXAM 3 (from week 1 to week 14).

Rubric for Engagement and Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Active Participation	Consistently participates in discussions, providing valuable insights and asking thoughtful questions.	Actively participates, offering relevant insights and asking questions.	Occasionally participates, contributing minimally to discussions.	Rarely participates or contributions are off-topic or unclear.
Quality of Contributions	Contributions are insightful, demonstrating deep understanding and critical thinking.	Contributions are relevant and show a good understanding of the material.	Contributions are somewhat relevant but lack depth or clarity.	Contributions are limited or not directly related to the topic.
Initiating Discussion	Regularly initiates discussion, driving conversation forward and encouraging others to share.	Occasionally initiates discussion or prompts conversation.	Rarely initiates discussion or does not encourage others to participate.	Does not initiate discussion or encourage participation from peers.
Questioning for Clarification	Asks thoughtful, probing questions that deepen understanding or open new perspectives.	Asks questions that seek clarification or deeper understanding.	Occasionally asks for clarification but often with minimal impact on the discussion.	Rarely asks questions or asks for clarification in an ineffective manner.
Respectful Listening	Always listens respectfully to others, responding thoughtfully and building on their ideas.	Listens respectfully and responds appropriately to others.	Listens passively, with occasional responses that don't fully engage others.	Rarely listens or responds in a way that disrupts the discussion.

Total Score:

- **16–20:** Excellent participation
- **11–15:** Good participation
- **6–10:** Satisfactory participation
- **1–5:** Needs improvement

Course|New for request 20669

Info

Request: MCB 5XXX Clinical Laboratory Ethics, Management, Safety, and Professional issues
Description of request: Required course for a new graduate certificate program called Medical Laboratory Microbiologist.
Submitter: Jaysankar De jde@ufl.edu
Created: 10/29/2024 12:24:43 PM
Form version: 1

Responses

Recommended Prefix

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

Response:
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:
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:
No

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 is intended for post-baccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

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:
Clinical Laboratory Ethics, Management, Safety, and Professional 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:
Clin Lab Ethics and Management

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
2

S/U Only?

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

Course Description

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

Response:
The Clinical Laboratory Ethics, Management, Safety, and Professional Issues course is designed for students entering healthcare, research, or clinical laboratory science. It explores clinical laboratory microbiology, emphasizing theoretical knowledge and practical applications. Key topics include fiscal and personnel management, laboratory information systems, legal aspects of test reporting, government regulations, certification, licensure, and medical ethics and accreditation policies.

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:

Bachelor's degree in microbiology, Biology or similar.

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:

Degree level: Graduate

Program: certificate in Medical Laboratory Microbiologist.

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 <a

<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 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

Clinical Laboratory Ethics, Management, Safety, and Professional Issues MCB5XXX

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Contact information

Instructor: Dr. Jaysankar De (jde@ufl.edu) 352-273-4206.

Office: Microbiology and cell science department, Room 1045.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a two credits course that is offered in the Spring and the Fall semester.

Welcome!

We are excited to have you on this course where we will explore the current literature and written discussion to explore the clinical laboratory profession: healthcare systems, professional scope of practice, regulatory and licensure issues, medical ethics, Interprofessional practice models and current topics impacting health care delivery. The focus of this course is on the clinical laboratory microbiologist's crucial role in patient care. Prepare to engage with complex concepts, participate in discussions, and apply your knowledge to real-world scenarios. Whether you are new to the subject or looking to deepen your understanding, we are here to support you every step of the way.

Let us dive into the clinical microbial universe together!

Course description

The Clinical Laboratory Ethics, Management, Safety, and Professional Issues course is designed for students entering healthcare, research, or clinical laboratory science. It explores clinical laboratory microbiology, emphasizing theoretical knowledge and practical applications. Key topics include fiscal and personnel management, laboratory information systems, legal aspects of test reporting, government regulations, certification, licensure, and medical ethics and accreditation policies.

What you will know at the end of the course

At the end of this course, you will possess a comprehensive understanding of several key aspects of the role of a laboratory technician microbiologist. Listed below are some essential areas of knowledge you will develop:

- Use strategic writing as a way to convey information to a variety of audiences in a clear and concise manner.
- Demonstrate understanding of historical, current, and future professional issues through written discourse.
- Explore the role that written communication plays in the delivery of patient care and in professional development.
- Recognize the role and responsibilities of the laboratory practitioner within the healthcare delivery system.
- Understand the CLM Scope of Practice and Professional Code of Ethics as described by the ASCLS and participate as a productive member of the healthcare team.
- Understand the essential nature of continuous personal growth and professional development as a laboratory/healthcare practitioner.
- Design and implement a systematic program for cost effective delivery of laboratory services.
- Develop a structured Quality Assurance approach for planning and organization of the laboratory within the health care delivery unit.
- Improve interprofessional and patient / public communications.

This course will provide you with the essential skills and knowledge needed to excel in the dynamic field of clinical laboratory microbiology and prepare you for further studies or a career in healthcare or research.

Required Book

- Personal & Professional Growth for Healthcare Professionals. Author: David Tipton. First Edition by Jones & Barlett Learning, 2015. eISBN: 9781284110654

- The Health Care Handbook by Elisabeth Askin and Nathan Moore, second edition, Washington University in St. Louis, 2014. eISBN: 9780000842015.
- Additional course materials will be provided through Canvas as links to web sites, videos, handouts, etc. which students must review for the course lessons/modules.

Pre-requisite

Students must be enrolled in the Clinical Laboratory Microbiologist graduate certificate program to take this course.

Course objectives

Upon completion of this course, the student will be able to:

- Communicate effectively in written English for various audiences and purposes.
- Develop written communications tailored to the content, delivery methods, and audience.
- Create position papers on current laboratory medicine topics using relevant resources.
- Compare levels of laboratory medicine practice, education, and scope of practice through written analysis.
- Identify career pathways for CLM degree graduates and key factors in personnel management.
- Examine the function of the clinical laboratory in collaboration with the healthcare team.
- Analyze the importance of ethics, professionalism, and interprofessional collaboration in laboratory practice.

- Describe procedures for laboratory accreditation, regulation, and marketing laboratory services.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please see us - we are here to help!

Expectations of the students

As a student on this course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. Engagement and Participation

- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.

2. Preparation and Study

- Complete assigned readings from **Personal & Professional Growth for Healthcare Professionals**. Author: David Tipton. First Edition by Jones & Barlett

Learning, **The Health Care Handbook** by Elisabeth Askin and Nathan Moore, second edition, Washington University in St. Louis, 2014, and other materials provided before each class.

- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3. Critical Thinking and Application

- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your critical thinking skills.

4. Professionalism and Ethics

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. Time Management and Commitment

- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of Clinical Laboratory Ethics, Management, Safety, and Professional issues, preparing you for future endeavors in healthcare or research.

Evaluation of learning

For the best practices with time management on this course, we suggest setting a specific time each week just as if you were attending a face-to-face course. At that time go through the modules and other course materials then go to the weekly writing

assignment and quiz. The primary assignments in this class include online quizzes, discussions, and writing assignments that students will turn in through the Canvas course web site. There is no final examination. Learning will be evaluated based on the following criteria:

- Engagement and participation - 10% (50 points)

A total of six hours of time will be needed per week. As part of the instructional time (two hours), students will listen and review online material. An additional four hours is recommended for study that includes reviewing, reading, writing, studying, researching, and general study. The individual study time for each student may vary and some may require additional effort. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for their classmates.

- Quizzes – 20% (100 points)

Online quizzes are related to the content and readings listed for that week. Some quizzes are embedded in the Lessons while other quizzes are separate assignments in Canvas. Links to the quizzes will be in each weekly module.

- Discussions - 20% (100 points)

A discussion question will be posted each week. Students will need to contribute at least one individual post directed toward answering the discussion question AND one response post to another student to receive the online discussion points. There will be 8 discussion sections, 12.5 points each. The rubric for grading these discussions will be available on the course canvas.

- Writing Assignments - 50% (250 points)

Students will learn how to draft a short paper as part of their research learning. During this course, students will draft and write 3 short papers (bibliography review) on clinical microbiology subjects. Papers 1 and 2 are worth 80 points and paper 3 is worth 90 points. Rubric for grading these papers can be found on course canvas. Because this

course is part of the CLM professional program all assignments must be completed and submitted as directed (regardless of being late). A 10% deduction to your grade will be applied for each day the assignment is late. Virtual video recording of your poster presentation is required for the poster presentation. It is essential for students to review and synthesize their understanding consistently, as success on the assignments will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts.

Cheating (usage of unauthorized support material/notes) will automatically be reported according to the Student Honor Code and Student Conduct code for consideration of disciplinary action.

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Participation</i>	50	10
<i>Quizzes</i>	100	20
<i>Discussions</i>	100	20
<i>Assignments</i>	250	50
<i>Total</i>	500	100

We do not curve, and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standards:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Other UF policies

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/> .

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:

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 according to the Student Honor Code and Student Conduct code for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>).

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 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 the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media

platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid

using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Services 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.

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 and 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.uf.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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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.](#)

Student Complaints:

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

Generic weekly schedule

Week	Topic
Week 1	<p>Course Introduction. Writing in Healthcare</p> <ul style="list-style-type: none"> ✓ Welcome – Course Introduction ✓ Honor Code Acknowledgement ✓ Writing in Healthcare ✓ Turnitin Assignment ✓ Plagiarism Certificate ✓ Syllabus Quiz
Week 2	<p>Professionalism, Professional Organizations, and Leadership</p> <ul style="list-style-type: none"> ✓ Discussion: Professionalism; Paper 1: Assignment Instructions
Week 3	<p>Healthcare Systems & Delivery</p> <ul style="list-style-type: none"> ✓ Discussion: Health Care Systems ✓ Paper 1 Draft Due
Week 4	<p>Medical Ethics and the Belmont Report</p> <ul style="list-style-type: none"> ✓ Discussion: Ethics Case Study ✓ Paper 2 Instructions
Week 5	<p>Patient Rights and Confidentiality/ HIPAA</p> <ul style="list-style-type: none"> ✓ Discussion: Patient's Rights ✓ Quiz: HIPAA & Patients' Rights –Open Notes ✓ Paper 1 Final Due
Week 6	<p>Laboratory Information System and the Electronic Health Record</p> <ul style="list-style-type: none"> ✓ Online Quiz

Week 7	The Process of Management <ul style="list-style-type: none"> ✓ Online Quiz
Week 8	Quality Assurance and Quality Improvement Planning, Competency Testing (personnel testing) <ul style="list-style-type: none"> ✓ Web discussion
Week 9	Legislation, Licensure, and Leadership <ul style="list-style-type: none"> ✓ Writing Assignment – Write a letter to your Senator or Representative concerning an issue impacting the clinical laboratory
Week 10	Billing and ICD-10 Codes <ul style="list-style-type: none"> ✓ Online quiz.
Week 11	Laboratory Operations, Policies, and Procedures <ul style="list-style-type: none"> ✓ Writing Assignment – Use of SOPs for new employees, employee orientation
Week 12	Quality, Safety, and Medical Malpractice <ul style="list-style-type: none"> ✓ Paper 2 draft ✓ Quiz- safety
Week 13	IOM and Triple Aims of Health Care <ul style="list-style-type: none"> ✓ Discussion: Triple Aims ✓ Quiz: Triple Aims – Open notes ✓ Peer review of Paper 2 due

Week 14	<p>Interprofessional Team-based care</p> <ul style="list-style-type: none"> ✓ Discussion: Interprofessional Teams ✓ Paper 2 Final Due ✓ Error Code Tally Report Form Due
Week 15	<p>Cultural Competency and Access to Healthcare</p> <ul style="list-style-type: none"> ✓ Discussion: Cultural Health Care ✓ Quiz: Cultural Competency ✓ Paper 3 draft
Week 16	<p>FINALS WEEK BEGINS – No Final Exam</p> <ul style="list-style-type: none"> ✓ Paper 3 final due

This schedule is subject to change. Any change in the schedule will be announced in advance on the Canvas course site.

Rubric for Engagement and Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Active Participation	Consistently participates in discussions, providing valuable insights and asking thoughtful questions.	Actively participates, offering relevant insights and asking questions.	Occasionally participates, contributing minimally to discussions.	Rarely participates or contributions are off-topic or unclear.
Quality of Contributions	Contributions are insightful, demonstrating deep understanding and critical thinking.	Contributions are relevant and show a good understanding of the material.	Contributions are somewhat relevant but lack depth or clarity.	Contributions are limited or not directly related to the topic.
Initiating Discussion	Regularly initiates discussion, driving conversation forward and encouraging others to share.	Occasionally initiates discussion or prompts conversation.	Rarely initiates discussion or does not encourage others to participate.	Does not initiate discussion or encourage participation from peers.
Questioning for Clarification	Asks thoughtful, probing questions that deepen understanding or open new perspectives.	Asks questions that seek clarification or deeper understanding.	Occasionally asks for clarification but often with minimal impact on the discussion.	Rarely asks questions or asks for clarification in an ineffective manner.
Respectful Listening	Always listens respectfully to others, responding thoughtfully and building on their ideas.	Listens respectfully and responds appropriately to others.	Listens passively, with occasional responses that don't fully engage others.	Rarely listens or responds in a way that disrupts the discussion.

Total Score:

- **16–20:** Excellent participation
- **11–15:** Good participation
- **6–10:** Satisfactory participation
- **1–5:** Needs improvement

Rubric for Grading Short Papers (Bibliography Review) - Clinical Microbiology

Total Points:

- Paper 1 & Paper 2: 80 points each
- Paper 3: 90 points

1. Content and Analysis (30 points)

- **Exceptional (27-30 points):** Demonstrates a deep understanding of the clinical microbiology topic. Provides a thorough review and analysis of sources, synthesizing key concepts and findings effectively.
- **Proficient (21-26 points):** Adequately addresses the topic with a clear understanding. Includes relevant sources and provides solid analysis, but lacks in-depth synthesis or critical engagement.
- **Basic (15-20 points):** Provides a general overview of the topic with limited analysis or synthesis of sources. Some relevant points are discussed, but many key aspects are missing or underdeveloped.
- **Needs Improvement (0-14 points):** Topic is poorly addressed with minimal understanding. Lacks critical analysis and synthesis of sources, with several key concepts not covered.

2. Organization and Structure (20 points)

- **Exceptional (18-20 points):** Well-organized with clear and logical flow. Each section of the paper is well-developed, and the ideas are clearly connected.
- **Proficient (14-17 points):** Organized with clear sections, but some areas may lack flow or clarity. The structure supports the argument, though minor adjustments could enhance readability.
- **Basic (10-13 points):** Organization is somewhat unclear, with weak transitions between sections. The structure may confuse the reader at times.
- **Needs Improvement (0-9 points):** Lacks clear organization and coherence. Sections are jumbled, making it difficult to follow the paper's argument.

3. Research and Citation (20 points)

- **Exceptional (18-20 points):** Demonstrates excellent use of high-quality, relevant sources. Citations are correct and consistently follow the required format.
- **Proficient (14-17 points):** Uses appropriate sources, but may lack depth in citation or formatting. Some minor citation or referencing errors.
- **Basic (10-13 points):** Research sources are limited, outdated, or irrelevant. Multiple citation or formatting errors are present.
- **Needs Improvement (0-9 points):** Few or no relevant sources used. Significant citation or referencing issues.

4. Clarity and Writing Quality (15 points)

- **Exceptional (13-15 points):** Writing is clear, concise, and free from errors. Excellent grammar, punctuation, and spelling. Well-written and easy to understand.
- **Proficient (10-12 points):** Writing is generally clear, but may contain minor grammatical, punctuation, or spelling errors that do not significantly hinder comprehension.
- **Basic (6-9 points):** Several grammatical, punctuation, or spelling errors, affecting readability. The writing is somewhat unclear or awkward in places.
- **Needs Improvement (0-5 points):** Writing is unclear, with frequent grammatical, punctuation, or spelling errors that impede understanding.

5. Engagement and Application to Clinical Context (15 points)

- **Exceptional (13-15 points):** Demonstrates thorough engagement with course material, applying knowledge directly to clinical contexts. Shows insightful understanding of how the research can be applied.
- **Proficient (10-12 points):** Adequate engagement with course material. Demonstrates some understanding of clinical relevance but may lack depth in application.
- **Basic (6-9 points):** Minimal engagement with course material. Some attempt to link to clinical contexts, but it is unclear or underdeveloped.
- **Needs Improvement (0-5 points):** Lacks engagement with course material and provides little or no application to clinical contexts.

6. Adherence to Assignment Guidelines and Timeliness (10 points)

- **Exceptional (9-10 points):** Fully adheres to assignment guidelines, formatting, and submission requirements. Submitted on time.
- **Proficient (7-8 points):** Mostly follows assignment guidelines. Minor issues with formatting or submission, but no significant deviations. Submitted on time or with minimal delay.
- **Basic (4-6 points):** Some deviation from guidelines or formatting issues. Submitted late.
- **Needs Improvement (0-3 points):** Fails to follow assignment guidelines. Submitted late, impacting the grade.

7. Poster Presentation (Paper 3 Only) (10 points)

- **Exceptional (9-10 points):** Clear, well-prepared virtual video presentation. Strong engagement with the topic and demonstration of knowledge.
- **Proficient (7-8 points):** Adequate presentation with clear communication of key points. Minor issues with delivery or clarity.
- **Basic (4-6 points):** Presentation lacks clarity or depth, with some communication or technical issues.

- **Needs Improvement (0-3 points):** Presentation is unclear, incomplete, or significantly lacking in quality.
-

Late Submission Penalty:

- A 10% deduction will be applied for each day the assignment is late.

This rubric provides a detailed breakdown for evaluating the quality of your papers and poster presentation. Be sure to carefully follow all assignment instructions and ensure timely submission for the best results.

Course|New for request 20666

Info

Request: MCB 5XXX Clinical Mycology, Virology and Parasitology

Description of request: Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

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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:
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:
No

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 is intended for postbaccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

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:
Clinical Mycology, Virology and Parasitology

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:
Clin Myc, Virol, Parasitology

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
Online asynchronous

Course Description

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

Response:
Study of human pathogenic fungi, virus and parasites and their identification via laboratorial methods. The virulence factors of non-bacterial microbes, their interactions with the host immune system and their clinical significance and impact on public health. Review the traditional and most current laboratory techniques for the isolation, identification and susceptibility testing of these pathogens. Integration of laboratory results with clinical observations and improvement of patient care.

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:

Bachelor's degree in Microbiology, Biology or similar.

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:

NA

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:

Degree level: Graduate

Program: certificate in Medical Laboratory Microbiologist.

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 <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

Clinical Mycology, Virology and Parasitology

MCB5XXX

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Contact information

Instructor: Dr. Leandro Teixeira (leandroteixeira@ufl.edu) 352-392-8350.

Office: Microbiology and cell science department, Room 1047.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 3 credits course that is offered in the Spring and the Fall semester.

Welcome!

Welcome to Clinical Mycology, Virology, and Parasitology! I am excited to embark on this journey with you as we explore the fascinating world of fungi, viruses, and parasites and their roles in human health and disease. This 100% online course is designed to provide you with a comprehensive understanding of these critical areas in microbiology. As we engage with the material, I encourage you to participate actively, ask questions, and collaborate with your peers. Together, we will develop the knowledge and skills necessary for effective clinical practice in the field of diagnostic microbiology.

Course description

The study of human pathogenic fungi, viruses, and parasites, focusing on their identification, virulence factors, host interactions, and clinical significance. It reviews traditional and current lab techniques for pathogen isolation, identification, and susceptibility testing, along with integrating lab results with clinical observations to improve patient care.

What you will know at the end of the course

At the end of this course, you will possess a comprehensive understanding of several key aspects of diagnostic microbiology, as outlined in *Bailey & Scott's Diagnostic

Microbiology, 15th Edition* by Patricia Tille. Here are three essential areas of knowledge you will develop:

1. Microbial Classification and Characteristics
 - You will be able to classify and summarize the taxonomy of clinically significant fungi, viruses, and parasites, along with their morphological characteristics essential for identification in clinical settings.
2. Pathogenesis and Clinical Implications
 - You will be able to describe the mechanisms of pathogenesis for various infectious agents, including their interactions with the host immune system, and you will be able to analyze the clinical significance of these infections and their impact on public health.
3. Laboratory Techniques and Communication
 - You will demonstrate knowledge of laboratory techniques for the identification and susceptibility testing of pathogens, and you will be equipped to effectively communicate complex concepts related to mycology, virology, and parasitology to both healthcare professionals and the public, enhancing your readiness for clinical practice.

This course will provide you with the essential skills and knowledge needed to excel in the dynamic field of medical microbiology and prepare you for further studies or a career in healthcare or research.

Required Book

Bailey & Scott Diagnostic Microbiology, 15th edition, Tille, Patricia, Elsevier (Mosby) Inc. ISBN: 9780323681056.

Pre-requisite

Students must be enrolled in the Clinical Laboratory Microbiologist graduate certificate program to take this course.

Course objectives

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

1. **Classify and Identify:** Summarize the classification and taxonomy of clinically significant fungi, viruses, and parasites.
2. **Describe Morphology:** Describe the morphological characteristics of various pathogenic microorganisms and their relevance to clinical diagnostics.
3. **Discuss Pathogenesis:** Explain the mechanisms of pathogenesis for fungi, viruses, and parasites, including their interactions with the host immune system.
4. **Assess Clinical Significance:** Analyze the clinical significance of fungal, viral, and parasitic infections, including their epidemiology and impact on public health.
5. **Apply Laboratory Techniques:** Demonstrate knowledge of laboratory techniques for the identification, isolation, and susceptibility testing of pathogenic microorganisms.
6. **Integrate Clinical Findings:** Correlate clinical findings with laboratory results to facilitate accurate diagnosis and treatment of infectious diseases.
7. **Explore Current Trends:** Evaluate current trends and advancements in clinical mycology, virology, and parasitology research and their implications for practice.
8. **Communicate Effectively:** Develop the ability to effectively communicate complex concepts related to mycology, virology, and parasitology to both healthcare professionals and the public.

These objectives will guide your learning throughout the course and prepare you for practical applications in clinical settings.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a student in the Clinical Microbiology course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. Engagement and Participation

- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.

2. Preparation and Study

- Complete assigned readings from *Bailey & Scott's Diagnostic Microbiology, 15th Edition* and other provided materials before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3. Critical Thinking and Application

- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your problem-solving skills.

4. Professionalism and Ethics

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
 - Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.
- 5. Time Management and Commitment**
- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
 - Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of medical microbiology, preparing you for future endeavors in healthcare or research.

Evaluation of learning

Learning will be evaluated based on the following criteria:

- Engagement and participation - 10% (50 points)

After watching the class of the week, students must participate in discussion groups via canvas. Active participation is essential for fostering a collaborative learning environment and enhancing understanding of clinical bacteriology concepts. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Evaluation will be based on the quality and relevance of contributions, as well as the ability to build on others' ideas and respond to feedback. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for their classmates. The deadline for each discussion section is 11:59pm on the Sunday before the subsequent week's lecture. There will be 13 discussion sections, 3.5 to 4 points each depending on the topic. The rubric for grading your participation in the discussion sections can be found on the course canvas.

- Quizzes – 25% (125 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative. There are 14 quizzes, 8 to 9 points each quiz.

- Public health project - 25% (125 points)

At the end of the semester, students will record a presentation regarding to Public Health issues caused by bacteria, in which the students should demonstrate the impact of the microbe in human health, the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be individual and should be presented in PowerPoint format. All students must participate in the presentation as these presentations will be peer reviewed.

- Exams - 40% (200 points)

Three exams are scheduled throughout the semester for this course (60, 70, and 70 points each, respectively).

Each exam will be cumulative, ensuring that students not only retain knowledge from recent lectures but also integrate and apply concepts from earlier topics. This structure encourages continuous learning and reinforces the interconnectedness of clinical bacteriology principles. Students will be evaluated on their ability to demonstrate critical thinking, problem-solving skills, and mastery of the subject matter. It is essential for students to review and synthesize their understanding consistently, as success on the exams will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts. Exams will be proctored with Honorlock and students will have 120 minutes to finish the exam. Books and notes are not allowed during the exam.

Cheating (usage of unauthorized support material/notes) will automatically be reported to the Dean of Students Office (DSO) for consideration of disciplinary action.

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Participation</i>	50	10
<i>Quizzes</i>	125	25
<i>Public Health Project</i>	125	25
<i>Exams</i>	200	40
Total	500	100

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Other UF policies

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/> .

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:

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 according to the Student Honor Code and Student Conduct code for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>)

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

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.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.

- Relying solely on AI-generated content for research or analysis.
- Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Services 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.

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 and 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.uf.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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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.](#)

Student Complaints:

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

Generic weekly schedule

Week	Topic
Week 1	<p>Introduction to clinical Mycology.</p> <ul style="list-style-type: none"> ✓ Overview of fungal identification methods and strategies. ✓ Textbook: Chapters 58. ✓ Week 1 quiz.
Week 2	<p>Hyaline Molds, Zygomycetes, Dermatophytes, and opportunistic and systemic mycoses</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 59. ✓ Group discussion 1. ✓ Week 2 quiz.
Week 3	<p>Dematiaceous Molds, yeast and antifungal therapy</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 60, 62, 63. ✓ Group discussion 2. ✓ Week 3 quiz.
Week 4	<p>Candida species and others: Urinary tract infections (UTI)</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 62, 72. ✓ Group discussion 3. ✓ Week 4 quiz.
Week 5	<p>EXAM 1 (MYCOLOGY).</p> <p>Introduction to virology: overview of the methods and strategies in virology</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 64. ✓ Group discussion 4. ✓ Week 5 quiz.

Week 6	<p>Virus in human disease</p> <p>Herpes, Measles, Mumps, Rubella, respiratory and other DNA viruses.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 65. ✓ Group discussion 5. ✓ Week 6 quiz.
Week 7	<p>Antiviral therapy, susceptibility testing and prevention</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 66. ✓ Group discussion 6. ✓ Week 7 quiz.
Week 8	<p>EXAM 2 (VIROLOGY).</p> <p>Haemophilus, Neisseria and Moraxella</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 31,39,27. ✓ Group discussion 7. ✓ Week 8 quiz.
Week 9	<p>Introduction to Parasitology: overview of the methods and strategies in parasitology</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 46, 3, 9. ✓ Group discussion 8. ✓ Week 9 quiz.
Week 10	<p>Intestinal protozoa</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 47. ✓ Group discussion 9. ✓ Week 10 quiz.
Week 11	<p>Blood, tissue and other protozoa</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 48, 49.

	<ul style="list-style-type: none"> ✓ Group discussion 10. ✓ Week 11 quiz.
Week 12	<p>Nematodes</p> <p>Intestinal, tissue and blood nematodes.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 50 - 52. ✓ Group discussion 11. ✓ Week 12 quiz.
Week 13	<p>Cestodes</p> <p>Intestinal and tissue cestodes.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 53, 54. ✓ Group discussion 12. ✓ Week 13 quiz.
Week 14	<p>Trematodes</p> <p>Intestinal, liver, lung and blood trematodes.</p> <ul style="list-style-type: none"> ✓ Textbook: Chapter 55 - 57. ✓ Group discussion 13. ✓ Week 14 quiz.
Week 15	Public health project presentations. Review for exam 3.
Week 16	EXAM 3 (PARASITOLOGY).

Rubric for Engagement and Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Active Participation	Consistently participates in discussions, providing valuable insights and asking thoughtful questions.	Actively participates, offering relevant insights and asking questions.	Occasionally participates, contributing minimally to discussions.	Rarely participates or contributions are off-topic or unclear.
Quality of Contributions	Contributions are insightful, demonstrating deep understanding and critical thinking.	Contributions are relevant and show a good understanding of the material.	Contributions are somewhat relevant but lack depth or clarity.	Contributions are limited or not directly related to the topic.
Initiating Discussion	Regularly initiates discussion, driving conversation forward and encouraging others to share.	Occasionally initiates discussion or prompts conversation.	Rarely initiates discussion or does not encourage others to participate.	Does not initiate discussion or encourage participation from peers.
Questioning for Clarification	Asks thoughtful, probing questions that deepen understanding or open new perspectives.	Asks questions that seek clarification or deeper understanding.	Occasionally asks for clarification but often with minimal impact on the discussion.	Rarely asks questions or asks for clarification in an ineffective manner.
Respectful Listening	Always listens respectfully to others, responding thoughtfully and building on their ideas.	Listens respectfully and responds appropriately to others.	Listens passively, with occasional responses that don't fully engage others.	Rarely listens or responds in a way that disrupts the discussion.

Total Score:

- **16–20:** Excellent participation
- **11–15:** Good participation
- **6–10:** Satisfactory participation
- **1–5:** Needs improvement

Course|New for request 20671

Info

Request: MCB 5XXX Clinical Research, Assessment, Education, and Quantitative methods

Description of request: Required course for a new graduate certificate program called Medical Laboratory Microbiologist.

Submitter: Jaysankar De jde@ufl.edu

Created: 10/29/2024 1:09:04 PM

Form version: 1

Responses

Recommended Prefix

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

Response:
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:
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:
No

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 is intended for post-baccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

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:
Clinical Research, Assessment, Education, and Quantitative methods

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:
Clin Res Ed and Quant methods

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% 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:
1

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *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:
Online asynchronous

Course Description

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

Response:
The Clinical Research, Assessment, Education, and Quantitative Methods course explores clinical laboratory microbiology for healthcare, research, and lab science students. It emphasizes theoretical knowledge and practical applications, focusing on interprofessional healthcare, integrity, and education theory. Students learn scientific inquiry, research steps, topic selection, literature evaluation, data analysis, and various research designs, including quantitative and qualitative methods.

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:

Bachelor's degree in microbiology, Biology or similar.

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:

Degree level: Graduate

Program: certificate in Medical Laboratory Microbiologist.

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 <a

<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 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

Clinical Research, Assessment, Education, and Quantitative Methods: MCB5XXX

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Contact information

Instructor: Dr. Jaysankar De (jde@ufl.edu) 352-273-4206.

Office: Microbiology and cell science department, Room 1045.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1 credit course that is offered in the Spring and the Fall semester.

Welcome!

We are excited to have you on this course where we will explore the current literature on Clinical Research, Assessment, Education, and Quantitative Methods. The focus of this course is on the Clinical laboratory microbiologist's crucial role in patient care. Prepare to engage with complex concepts, participate in discussions, and apply your knowledge to real-world scenarios. Whether you are new to the subject or looking to deepen your understanding, we are here to support you every step of the way.

Let us dive into the clinical microbial universe together!

Course description

The Clinical Research, Assessment, Education, and Quantitative Methods course explores clinical laboratory microbiology for healthcare, research, and lab science students. It emphasizes theoretical knowledge and practical applications, focusing on interprofessional healthcare, integrity, and education theory. Students learn scientific inquiry, research steps, topic selection, literature evaluation, data analysis, and various research designs, including quantitative and qualitative methods.

What you will know at the end of the course

At the end of this course, you will possess a comprehensive understanding of several key aspects of the role of a laboratory technician microbiologist. Listed below are some essential areas of knowledge you will develop:

- Utilize knowledge of objectives and instructional design to guide your study for CLM courses and apply this knowledge toward life-long learning.
- Describe common research types and research designs.
- Understand the purpose of literature review and be able to analyze and synthesize the existing literature.
- Use statistical analysis to evaluate student assessments and propose modifications to the instructional unit to improve outcomes.
- Create and present case study information in a poster format.
- Improve interprofessional and patient / public communications.

This course will provide you with the essential skills and knowledge needed to excel in the dynamic field of clinical laboratory microbiology and prepare you for further studies or a career in healthcare or research.

Required Book

- Research for the Health Professional 3rd Edition. Angela N. Hissong, Jennifer E. Lape, Diana M. Baily, F.A Davis Company. 2014. ISBN 978-0-8036-3916-4.
- Additional course materials will be provided through Canvas as links to web sites, videos, handouts, etc. which students must review for the course lessons/modules.

Pre-requisite

Students must be enrolled in the Clinical Laboratory Microbiologist graduate certificate program to take this course.

Course objectives

Upon completion of this course, the student will be able to:

- Apply Maslow's Hierarchy of Needs and Bloom's Taxonomy to the development of an instructional unit for a variety of learning audiences.
- Compare and contrast different methods of research design and explain when each is appropriate.
- Perform a literature investigation on a subject related to laboratory medicine.
- Develop a summary of the literature on a given topic.
- Comprehend different methods of data collection and their relationship to different research designs.
- Utilize knowledge of research methods to evaluate published research.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. For this course there are two Canvas sites for the course. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please see us - we are here to help!

Expectations of the students

As a student on this course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. **Engagement and Participation**

- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.

2. **Preparation and Study**

- Complete assigned readings from **Research for the Health Professional 3rd Edition. Angela N. Hissong, Jennifer E. Lape, Diana M. Baily, F.A Davis Company, 2014**, and other materials provided before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.

3. **Critical Thinking and Application**

- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your critical thinking skills.

4. **Professionalism and Ethics**

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.
- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. **Time Management and Commitment**

- Allocate adequate time each week for study and review, balancing course requirements with other commitments.
- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of Clinical Research, Assessment, Education, and Quantitative methods, preparing you for future endeavors in healthcare or research.

Evaluation of learning

For the best practices with time management on this course, we suggest setting a specific time each week just as if you were attending a face-to-face course. At that time go through the modules and other course materials then go to the weekly assignment and quiz. The primary assignments in this class include online quizzes, discussions, and written assignments. Written assignments will be turned in through Turnitin on the Canvas course web site. There is no final examination. Discussions are graded on a pass/fail basis. Students will need to contribute at least one individual post directed toward answering the discussion question AND one response posting to a student or the instructor to receive the online Discussion points. There is no final examination. Learning will be evaluated based on the following criteria:

- Engagement and participation - 10% (50 points)

A total of three hours of time will be needed per week. As part of the instructional time, students will listen and review online material. An additional two hours is recommended for study that includes reviewing, reading, writing, studying, researching, and general study. The individual study time for each student may vary and some may require additional effort. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for their classmates.

- Quizzes – 20% (100 points)

Online quizzes are related to the content and readings listed for that week. Some quizzes are embedded in the Lessons while other quizzes are separate assignments in Canvas. Links to the quizzes will be in each weekly module.

- Discussions - 20% (100 points)

A discussion question will be posted each week. Students will need to contribute at least one individual post directed toward answering the discussion question AND one response post to another student to receive the online discussion points. There will be 8 discussion sections, 12.5 points each. The rubric for grading these discussions will be available on the course canvas.

- Writing Assignments - 50% (250 points)

Students will learn how to draft a short paper as part of their research learning. During this course, students will draft and write 3 short papers (bibliography review) on clinical microbiology subjects. Papers 1 and 2 are worth 80 points and paper 3 is worth 90 points. Rubric for grading these papers can be found on course canvas. Because this course is part of the CLM professional program all assignments must be completed and submitted as directed (regardless of being late). A 10% deduction to your grade will be applied for each day the assignment is late. Virtual video recording of your poster presentation is required for the poster presentation. It is essential for students to review and synthesize their understanding consistently, as success on the assignments will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts.

Cheating (usage of unauthorized support material/notes) will automatically be reported according to the Student Honor Code and Student Conduct code for consideration of disciplinary action.

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Participation</i>	50	10
<i>Quizzes</i>	100	20
<i>Discussions</i>	100	20
<i>Assignments</i>	250	50
<i>Total</i>	500	100

We do not curve, and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standards:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Other UF policies

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/> .

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:

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 according to the Student Honor Code and Student Conduct code for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: (New Link: <https://policy.ufl.edu/regulation/4-040/>).

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

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.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

Services 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.

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 and 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.uf.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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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](#).

Student Complaints:

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

Generic weekly schedule

Week	Topic
Week 1	<p>Course Introduction.</p> <ul style="list-style-type: none"> ✓ Welcome – Course Introduction ✓ Honor Code Acknowledgement ✓ Writing in Healthcare ✓ Turnitin Assignment ✓ Plagiarism Certificate ✓ Syllabus Quiz
Week 2	<p>Value & Purpose of Educational Methods in CLM</p> <ul style="list-style-type: none"> ✓ Quiz – Value Ed Methods ✓ Discussion / My Favorite Teacher Experience ✓ Self-Assessment Survey
Week 3	<p>Concepts of Research and Identifying a Topic</p> <ul style="list-style-type: none"> ✓ Read Ch. 1 and 2 ✓ Introductory Forum Discussion Upload ✓ Syllabus Agreement ✓ Plagiarism Quiz ✓ Paper 1 Draft Due
Week 4	<p>Reviewing the Literature</p> <ul style="list-style-type: none"> ✓ Quiz, Topic selection assignment and Discussion ✓ Paper 2 Instructions
Week 5	<p>Refining the topic</p> <ul style="list-style-type: none"> ✓ Read Ch. 3 and 4; Discussion, Quiz, and Refining topic assignment ✓ Paper 1 Final Due

Week 6	Getting started <ul style="list-style-type: none"> ✓ Read Ch. 5; Quiz and Discussion and Peer Review assignment
Week 7	Quantitative Research <ul style="list-style-type: none"> ✓ Read Ch. 6; Quizzes (2) and Discussion
Week 8	Technical aspects of Quantitative Research <ul style="list-style-type: none"> ✓ Read Ch. 7, Quiz and Discussion ✓ Scientific Research Article
Week 9	Qualitative Research <ul style="list-style-type: none"> ✓ Read Ch. 8 and 9; Discussion and Survey Article
Week 10	Evidence-based Research <ul style="list-style-type: none"> ✓ Read Ch. 10; Discussion ✓ Review Article, Method Validation Article and Lit Review assignment
Week 11	The Art of Writing <ul style="list-style-type: none"> ✓ Read Ch. 12; Read abstract directions and case study examples. ✓ Discussion and Abstract – First Draft
Week 12	Before Implementing Your Plan <ul style="list-style-type: none"> ✓ Read Ch. 11; Quiz and Abstract Peer Review ✓ Paper 2 draft
Week 13	The Art of Presenting <ul style="list-style-type: none"> ✓ Read Ch. 13; Case Study Abstract - Final Draft, Poster Assignment - VoiceThread video Draft Due ✓ Paper 2 Final Due

Week 14	<p>The Art of Publishing</p> <ul style="list-style-type: none"> ✓ Read Ch. 14, Peer Review for poster presentation, ✓ Author Guidelines assignment & Discussion
Week 15	<p>Poster Presentations wrap up</p> <ul style="list-style-type: none"> ✓ Discussion: Cultural Health Care ✓ Respond to peer questions of poster presentation ✓ Paper 3 draft
Week 16	<p>Grand Funding</p> <ul style="list-style-type: none"> ✓ Read Ch. 15 and Appendix O, Discussion and Quiz ✓ NO FINAL EXAM ✓ Paper 3 final due

This schedule is subject to change. Any change in the schedule will be announced in advance on the Canvas course site.

Rubric for Grading Short Papers (Bibliography Review) - Clinical Microbiology

Total Points:

- Paper 1 & Paper 2: 80 points each
- Paper 3: 90 points

1. Content and Analysis (30 points)

- **Exceptional (27-30 points):** Demonstrates a deep understanding of the clinical microbiology topic. Provides a thorough review and analysis of sources, synthesizing key concepts and findings effectively.
- **Proficient (21-26 points):** Adequately addresses the topic with a clear understanding. Includes relevant sources and provides solid analysis, but lacks in-depth synthesis or critical engagement.
- **Basic (15-20 points):** Provides a general overview of the topic with limited analysis or synthesis of sources. Some relevant points are discussed, but many key aspects are missing or underdeveloped.
- **Needs Improvement (0-14 points):** Topic is poorly addressed with minimal understanding. Lacks critical analysis and synthesis of sources, with several key concepts not covered.

2. Organization and Structure (20 points)

- **Exceptional (18-20 points):** Well-organized with clear and logical flow. Each section of the paper is well-developed, and the ideas are clearly connected.
- **Proficient (14-17 points):** Organized with clear sections, but some areas may lack flow or clarity. The structure supports the argument, though minor adjustments could enhance readability.
- **Basic (10-13 points):** Organization is somewhat unclear, with weak transitions between sections. The structure may confuse the reader at times.
- **Needs Improvement (0-9 points):** Lacks clear organization and coherence. Sections are jumbled, making it difficult to follow the paper's argument.

3. Research and Citation (20 points)

- **Exceptional (18-20 points):** Demonstrates excellent use of high-quality, relevant sources. Citations are correct and consistently follow the required format.
- **Proficient (14-17 points):** Uses appropriate sources, but may lack depth in citation or formatting. Some minor citation or referencing errors.
- **Basic (10-13 points):** Research sources are limited, outdated, or irrelevant. Multiple citation or formatting errors are present.
- **Needs Improvement (0-9 points):** Few or no relevant sources used. Significant citation or referencing issues.

4. Clarity and Writing Quality (15 points)

- **Exceptional (13-15 points):** Writing is clear, concise, and free from errors. Excellent grammar, punctuation, and spelling. Well-written and easy to understand.
- **Proficient (10-12 points):** Writing is generally clear, but may contain minor grammatical, punctuation, or spelling errors that do not significantly hinder comprehension.
- **Basic (6-9 points):** Several grammatical, punctuation, or spelling errors, affecting readability. The writing is somewhat unclear or awkward in places.
- **Needs Improvement (0-5 points):** Writing is unclear, with frequent grammatical, punctuation, or spelling errors that impede understanding.

5. Engagement and Application to Clinical Context (15 points)

- **Exceptional (13-15 points):** Demonstrates thorough engagement with course material, applying knowledge directly to clinical contexts. Shows insightful understanding of how the research can be applied.
- **Proficient (10-12 points):** Adequate engagement with course material. Demonstrates some understanding of clinical relevance but may lack depth in application.
- **Basic (6-9 points):** Minimal engagement with course material. Some attempt to link to clinical contexts, but it is unclear or underdeveloped.
- **Needs Improvement (0-5 points):** Lacks engagement with course material and provides little or no application to clinical contexts.

6. Adherence to Assignment Guidelines and Timeliness (10 points)

- **Exceptional (9-10 points):** Fully adheres to assignment guidelines, formatting, and submission requirements. Submitted on time.
- **Proficient (7-8 points):** Mostly follows assignment guidelines. Minor issues with formatting or submission, but no significant deviations. Submitted on time or with minimal delay.
- **Basic (4-6 points):** Some deviation from guidelines or formatting issues. Submitted late.
- **Needs Improvement (0-3 points):** Fails to follow assignment guidelines. Submitted late, impacting the grade.

7. Poster Presentation (Paper 3 Only) (10 points)

- **Exceptional (9-10 points):** Clear, well-prepared virtual video presentation. Strong engagement with the topic and demonstration of knowledge.
- **Proficient (7-8 points):** Adequate presentation with clear communication of key points. Minor issues with delivery or clarity.
- **Basic (4-6 points):** Presentation lacks clarity or depth, with some communication or technical issues.

- **Needs Improvement (0-3 points):** Presentation is unclear, incomplete, or significantly lacking in quality.
-

Late Submission Penalty:

- A 10% deduction will be applied for each day the assignment is late.

This rubric provides a detailed breakdown for evaluating the quality of your papers and poster presentation. Be sure to carefully follow all assignment instructions and ensure timely submission for the best results.

Rubric for Engagement and Participation

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Active Participation	Consistently participates in discussions, providing valuable insights and asking thoughtful questions.	Actively participates, offering relevant insights and asking questions.	Occasionally participates, contributing minimally to discussions.	Rarely participates or contributions are off-topic or unclear.
Quality of Contributions	Contributions are insightful, demonstrating deep understanding and critical thinking.	Contributions are relevant and show a good understanding of the material.	Contributions are somewhat relevant but lack depth or clarity.	Contributions are limited or not directly related to the topic.
Initiating Discussion	Regularly initiates discussion, driving conversation forward and encouraging others to share.	Occasionally initiates discussion or prompts conversation.	Rarely initiates discussion or does not encourage others to participate.	Does not initiate discussion or encourage participation from peers.
Questioning for Clarification	Asks thoughtful, probing questions that deepen understanding or open new perspectives.	Asks questions that seek clarification or deeper understanding.	Occasionally asks for clarification but often with minimal impact on the discussion.	Rarely asks questions or asks for clarification in an ineffective manner.
Respectful Listening	Always listens respectfully to others, responding thoughtfully and building on their ideas.	Listens respectfully and responds appropriately to others.	Listens passively, with occasional responses that don't fully engage others.	Rarely listens or responds in a way that disrupts the discussion.

Total Score:

- **16–20:** Excellent participation
- **11–15:** Good participation
- **6–10:** Satisfactory participation
- **1–5:** Needs improvement

Course|New for request 20675

Info

Request: MCB 5XXXL Clinical Experience in Microbiology

Description of request: Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

Submitter: Monika Oli moli@ufl.edu

Created: 12/18/2024 12:14:37 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:
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:
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:
No

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 is intended for postbaccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

Course Number

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

Response:
xxx

Lab Code

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

Response:
L

Course Title

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

Response:
Clinical Experience in Microbiology

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:
Clin Experience Micro

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:
Yes

Repeatable Credit?

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

Response:
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:
2

S/U Only?

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

Contact Type

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

Response:
Supervision of Student Interns

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

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

Course Type

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

Response:
Internship

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *on average* throughout the duration of the course. 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:
The students will spend 8h days for 5 days/ week for an at least 2-week practicum in a clinical laboratory. Depending on the clinical site the time can vary from 2-6 weeks. The rest of the semester will consist of case studies, training on EPIC, the clinical platform and other rotating topics that provide current topics for Medical and Clinical Microbiologists

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 experience is a hands-on training in a clinical microbiology laboratory with practical exposure to the essential functions of a clinical microbiology laboratory. This course is designed to equip students with the skills needed to conduct a variety of clinical laboratory tests with accuracy, safety, and efficiency. Students will learn to apply quality control principles and practices, critically evaluate laboratory results while consider quality control measures and instrument operation.

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:

Response:

Bachelor's degree in Microbiology, Biology or similar.

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:

NA

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:

Response:

Degree level: Graduate

Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

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 <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](https://disability.ufl.edu/get-started/) to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their 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

Clinical Experience in Microbiology

MCB5XXX

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Contact information

Instructor: Dr. Monika Oli (moli@ufl.edu) 352-392-8434.

Office: Microbiology and cell science department, Room 1049.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course is a combination of a 2 week clinical hands-on experience in a certified clinical microbiology laboratory. Clinical sites in different locations in Florida will be available and students will be able to choose where they want to get their clinical practicum (depending on seat availability). The rest of the semester will include online activities and modules that aid in the preparation for the board examination. This is a 2 credits course that is offered in the Spring and the Fall semester.

Lab Course Fee

TBD

Course prerequisites

One graduate clinical microbiology course with lab (Clinical Microbiology Lab); enrolled Clinical Laboratory Microbiologist (CLM) student or permission of the instructor.

Welcome!

Welcome to the Clinical Experience in Microbiology course! In this immersive program, you will have the opportunity to step into a clinical microbiology laboratory, where you'll gain hands-on experience and deepen your understanding of microbial diagnostics and applications. This practicum is designed to bridge the gap between theoretical knowledge and real-world practice, allowing you to observe and participate in the critical processes that contribute to patient care. Get ready to enhance your skills, engage with professionals in the field, and discover the vital role microbiology plays in healthcare!

Course description

This course is a hands-on training in a clinical microbiology laboratory with practical exposure to the essential functions of a clinical microbiology laboratory. This course is designed to equip students with the skills needed to conduct a variety of clinical laboratory tests with accuracy, safety, and efficiency. Students will learn to apply quality control principles and practices, critically evaluate laboratory results while consider quality control measures and instrument operation.

Course overview

Throughout the course, students will have opportunities to demonstrate their written, verbal, and non-verbal communication skills, ensuring effective interactions in a clinical environment. You will also gain insight into the importance of operational management, including laboratory information systems, inventory control, and compliance with accreditation standards and regulations.

In addition to technical skills, this course emphasizes the development of lifelong learning habits and an appreciation for continuing education in the field of microbiology. Students are expected to adhere to the technical standards set by the CLM program, demonstrating professionalism and integrity in all aspects of their work. By fostering a commitment to continuous improvement and self-directed development, you will be well-prepared to excel in the dynamic field of clinical microbiology.

I look forward to an engaging and informative semester with all of you!

What you will know at the end of the course

By the conclusion of the Clinical Experience in Microbiology course, you will have gained a robust foundation in the practical skills and theoretical knowledge essential for thriving in a clinical microbiology laboratory. This course emphasizes hands-on training and critical thinking, preparing you to conduct tests with precision and interpret results effectively. You will emerge not only with technical expertise but also with enhanced communication and management skills, equipping you to navigate the complexities of the clinical environment confidently and professionally. Here are three key areas of understanding you will cultivate:

Technical Proficiency:

You will be equipped with the skills to accurately conduct and interpret a variety of clinical microbiology tests, including proper specimen handling, quality control procedures, and pathogen identification, ensuring compliance with laboratory protocols.

Critical Evaluation and Problem-Solving:

You will develop the ability to assess laboratory results critically, recognize discrepancies, troubleshoot instrumentation issues, and understand the clinical significance of both normal and abnormal findings, fostering a proactive approach to problem-solving in the lab.

Professional Communication and Management Skills:

You will enhance your communication skills to effectively interact with healthcare professionals and patients, alongside gaining insights into operational management practices such as inventory control and compliance with accreditation standards, preparing you for a successful career in clinical microbiology.

Required Textbook and lab materials

- Laboratory Manual: Diagnostic Microbiology Principles – materials will be provided in canvas
- Bailey & Scott Diagnostic Microbiology, 15th Ed., Tille, Patricia, Elsevier (Mosby) Inc. (ISBN: 987-0323354820).
- BOC Study Guide 7th Ed

Course objectives

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

- Apply established protocols for aseptic technique and universal precautions when handling specimens to ensure a safe working environment.
- Explain the principles and procedures of quality control and instrumentation in a laboratory setting.
- Analyze and interpret daily quality control data according to established guidelines, and describe the essential components of a standard quality control program.
- Explain the necessary steps for setting up and preparing instrumentation for daily operations at each workbench.
- Explain the fundamental principles of testing, including manual methods, kit testing, and automated instrumentation, and apply this knowledge in a laboratory setting.
- Apply a systematic approach to evaluate sample integrity according to laboratory protocols, with minimal guidance.
- Execute laboratory protocols to conduct testing accurately, safely, and efficiently.
- Apply established protocols to process and prepare specimens correctly for testing.
- Explain the principles and procedures of pathogen identification and reporting in a laboratory setting.
- Analyze and identify potential pathogens and normal flora, and apply testing methods to quantify their presence.
- Evaluate discrepancies in laboratory results and report them to supervisors or relevant personnel as necessary.
- Analyze and evaluate susceptibility patterns for common pathogens to inform treatment decisions.
- Explain the principles and procedures of troubleshooting and reference values in a laboratory setting.
- Analyze and discuss basic troubleshooting strategies for resolving discrepancies in instruments, kits, and manual methods.
- Explain the clinical significance and critical results of commonly performed tests and reference values.

- Evaluate and explain the clinical significance of normal and abnormal results, and identify potential causes of false results.
- Apply critical results to inform patient care decisions and take appropriate action.
- Develop and apply effective communication strategies to ensure collaboration among staff, healthcare professionals, and patients.
- Apply established protocols to maintain patient confidentiality.
- Explain the fundamental principles of laboratory information systems (LIS) and related software beyond result reporting.
- Explain the principles and procedures of inventory management in a laboratory setting.
- Develop and apply strategies to optimize workload organization and efficiency throughout the rotation.
- Explain the impact of accreditation and regulations on laboratory activities and workflow.
- Develop and apply a plan for continuous improvement of technical and interpersonal skills through self-directed learning.
- Evaluate personal performance and apply constructive feedback to inform future improvement and learning.
- Develop and apply a commitment to professionalism, taking responsibility for the quality of one's work and ongoing education and professional development.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. "I did not know about the assignment, deadline..." is NOT an accepted excuse.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Draft Coach can be used to review and refine written work to check for originality prior to submission.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a participant in the Clinical Experience in Microbiology course, you are expected to:

1. Commit to Safety and Technique: Consistently apply aseptic techniques and universal precautions when handling specimens to ensure a safe laboratory environment.
2. Engage in Quality Control Practices: Actively participate in quality control activities by accurately interpreting and verifying daily QC data and understanding the principles of a standard quality control program.

3. Prepare and Operate Instruments: Design a proactive approach to understanding instrumentation setup and preparation for daily operations, ensuring readiness for laboratory tasks.
4. Understand Testing Principles: Exhibit a thorough understanding of various testing principles, including manual methods and automated processes, and ensure the integrity of samples by following established protocols.
5. Conduct Accurate Testing: Perform laboratory tests accurately, safely, and efficiently, adhering to protocols while demonstrating the ability to process and prepare specimens appropriately.
6. Identify and Report Pathogens: Recognize and report potential pathogens and normal flora, quantifying and describing findings with precision and clarity.
7. Monitor for Discrepancies: Be vigilant in monitoring and evaluating laboratory results, promptly reporting any discrepancies to supervisors or appropriate personnel.
8. Embrace Continuous Improvement: Engage in self-directed learning to improve both technical and interpersonal skills, accepting constructive criticism and applying feedback to future experiences.
9. Communicate Effectively: Maintain clear and respectful communication with peers, healthcare professionals, and patients, ensuring that information is conveyed accurately and comprehensively.
10. Uphold Professionalism and Confidentiality: Develop professionalism by taking responsibility for the quality of your work, maintaining patient confidentiality, and being open to continuous education and development in the field.

By adhering to these expectations, you will contribute to a productive learning environment and develop the skills necessary for success in the clinical microbiology field.

Evaluation of learning

Student performance will be graded on a Satisfactory/Unsatisfactory Grade basis. There are multiple required components in this course, including:

Phase 1 (33.3%):

- a. MediaLab Assignments to Prepare for the On-Campus Simulation, on-site clinical experiences, final exams, and BOC exam.
- b. Virtual pre-simulation work in MLS Simulation Orientation Canvas site including orientation, simulation information, review modules, and quizzes.
- c. Pre-Clinical Survey
- d. On-campus simulation week

Phase 2 (33.3%):

- a. On-site 2-week clinical experiences as scheduled in person
- b. Clinical assignments (safety checklist, weekly journal, investigative assignments, MediaLab knowledge check)
- c. Microorganism checklist
- d. Final Evaluation of student performance in the assigned area including technical skills, affective domain, knowledge application, and employment recommendation.
- e. Post-clinical assignments/surveys

- f. Student evaluation of clinical site
- g. Affective Domain self-assessments
- h. Participation and Completion of “Collaboration in Action” Interprofessional Education (IPE) Activities (~3-4 hours total) on Canvas provided through OACA at least once during the clinical semester.

Phase 3 (33.3%):

- a. MediaLab BOC Prep module & Post-Clinical Assignments
- b. Degree clearance survey
- c. BOC Preparation module activities in Canvas & assigned pre/post practice BOC Exam.
- d. Final exam

Progress will be evaluated on a weekly basis, where students check in with the instructor.

Exams and assignment will be a variety of learning assessments including proctored online exams.

A passing grade will be issued based on online assignment performance and feedback from the clinical internship supervisor. 70% completion will be a passing grade.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

UF Syllabus Statements

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.

For online course with recorded materials the following policy applies:

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

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

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: <https://policy.ufl.edu/regulation/4-040/>

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

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 and 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 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.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

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.

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 Schedule

<u>Phase 1: Virtual activities and preparation for clinical practicum</u>	
Week 1	· Review Syllabus and canvas for this course
Week 2	· Complete Review of Virtual Prep Course Modules and Quizzes in Canvas

Week 3	· Complete activities in MediaLab as assigned
Week 4	· Complete virtual activities including review modules, procedures, MediaLab, videos, handouts, and reading.
Week 5	· Study/review content material for on-campus simulation and laboratory testing
Week 6	· Complete quizzes after each module in CLM Simulation Orientation Canvas Site
<u>Phase 2: Assigned 2-week clinical experience and reflection</u>	
Week 7 and 8	· Attend clinical site experience each scheduled day, stay the full day (timing will vary between students and clinical sites)
Week 9	· Reflect on experiences to achieve skills and competencies listed in final evaluation and to meet expectations in all areas
Week 10	· Review and evaluate work flow and sample processing
Week 11	· Complete post-clinical assignments
<u>Phase 3: Post-Clinical Final Exams & Assignments</u>	
Week 12	· Review material and study to prepare for each clinical and final exam
Week 13	Complete assignments in Course Canvas site
Week 14	· Complete degree clearance survey and BOC preparation module
Week 15	· Complete and submit Interprofessional Education (IPE) activities/assignments/surveys

Course|New for request 20676

Info

Request: MCB 5XXXL Clinical Microbiology Lab

Description of request: Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

Submitter: Monika Oli moli@ufl.edu

Created: 11/26/2024 10:28:21 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:
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:
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*

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 is intended for postbaccalaureate students with BS degree in Microbiology, Biology or similar and will be used as part of the American Society for Clinical Pathology (ASCP) requirement to get credentialed as Technologist in Microbiologist. ASCP only accepts students from a National Accrediting Agency for Clinical Laboratory Science (NAACLS)-accredited program. NAACLS only accepts Graduate level courses as part of the accredited program. We are currently in the process of getting accredited by NAACLS.

Course Number

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

Response:
xxx

Lab Code

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

Response:
L

Course Title

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

Response:
Clinical Microbiology Lab

Transcript Title

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

Response:
Clin Micro Lab

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:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. 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:
The lab will meet 2 x 3h for in person labs for the whole semester; bootcamp style maybe available in the summer

Course Description

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

Response:
The Clinical Microbiology Laboratory course provides an in-depth, hands-on exploration of a variety of microorganisms that play a pivotal role in human health and disease. Designed for students pursuing careers in healthcare, research, or clinical laboratory science, this course emphasizes practical skills and real-world applications. You will engage in a variety of laboratory techniques to culture, identify, and analyze bacteria, viruses, fungi, and parasites.

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:
Response:
Bachelor's degree in Microbiology, Biology or similar, including one microbiology course with lab; student must be enrolled Clinical Laboratory Microbiologist (CLM) certificate or 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:

NA

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:

Degree level: Graduate

Required course for a new graduate certificate program called Clinical Laboratory Microbiologist.

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](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

Clinical Microbiology Lab Syllabus

MCB5XXX

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Contact information

Instructor: Dr. Monika Oli (moli@ufl.edu) 352-392-8434.

Office: Microbiology and cell science department, Room 1049.

Office hours: 12:00pm – 1:00pm (Monday).

Course time and location

Labs will be held in the lab space in the Microbiology and Cell Science Building, Museum Drive. This is a 2 credits course, two 3-hours meetings per week, that is offered in Spring and Fall semesters. Physical presence is mandatory. The course will be also offered during the summer C semester with a mandatory physical attendance of a 5 day bootcamp lab.

Lab Course Fee

TBD

Course prerequisites

One undergraduate microbiology course with lab; enrolled Clinical Laboratory Microbiologist (CLM) student or permission of the instructor

Welcome!

Welcome to the Clinical Microbiology Laboratory course, where theory meets practice in the exploration of microscopic life. This hands-on course is designed to equip you with essential laboratory skills used in clinical and medical microbiology labs for identifying and studying pathogenic bacteria, viruses, fungi, and parasites. Through a series of practical experiments and techniques, you will learn to culture, isolate, and analyze microorganisms, as well as understand their roles in human disease. Emphasizing safety, precision, and critical thinking, this course will prepare you for advanced work in clinical and research settings. Get ready to dive into the microscopic world and uncover the vital interplay between microbes and human health.

Course description

The Clinical Microbiology Laboratory course provides an in-depth, hands-on exploration of the microorganisms that play a pivotal role in human health and disease. Designed for students pursuing careers in healthcare, research, or clinical laboratory science, this course emphasizes practical skills and real-world applications. You will engage in a variety of laboratory techniques to culture, identify, and analyze bacteria, viruses, fungi, and parasites.

Course overview

The Clinical Microbiology Laboratory course provides an in-depth, hands-on exploration of the microorganisms that play a pivotal role in human health and disease. Designed for students pursuing careers in healthcare, research, or clinical laboratory science, this course emphasizes practical skills and real-world applications. You will engage in a

variety of laboratory techniques to culture, identify, and analyze bacteria, viruses, fungi, and parasites.

The course is structured around weekly lab sessions, each focusing on specific methodologies such as microscopy, staining techniques, biochemical testing, and molecular diagnostics. Through these sessions, you will not only master technical procedures but also develop the ability to interpret and troubleshoot experimental results. Emphasis is placed on laboratory safety and the importance of maintaining a contamination-free environment.

By integrating theoretical knowledge with practical experience, this course aims to foster a comprehensive understanding of microbial pathogenesis, the immune response, and the principles of infection control. Whether your goal is to work in a clinical laboratory, pursue medical research, or further your education in microbiology, this course will provide you with the essential skills and knowledge to succeed in the dynamic field of medical/clinical microbiology.

What you will know at the end of the course

After successfully completing the Clinical Microbiology Laboratory course, the student will demonstrate ability in the following categories:

Laboratory Safety

1. Explain the key principles and guidelines associated with different biosafety levels to ensure a secure laboratory environment.
2. Describe the procedures for proper sterilization and disinfection of laboratory equipment and workspaces to prevent contamination and infection.
3. Summarize the steps involved in identifying potential hazards and managing biological specimens safely in the laboratory setting

Laboratory Skills

1. Explain the principles and practices of aseptic technique in the handling and culturing of microorganisms to prevent contamination.
2. Summarize the process and conditions required for culturing various microorganisms using different media.
3. Describe the staining methods, such as Gram staining and acid-fast staining, and their applications in microscopy for observing microorganisms.
4. Discuss the biochemical and molecular diagnostic techniques, including PCR and mass spectrometry, for the identification of microorganisms.

Laboratory Thinking Skills

1. Analyze experimental data to draw conclusions about microbial identification and characteristics.
2. Evaluate troubleshooting strategies to address unexpected results in experimental procedures.
3. Explain the reliability and validity of laboratory results for their implications in clinical and research contexts.
4. Value the integration of theoretical concepts with practical findings to understand microbial pathogenesis and its impact on human health.

Required Textbook and lab materials

- Laboratory Manual: Diagnostic Microbiology Principles – materials will be provided in canvas

- Bailey & Scott Diagnostic Microbiology, 15th Ed., Tille, Patricia, Elsevier (Mosby) Inc. (ISBN: 987-0323354820). Readings assigned in the weekly syllabus

Course objectives

- **Develop Laboratory Skills:** Acquire proficiency in fundamental microbiological techniques, including aseptic handling, culturing, staining, and microscopic examination of microorganisms.
- **Diagnostic Proficiency:** Learn to perform and interpret various diagnostic tests to identify pathogenic microorganisms, understanding their clinical significance in human diseases.
- **Safety and Compliance:** Explain and apply laboratory safety protocols and biosafety guidelines to ensure a safe working environment and prevent contamination and infection.
- **Critical Analysis:** Enhance critical thinking and analytical skills by interpreting experimental data, troubleshooting laboratory procedures, and evaluating the reliability and validity of results.
- **Integration of Knowledge:** Integrate theoretical knowledge with practical skills to understand the interactions between microorganisms and human hosts and apply this understanding to real-world clinical and research scenarios.

Getting started

All course correspondence as well as lab assignments, exams and discussions will be available via eLearning Canvas Website <https://elearning.ufl.edu/> . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. “I did not know about the assignment, deadline...” is NOT an accepted excuse. For this course there are two Canvas sites for the course. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

Please bring your laptop computer or tablet to each lab. We often will do computer-based exercises. Bring a camera, cell phone or tablet to take pictures of your lab results.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Draft Coach can be used to review and refine written work to check for originality prior to submission.

Attendance is mandatory. Each day new techniques are taught, and it is easy to fall behind! Arriving late and not coming to class without an excused absence will affect your attendance and participation and lab etiquette grade (up to 10%)

Have a Question? Please come see us - we are here to help!

Expectations of the students

Read the **Syllabus** to know your deadlines and exam schedules. Your Instructor however will announce specific days for your own section so **PAY ATTENTION!**

As a student, you are expected to fully **engage yourself** in all aspects of the class.

You are expected to **COME PREPARED** to class and have read the assigned reading material and especially watched the introductory videos.

You are expected to **always FOLLOW OUR LAB ETIQUETTE** (see next chapter). You must respect the potential pathogens we are working with.

Most importantly: ENJOY THE LAB!

Evaluation of learning

Learning will be evaluated based on the following criteria:

- Attendance and participation - 5% (25 points)

Attendance to all laboratory sessions is mandatory and your instructor will record attendance. Should a conflict arise, notify your lab instructor in advance if possible and find arrangements to make up the missed material and quizzes. Unexcused absences will result in a zero for that day's attendance. You must e-mail your instructor within 24h before/after the missed lab to qualify for makeup opportunity and provide valid written excuse.

- Quizzes – 20% (100 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative.

- Group presentation - 25% (125 points)

At the end of the semester, students will present a case study given by the instructor, in which the students should demonstrate the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be in group of up to 6 students and should be presented in PowerPoint format. All students must participate in the presentation.

- Electronic lab notebook – 10% (50 points)

Students will keep an electronic lab notebook (ELN), which contains all your results, answers to questions, projects, observations, etc. This will help you to understand the material better. Students can add any information into the ELN. Depending on your Instructor you may be asked to comply with a particular format. In general, your ELN should include the following:

- ✓ Detailed explanation of the concepts being learned that day
- ✓ Key terms/Vocabulary
- ✓ A proper protocol
- ✓ Data in the form of pictures, graphs, tables, etc.
- ✓ Results
- ✓ Conclusion

- Exams - 40% (200 points)

Four exams are scheduled throughout the semester for this course (50 points each). Exams are designed to test your knowledge of practical skills learned in class and determine comprehension of the learned material. For the exam you can make your own "cheat sheet" to help you with procedures etc. Your cheat sheet can contain procedures, examples, explanations, images, formulas, or anything else that helps you to be successful during the exam. Exams will be proctored and taken online.

Practical component: a large part of the exam is comprised of a practical exam where you must perform the skills and techniques learned in this class. Details for each

examination will be explained and discussed by your instructor. Violation of the [student conduct code](#) will be report to the Dean of Students Office (DSO).

<i>Items graded</i>	<i>Points</i>	<i>%</i>
<i>Attendance</i>	25	5
<i>Quizzes</i>	100	20
<i>Group presentation</i>	125	25
<i>ELNs</i>	50	10
<i>Exams</i>	200	40
<i>Total</i>	500	100

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A	>72.0%	C
>90.0%	A-	>70.0%	C-
>87.0%	B+	>67.0%	D+
>82.0%	B	>62.0%	D
>80.0%	B-	>60.0%	D-
>77.0%	C+	<60.0%	E

Make-up policy

We will work with you if you provide us with a UF accepted excuse for your absence during labs or the exam.

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .We do accept school and career interviews and tests (MCAT, GRE, DAT) as excused absence - if you provide a written note or invitation to BEFORE your absence. You will work with your instructor to makeup missed work. Remember: open lab is NOT intended for makeup as there will be no actual instructor.

Seating

Please take the same seat in each class period. We will make notice of your location in the room, and you will work with your lab partner on several projects.

Biosafety in the Microbiology Laboratory

We are regulated and inspected annually by the UF Environmental Health and Safety Department. We follow their guidelines - and you follow our instructions - to prevent any accidents and problems with contamination. For more information about the regulations go to: <http://www.ehs.ufl.edu/Lab/EHSintro.htm>

To comply with the University of Florida biosafety requirements closed toed shoes are mandatory in the laboratory. You can leave a pair in your locker, so you don't forget. Disposable lab coats will be provided to you on the first day of class. It is mandatory to always wear them. Write your names on your coats and keep them in your lockers. Do not take them home. Do not take anyone else's' coat. Lab coats will be autoclaved and disposed according to UF regulations on the last day of the semester.

Underlying medical conditions

If you have any underlying medical conditions which can affect your immune system or make you more susceptible to infectious disease, you must inform your instructor and consult with your physician before working in the microbiology laboratory.

For students and Instructor with preexisting conditions, including pregnancy, taking immunosuppressive drugs, or who have other medical conditions (e.g., diabetes, immune system disorder) that might necessitate special precautions, and it is recommended that they get medical clearance from the infirmary. <http://shcc.ufl.edu/>
If you notice any unusual symptoms or of any spills or accidents occur, contact your instructor immediately.

Artificial Intelligence (AI) Statement

Use of Artificial Intelligence In academic work

As a class, we will be exploring the use of artificial intelligence (AI) as a tool to facilitate idea generation, organization, and research. AI-powered tools, such as language generators and citation managers, can be useful for creating outlines, definitions, and even assisting with literature reviews. However, I want to emphasize that AI should be used as a supplement to, not a replacement for, human critical thinking and analysis.

When using AI, it's essential to employ a critical eye and not rely solely on its output. While AI can provide suggestions and ideas, it is not infallible and can produce errors or incomplete information. To ensure the accuracy and integrity of your work, please:

- Verify the credibility and reliability of AI-generated sources
- Use AI as a starting point for your research and analysis, not a finish line
- Complement AI output with your own critical thinking and analysis
- Properly cite and acknowledge AI-generated content

To support your academic work, I encourage you to use AI tools for tasks such as creating outlines, organizing research papers, and formatting citations. However, avoid using AI to answer questions or complete assignments that require original thought or critical analysis. Instead, use AI to prepare for class discussions, brainstorm ideas, and refine your understanding of complex concepts.

By using AI thoughtfully and responsibly, you will enhance your productivity, creativity, and academic success. If you have any questions or concerns about the use of AI in this course, please don't hesitate to reach out to me.

- Make sure you always cite and acknowledge AI-generated content properly.
- Prohibited Use Cases:
 - Using AI to complete assignments or projects without human critical analysis.
 - Relying solely on AI-generated content for research or analysis.
 - Presenting AI-generated content as original work without proper citation.

By following these guidelines, you will ensure that AI is used as a constructive and responsible tool to support your academic success.

UF Syllabus Statements

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 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.

For online course with recorded materials the following policy applies:

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

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

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

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 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.
- **Student Success Initiative,** <http://studentsuccess.ufl.edu>.

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.](#)

Student Complaints:

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

Generic weekly schedule

Fall 2025	Week	Topic	Reading and Assessment
8/25/2025	Week 1	<p>Introduction: Introduction to clinical microbiology and lab safety; Human microbiome in Health and disease; Sterilization, disinfection, and antisepsis</p> <p>General principles of laboratory diagnosis: Streak plate method, bacterial growth, microscopy. Microscopy and <i>in vitro</i> culture: Gram staining. Media preparation: Mueller-Hinton agar, Sabouraud dextrose agar, MacConkey agar, Mannitol salt agar, Xylose-lysine deoxycholate agar, CHROMagar, SIM agar.</p>	Chapter 4, 7

9/1/2025	Week 2	<p>Bacteriology part 1 - Clinical diseases and laboratory diagnosis</p> <p>Specimen collection, transport and processing: blood, cerebrospinal fluid, upper and lower respiratory tract specimens, ear and eye samples, wound, abscesses and tissues, urine, genital specimens, fecal specimens.</p> <p>Laboratory diagnosis: <i>Staphylococcus</i>, <i>Streptococcus</i> and <i>Enterococcus</i> species.</p>	Chapter 5 Quiz 1
9/8/2025	Week 3	<p>Bacteriology part 2 - Clinical diseases and laboratory diagnosis</p> <p>Laboratory diagnosis: <i>Bacillus</i>, <i>Listeria</i> and related Gram-positive bacteria. <i>Mycobacterium</i> and related acid-fast bacteria. Ziehl-Neelsen staining. <i>Neisseria</i> and related genera. <i>Haemophilus</i> and related bacteria.</p>	Chapter 15
9/15/2025	Week 4	<p>Bacteriology part 3 - Clinical diseases and laboratory diagnosis</p> <p>Laboratory diagnosis: Enterobacteriaceae, <i>Vibrio</i> and related bacteria.</p>	Chapter 19 Quiz 2
9/22/2025	Week 5	<p>Bacteriology part 4 - Clinical diseases and laboratory diagnosis</p> <p>Laboratory diagnosis: <i>Treponema</i>, <i>Borrelia</i>, <i>Leptospira</i> - Immunofluorescence. <i>Chlamydia</i> – immunofluorescence, cytopathology. Antibiotic susceptibility testing: disc diffusion and gradient test. Traditional antibiogram vs automated.</p>	Chapter 10
		EXAM 1, online proctored	
9/29/2025	Week 6	<p>Mycology part 1 - introduction</p> <p>Fungal classification, structure, and replication. Role of fungi in disease.</p> <p>Media preparation and micro-culture of fungi. Specimen collection and processing.</p>	Chapter 58 Quiz 3
10/6/2025	Week 7	<p>Mycology part 2 - Clinical diseases and laboratory diagnosis</p> <p>Classification of fungal infections (mycosis): Superficial and cutaneous, Subcutaneous, Systemic and Opportunistic mycoses.</p> <p>Pathogen identification: KOH preparation and lactophenol cotton blue staining. Identification of fungi via mass spectrometry.</p>	
		Exam 2, online proctored	
10/13/2025	Week 8	<p>Parasitology part 1 - introduction</p> <p>Parasitic classification, structure, and replication.</p>	Chapter 46 Quiz 4

		Laboratory diagnosis of parasitic disease. Antiparasitic agents.	
10/20/2025	Week 9	Parasitology part 2 - Clinical diseases and laboratory diagnosis Laboratory diagnosis: Intestinal parasites. Wet mount examination. Flotation and sedimentation methods. Trichrome and iron hematoxylin stains.	
10/27/2025	Week 10	Parasitology part 3 - Clinical diseases and laboratory diagnosis Laboratory diagnosis: blood and tissue parasites. Thick and thin blood smear. Giemsa, Wright's, Hematoxylin and Eosin, and Leishman stains. ELISA and Immunofluorescence.	
		EXAM 3, online proctored	
11/3/2025	Week 11	Virology part 1 - introduction Viral classification, structure, and replication. Role of viruses in disease. Virus cultivation and quantification. Plaque assays. Immunological diagnostics.	Chapter 64 Quiz 5
11/10/2025	Week 12	Virology part 2: Laboratory diagnosis: Serological methods for viral detection. Western blot. Cell culture.	
11/17/2025	Week 13	Virology part 3: Laboratory diagnosis: Polymerase Chain Reaction (PCR). Agglutination tests. Immunochromatography.	
		Exam 4, online proctored	
11/24/2025		Thanksgiving Break	
11/25/2025	Week 14	Case study presentations	

All quizzes are due Sunday at 11:59pm of that week.
All exams are open for 48h (Friday 00:01am to Saturday 11:59pm)

This textbook is also used for all lecture course in the program
Chapters for Bailey and Scott's Diagnostic
Microbiology, 15th Edition
Chapter 01 - Microbial Taxonomy

Chapter 02 - Bacterial Genetics, Metabolism, and Structure
Chapter 03 - Host-Microorganism Interactions
Chapter 04 - Laboratory Safety
Chapter 05 - Specimen Management
Chapter 06 - Role of Microscopy
Chapter 07 - Overview of Conventional Cultivation and Systems for Identification
Chapter 08 - Nucleic Acid-Based Analytic Methods for Microbial Identification and Characterization
Chapter 09 - Overview of Immunochemical Methods Used for Organism Detection
Chapter 10 - Principles of Antimicrobial Action and Resistance
Chapter 11 - Laboratory Methods and Strategies for Antimicrobial Susceptibility Testing
Chapter 12 - Overview of Bacterial Identification Methods and Strategies
Chapter 13 - Staphylococcus, Micrococcus, and Similar Organisms
Chapter 14 - Streptococcus, Enterococcus, and Similar Organisms
Chapter 15 - Bacillus and Similar Organisms
Chapter 16 - Listeria, Corynebacterium, and Similar Organisms
Chapter 17 - Erysipelothrix, Lactobacillus, and Similar Organisms
Chapter 18 - Nocardia, Streptomyces, Rhodococcus, and Similar Organisms
Chapter 19 - Enterobacterales
Chapter 20 - Acinetobacter, Stenotrophomonas, and Other Organisms
Chapter 21 - Pseudomonas, Burkholderia, and Similar Organisms
Chapter 22 - Achromobacter, Rhizobium, Ochrobactrum, and Similar Organisms
Chapter 23 - Chryseobacterium, Sphingobacterium, and Similar Organisms
Chapter 24 - Alcaligenes, Comamonas, and Similar Organisms
Chapter 25 - Vibrio, Aeromonas, Plesiomonas shigelloides, and Chromobacterium violaceum
Chapter 26 - Sphingomonas and Similar Organisms
Chapter 27 - Moraxella and Neisseria spp.
Chapter 28 - Eikenella corrodens and Similar Organisms
Chapter 29 - Pasteurella and Similar Organisms
Chapter 30 - Actinobacillus, Kingella, Cardiobacterium, Capnocytophaga, and Similar Organisms
Chapter 31 - Haemophilus
Chapter 32 - Bartonella
Chapter 33 - Campylobacter, Arcobacter, and Helicobacter
Chapter 34 - Legionella
Chapter 35 - Brucella
Chapter 36 - Bordetella pertussis, Bordetella parapertussis, and Related Species
Chapter 37 - Francisella
Chapter 38 - Streptobacillus spp. and Spirillum minus
Chapter 39 - Neisseria and Moraxella catarrhalis
Chapter 40 - Overview and General Laboratory Considerations
Chapter 41 - Overview of Anaerobic Organisms
Chapter 42 - Mycobacteria
Chapter 43 - Obligate Intracellular and Nonculturable Bacterial Agents
Chapter 44 - Cell Wall-Deficient Bacteria: Mycoplasma and Ureaplasma
Chapter 45 - The Spirochetes
Chapter 46 - Overview of the Methods and Strategies in Parasitology

Chapter 47 - Intestinal Protozoa
Chapter 48 - Blood and Tissue Protozoa
Chapter 49 - Protozoa From Other Body Sites
Chapter 50 - Intestinal Nematodes
Chapter 51 - Tissue Nematodes
Chapter 52 - Blood and Tissue Filarial Nematodes
Chapter 53 - Intestinal Cestodes
Chapter 54 - Tissue Cestodes
Chapter 55 - Intestinal Trematodes
Chapter 56 - Liver and Lung Trematodes
Chapter 57 - Blood Trematodes
Chapter 58 - Overview of Fungal Identification Methods and Strategies
Chapter 59 - Hyaline Molds, Mucorales, Basidiobolales, Entomophthorales, Dermatophytes, and Opportunistic and Systemic Mycoses
Chapter 60 - Dematiaceous (Melanized) Molds
Chapter 61 - Atypical and Parafungal Agents
Chapter 62 - The Yeasts and Yeastlike Organisms
Chapter 63 - Antifungal Susceptibility Testing, Therapy, and Prevention
Chapter 64 - Overview of the Methods and Strategies in Virology
Chapter 65 - Viruses in Human Disease
Chapter 66 - Antiviral Therapy, Susceptibility Testing, and Prevention
Chapter 67 - Bloodstream Infections
Chapter 68 - Infections of the Lower Respiratory Tract
Chapter 69 - Upper Respiratory Tract Infections and Other Infections of the Oral Cavity and Neck
Chapter 70 - Meningitis and Other Infections of the Central Nervous System
Chapter 71 - Infections of the Eyes, Ears, and Sinuses
Chapter 72 - Infections of the Urinary Tract
Chapter 73 - Genital Tract Infections
Chapter 74 - Gastrointestinal Tract Infections
Chapter 75 - Skin, Soft Tissue, and Wound Infections
Chapter 76 - Normally Sterile Body Fluids, Bone and Bone Marrow, and Solid Tissues
Chapter 77 - Quality in the Clinical Microbiology Laboratory
Chapter 78 - Infection Control
Chapter 79 - Sentinel Laboratory Response to Bioterrorism

Course|New for request 20902

Info

Request: PHC 6XXX Introduction to Mixed Methods Research

Description of request: Request to create new course PHC6XXX Introduction to Mixed Methods Research.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/14/2025 8:52:53 AM

Form version: 1

Responses

Recommended Prefix

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

Response:

PHC

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:
None

Course Title

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

Response:
Introduction to Mixed Methods Research

Transcript Title

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

Response:
Intro to Mixed Methods Res

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:
Provides in-depth training on designing and implementing research studies that integrate qualitative and quantitative data. Through assignments and practical activities, students will learn the strengths and challenges of mixed methods research, develop skills in creating robust research proposals, and explore strategies to effectively combine and analyze diverse data types while avoiding common pitfalls.

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 6001 Principles of Epidemiology and PHC 6000 Epidemiologic Methods I (or equivalent research methods coursework) or 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:

This course is needed to provide additional perspective of research that are not solely quantitative, especially for students that plan to utilize qualitative and mixed methods as a component of their dissertation. This course accomplishes the following

program outcomes of the Epi PhD program:

1. Illustrate a thorough understanding of epidemiology concepts. (PhD in Epidemiology Student Learning Outcome 3)
 - a. Articulate the goal of using mixed methods research designs in epidemiological research studies.
 - b. Compare and understand the differences between qualitative, quantitative, and mixed methods research designs.
 - c. Identify the various types of mixed methods designs, and strategies to analyze mixed methods data.
2. Design epidemiologic research studies and analyze data to answer health-related research questions that are currently
- 3 relevant to the population. (PhD in Epidemiology Student Learning Outcome 1)
 - a. Develop a mixed methods study protocol including strategies for analysis.

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

University of Florida
College of Public Health & Health Professions Syllabus
Course Number: PHC 6937



Integrated Mixed Methods Research in Epidemiology (3 credits)

Semester: Spring 2025

Delivery Format: In–Person. HPNP G-110

Schedule: Mondays 8:30-11:30

Instructor Name: Deepthi S. Varma, PhD, MSW, MPhil Department of Epidemiology

Room Number: CTRB 4238

College of Public Health & Health Professions

College of Medicine

Clinical and Translational Research

Building 2004 Mowry Road, PO Box

100231 University of Florida

Phone Number: 352 394 5941

Email Address: dvarma@ufl.edu

Office Hours: Wednesdays

12.30- pm and **By appointment**

Teaching Assistants: None

Preferred Course Communications (e.g., email, office phone): e-mail via canvas and/ or dvarma@ufl.edu

Prerequisites: PHC 6001 Principles of Epidemiology and PHC 6000 Epidemiologic Methods I (or equivalent research methods coursework). Students with no prior instruction in epidemiology but with methodological coursework from another related discipline may be admitted with permission from the instructor.

PURPOSE AND OUTCOME

Course Overview: This course provides in-depth training on designing and implementing research studies that integrate qualitative and quantitative data. Through assignments and practical activities, students will learn the strengths and challenges of mixed methods research, develop skills in creating robust research proposals, and explore strategies to effectively combine and analyze diverse data types while avoiding common pitfalls.

Relation to Program Outcomes

1. Illustrate a thorough understanding of epidemiology concepts. (PhD in Epidemiology Student Learning Outcome 3):
 - a. Develop the ability to design and implement mixed methods research that combines qualitative and quantitative approaches to address complex epidemiological questions.
 - b. Demonstrate the ability to apply epidemiological theories to interpret data from mixed methods studies.

Students will master techniques for integrating and interpreting data from qualitative and quantitative sources, with an emphasis on how the combined data informs epidemiological conclusions. Course

Objectives and/or Goals:

Upon completion of the course, you will be able to:

1. Develop the skills to critically evaluate the validity, reliability, and applicability of

published mixed methods research in epidemiology.

2. Identify the distinguishing characteristics of major mixed methods research designs and how each of these designs could be used in epidemiologic studies.

3.

Integrate and interpret data from qualitative and quantitative sources, with an emphasis on deriving actionable insights

4. Demonstrate the ability to design and implement mixed methods research that combines qualitative and quantitative approaches to address complex epidemiological questions.
5. Identify and critically analyze different viewpoints and major areas of controversy concerning mixed methods research designs.

Instructional Methods

1. **Lectures:** There will be didactic lectures by the instructor for general orientation to concepts and issues related to mixed methods research.
2. **Readings and Resources:** Readings and resources will be posted on the course website by the beginning of each week. Students are expected to read the article before class, and critically discuss various sections of the article. All students are expected to participate in article review discussions.
3. **Case Studies:** To better illustrate the concepts of mixed methods research design, the course instructor and guest speakers will present research studies led by them or others in the United States or in other countries.
4. **Assessments:** Students will be graded on homework, in-class presentations, discussions, participation in class, and attendance.

What is expected of you?

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



DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Topic(s)	Readings & Assignments
1 01/13	Introduction to the course Mixed methods research: Definition and its evolution	Required Reading: Johnson BR, Onwuegbuzie, Turner LA. (2007) Toward a definition of mixed methods research. <i>Journal of Mixed Methods Research</i> 1 (2); 112-133. Recommended Reading: Maxwell, J. A. (2016). Expanding the History and Range of Mixed Methods Research. <i>Journal of Mixed Methods Research</i> , 10(1), 12–27. https://doi.org/10.1177/1558689815571132
2 01/20	Holiday – Martin Luther King Jr. Day, No class	
3 01/27	Purpose, goals, and theoretical framework in mixed methods research with examples from research studies.	Required Reading: Tashakkori, A., & Creswell, J. W. (2007). Editorial: Exploring the Nature of Research Questions in Mixed Methods Research. <i>Journal of Mixed Methods Research</i> , 1(3), 207–211. https://doi.org/10.1177/1558689807302814 Recommended Reading: Wasti, Sharada Prasad et al. “The Growing Importance of Mixed-Methods Research in Health.” <i>Nepal Journal of Epidemiology</i> vol. 12,1 1175-1178. 31 Mar. 2022, doi:10.3126/nje.v12i1.43633 Assignment 1 Due: Identify ONE article in your area of interest (published in 2017–2019 only) that uses mixed methods design and critically evaluate the suitability of the design (maximum 10 slides).
4 02/03	Overview of Qualitative Research <ul style="list-style-type: none"> • Definition • How is it different from quantitative research? • When do you use qualitative research? • Different types of qualitative research approaches • Advantages and challenges of qualitative research methods 	Required Reading: Austin, Z., & Sutton, J. (2014). Qualitative Research: Getting Started. <i>The Canadian Journal of Hospital Pharmacy</i> , 67(6). https://dx.doi.org/10.4212/cjhp.v67i6.1406 Recommended Reading: Bannister-Tyrrell M, Meiqari L. Qualitative research in epidemiology: theoretical and methodological perspectives. <i>Ann Epidemiol</i> . 2020 Sep;49:27-35. doi: 10.1016/j.annepidem.2020.07.008. Epub 2020 Jul 22. PMID: 32711056.
5 02/10	Designing a qualitative research study: <ul style="list-style-type: none"> • Sampling • Data collection methods 	Required Reading: Gill et al. Methods of data collection in qualitative research: interviews and focus groups. <i>British Dental Journal</i> . 204 (6), 2008.

<p>6 02/17</p>	<ul style="list-style-type: none"> • Coding • Data analysis • Interpretation 	<p>Required Reading: Qualitative Data Analysis. Chapters 4 & 5, Miles & Huberman.</p> <p>In-class activity: Coding a qualitative data set. The instructor will provide the data set.</p>
<p>7 02/24</p>	<p>Mixed methods procedures: Theory and application</p>	<p>Required Reading: Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods Research. <i>Journal of Mixed Methods Research</i>, 1(2), 112–133. https://doi.org/10.1177/1558689806298224</p>
<p>8 03/3</p>	<p>Sampling procedures in mixed methods research</p>	<p>Required Reading: Teddlie, C., & Yu, F. (2007). Mixed Methods Sampling: A Typology With Examples. <i>Journal of Mixed Methods Research</i>, 1(1), 77–100. https://doi.org/10.1177/1558689806292430</p>
<p>9 03/10</p>	<p>Formulating questions in mixed methods research</p> <p>Student presentations and discussion</p>	<p>Required Reading: Schoonenboom, Judith, and R Burke Johnson. "How to Construct a Mixed Methods Research Design." <i>Kolner Zeitschrift fur Soziologie und Sozialpsychologie</i> vol. 69, Suppl 2 (2017): 107-131. doi:10.1007/s11577-017-0454-1</p> <p>Assignment 2 Due: Identify and present a topic on which you will develop and present a mixed methods research study during this course. The presentation must include: a) a topic with rationale, b) objectives of the study) Sampling and d) expected outcomes (maximum 10 slides).</p>
<p>10 03/17</p>	<p>Spring Break, No class</p>	
<p>11 03/24</p>	<p>Data collection procedures in mixed methods research</p> <p>(Guest Lecture: TBD)</p>	<p>Required Reading: Bowers B, Cohen LW, Elliot AE, Grabowski DC, Fishman NW, Sharkey SS, Zimmerman S, Horn SD, Kemper P. Creating and supporting a mixed methods health services research team. <i>Health Serv Res</i>. 2013 Dec;48(6 Pt 2):2157-80. doi: 10.1111/1475-6773.12118. Epub 2013 Oct 21. PMID: 24138774; PMCID: PMC3870895.</p>

<p>12 03/31</p>	<p>Strategies for data integration Mixed Methods</p> <p>Analytical Procedures, Student Presentations and Discussions</p>	<p>Required Readings: Guetterman, Timothy C et al. "Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays." <i>Annals of Family Medicine</i> vol. 13,6 (2015): 554-61. doi:10.1370/afm.1865</p> <p>Recommended Reading: The Use of "Mixing" Procedure of Mixed Methods in Health Services Research. Wanqing Zhang, MD, PhD* and John Creswell, PhD. <i>Medical Care</i>. 51 (8).2013.</p> <p>Assignment 3 Due: Based on your previous presentation design, develop and present a study flowchart, data collection methods and the strategies for mixing the methods prior to the analysis (maximum 10 slides).</p>
<p>13 04/7</p>	<p>Application of mixed methods design in large-scale program evaluation</p> <p>Student presentations and discussion</p>	<p>Required Reading: Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. <i>Journal of Mixed Methods Research</i>, 1(1), 8–8. https://doi.org/10.1177/1558689806290531</p> <p>https://obssr.od.nih.gov/sites/obssr/files/Best Practices for Mixed Methods Research.pdf</p>
<p>14 04/14</p>	<p>Writing effective mixed methods manuscripts and grant proposals</p>	<p>Recommended Reading: Leech, N. L. (2012). Writing Mixed Research Reports. <i>American Behavioral Scientist</i>, 56(6), 866–881.</p> <p>https://doi.org/10.1177/0002764211433800</p>
<p>15 4/21</p>	<p>Final research proposal presentations and discussion</p>	<p>Reading: None</p> <p>Assignment 4 Due: Compile your previous 3 presentations and present a complete study proposal (maximum 10 slides, excluding reference section).</p>

Points to Note

1. All presentations will be individual presentations.
2. Several lectures will be accompanied by in-class activities for a better understanding of the topic discussed that day.

Course Materials and Technology

Reading materials will be provided each week. It is strongly recommended that you bring a laptop computer to class during the Week 5 class meeting for the in-class activity.

Required Readings:

Reading material list is added at the end of the syllabus.

Recommended Readings

1. Creamer, E. G. (2018). *An Introduction to Fully Integrated Mixed Methods Research*. Los Angeles: SAGE.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications.

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

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
 - [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
 - [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
 - [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
 - Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
 - On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)
-

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading

Grades are assigned based on the following criteria (see below). We will take every effort to grade all submitted assignments within seven days of the due date. A full explanation of content, discussion questions, assignments, and other course components are completely described in the appropriate weekly pages of this syllabus. All grades will be posted on the course website. If a student notices a discrepancy in any grade as it

appears online, s/he must contact the course instructor within one week of the posting date to address the problem. Students may not wait until the end of the semester to contest a grade.

Assignments & Grading			
List	Topics	Due	Points
1	Identify one article in your area of interest that uses mixed methods design & critically evaluate the suitability of the design (maximum 5 slides). Your presentation must include: a) Topic of article b) Summary of research design c) What were the research questions and study objectives? d) Do they lend themselves to a mixed methods research design? e) What made it better than a purely quantitative or qualitative approach? f) Benefits and limitations of using mixed methods design	01/27	15%
2	Identify and present a topic on which you will develop and present a mixed methods research study during this course. The presentation must include: a) topic with rationale, b) objectives of the study c) Sampling and d) Expected outcomes (maximum 10 slides)	03/10	15%
3	Based on your 03/10 presentation design, develop and present a study flowchart, data collection methods, and the strategies for mixing the methods before the analysis (maximum 10 slides).	03/31	15%
4	Compile your previous 3 presentations and present a complete study proposal (maximum 10 slides, excluding reference section).	04/21	15%
5	Submit the final proposal (Maximum 5 pages). The final research protocol is expected to be a maximum of 5 pages including Background, Aims, Methods with a study flowchart, Analysis plans (how will you integrate the data), and Study Timeline.	04/21	30%
6	Class Participation & Engagement (Rubric attached to the end of the syllabus)	Weekly	10%
Total			100%

Rubrics will be provided in class for specifics of grading for each assignment.

Due dates for all grade components are listed on the course schedule above and additional information and specific instructions will be posted on the course website, under the *Assignments* tool. All assignments need to be submitted through the course website on Canvas. Any updates to the syllabus will be communicated via the Canvas announcements and also via Canvas email.

The point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	65-62	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students.

The GPA for graduate students must be 3.0 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-to-grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <https://gradcatalog.ufl.edu/graduate/regulations/#Grades>

Exam Policy

There are no exams for this course.

Policy Related to Makeup Assignments or Class Presentations

The instructor **must be informed via email (dvarma@ufl.edu)** of any requests to make up assignments or class presentations that were missed due to personal/ family emergencies or technical difficulties as soon as possible. Late submission of assignments without prior permission or for reasons will result in a deduction of 2% from the overall grade. Approved makeup assignments should be submitted via email to the instructor.

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

All students are expected to attend all classes. Late arrival and/or early departures require prior permission from the instructor. Students are also expected to inform the instructor via email if they are going to be absent from the class on any particular day.

Please **note** all faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar's website for additional details:

Please refer to UF's absence policy to ensure you meet UF policy on make-up work:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext> and
<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronics such as cell phones, and other recording devices are not permitted during class hours. Laptops are allowed for notetaking if needed.

Please be sure to print this syllabus and plan adequate time each week to view your lectures, read, and complete your assignments. Please plan your time accordingly and ask questions if you are not clear on a lecture or assignment before they are due, versus after it is due. Please submit all

assignments on time. Please verify that you submitted (1) the right assignment paper, and (2) that you submitted ANY attachment to your assignment.

Communication Guidelines

If you have questions, please feel free to email me through the *Mail* function of Canvas and/ or at dvarma@ufl.edu. Also, remember to check the checkbox with the cc option that reads “send a copy of this message to recipients' email address(es)”; this will ensure a timely response to your question. Please contact the UF HelpDesk if you have access questions or technical issues with the course: (352) 392-HELP (4357) or helpdesk@ufl.edu or in the HUB, room 132. Please keep a copy of all assignments and work submitted. Canvas will issue an email receipt when assignments are submitted. Please check your submission to be sure it was properly submitted and that you attached the correct file. Print the syllabus for your reference. It is your responsibility to be aware of all assignments, due dates, and guidelines. All assignments must be submitted through Turnitin.

Academic Integrity

Students are expected to act by 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 responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<https://graduateschool.ufl.edu/work/handbook/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

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

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

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

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

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

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination concerning 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."

List of reading materials for this course

Johnson BR, Onwuegbuzie, Turner LA. (2007) Toward a definition of mixed methods research. *Journal of Mixed Methods Research* 1 (2); 112-133.

Maxwell, J. A. (2016). Expanding the History and Range of Mixed Methods Research. *Journal of Mixed Methods Research*, 10(1), 12–27. <https://doi.org/10.1177/1558689815571132>

Tashakkori, A., & Creswell, J. W. (2007). Editorial: Exploring the Nature of Research Questions in Mixed Methods Research. *Journal of Mixed Methods Research*, 1(3), 207–211. <https://doi.org/10.1177/1558689807302814>

Wasti, Sharada Prasad et al. "The Growing Importance of Mixed-Methods Research in Health." *Nepal Journal of Epidemiology* vol. 12,1 1175-1178. 31 Mar. 2022, doi:10.3126/nje.v12i1.43633.

Austin, Z., & Sutton, J. (2014). Qualitative Research: Getting Started. *The Canadian Journal of Hospital Pharmacy*, 67(6). <https://dx.doi.org/10.4212/cjhp.v67i6.1406>.

Bannister-Tyrrell M, Meiqari L. Qualitative research in epidemiology: theoretical and methodological perspectives. *Ann Epidemiol*. 2020 Sep;49:27-35. doi: 10.1016/j.annepidem.2020.07.008. Epub 2020 Jul 22. PMID: 32711056.

Gill et al. Methods of data collection in qualitative research: interviews and focus groups. *British*

Dental Journal. 204 (6), 2008.

Qualitative Data Analysis. Chapters 4 & 5, Miles & Huberman.

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a Definition of Mixed Methods Research. *Journal of Mixed Methods Research*, 1(2), 112–133. <https://doi.org/10.1177/1558689806298224>

Teddlie, C., & Yu, F. (2007). Mixed Methods Sampling: A Typology With Examples. *Journal of Mixed Methods Research*, 1(1), 77–100. <https://doi.org/10.1177/1558689806292430>

Schoonenboom, Judith, and R Burke Johnson. “How to Construct a Mixed Methods Research Design.” *Kolner Zeitschrift fur Soziologie und Sozialpsychologie* vol. 69, Suppl 2 (2017): 107-131. doi:10.1007/s11577-017-0454-1

Bowers B, Cohen LW, Elliot AE, Grabowski DC, Fishman NW, Sharkey SS, Zimmerman S, Horn SD, Kemper P. Creating and supporting a mixed methods health services research team. *Health Serv Res*. 2013 Dec;48(6 Pt 2):2157- 80. doi: 10.1111/1475-6773.12118. Epub 2013 Oct 21. PMID: 24138774; PMCID: PMC3870895.

Guetterman, Timothy C et al. “Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays.” *Annals of Family Medicine* vol. 13,6 (2015): 554-61. doi:10.1370/afm.1865

The Use of “Mixing” Procedure of Mixed Methods in Health Services Research. Wanqing Zhang, MD, PhD* and John Creswell, PhD. *Medical Care*. 51 (8).2013.

Bryman, A. (2007). Barriers to Integrating Quantitative and Qualitative Research. *Journal of Mixed Methods Research*, 1(1), 8–8. <https://doi.org/10.1177/1558689806290531>.

https://obssr.od.nih.gov/sites/obssr/files/Best_Practices_for_Mixed_Methods_Research.pdf

Leech, N. L. (2012). Writing Mixed Research Reports. *American Behavioral Scientist*, 56(6), 866–881. <https://doi.org/10.1177/0002764211433800>

Class participation and Engagement Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Unsatisfactory (0)
Frequency of participation	Participates in every class, regularly contributes to discussions.	Participates in most classes, contributes to discussions frequently.	Participates in most classes, occasionally contributes to discussions.	Participates in most classes, occasionally contributes to discussions.	Participates in most classes, occasionally contributes to discussions.
Quality of contributions	Contributions are insightful, show deep understanding of the material, and often stimulate further discussion.	Contributions are insightful, show deep understanding of the material, and often stimulate further discussion.	Contributions are insightful, show deep understanding of the material, and often stimulate further discussion.	Contributions are insightful, show deep understanding of the material, and often stimulate further discussion.	Contributions are insightful, show deep understanding of the material, and often stimulate further discussion.

Preparation for class	Always well-prepared, having read and understood all required materials, and often brings additional resources to the discussion.	Always well-prepared, having read and understood all required materials, and often brings additional resources to the discussion.	Always well-prepared, having read and understood all required materials, and often brings additional resources to the discussion.	Always well-prepared, having read and understood all required materials, and often brings additional resources to the discussion.	Always well-prepared, having read and understood all required materials, and often brings additional resources to the discussion.
Listening skills	Actively listens to others, responds thoughtfully, and builds on others' ideas.	Actively listens to others, responds thoughtfully, and builds on others' ideas.	Actively listens to others, responds thoughtfully, and builds on others' ideas.	Actively listens to others, responds thoughtfully, and builds on others' ideas.	Actively listens to others, responds thoughtfully, and builds on others' ideas.
Engagement with peers	Encourages and facilitates participation from others, fosters a collaborative environment.	Encourages and facilitates participation from others, fosters a collaborative environment.	Encourages and facilitates participation from others, fosters a collaborative environment.	Encourages and facilitates participation from others, fosters a collaborative environment.	Encourages and facilitates participation from others, fosters a collaborative environment.

Scoring Guide

- **A (16-20 points):** Excellent participation, consistently engages and contributes meaningfully.
- **B (12-15 points):** Good participation, usually engages and contributes appropriately.
- **C (8-11 points):** Satisfactory participation, engagement and contributions are inconsistent.
- **D (4-7 points):** Needs improvement, minimal engagement, and contribution.
- **F (0-3 points):** Unsatisfactory, no meaningful participation or frequent absences.

Course|New for request 20907

Info

Request: PHC 7XXX Causal Artificial Intelligence for Health Research

Description of request: Request to create new course PHC7XXX Causal Artificial Intelligence for Health Research New Course

Submitter: April Oneal apriloneal3@ufl.edu

Created: 1/15/2025 9:43:51 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. nbsp;

Response:
Causal Artificial Intelligence for Health Research

Transcript Title

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

Response:
Causal Artificial Intelligence

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:
Will cover theoretical and practical topics related to advanced methods in causal Artificial Intelligence (AI), embedding machine learning with causal inference methods on real-world data, and methodologies for automated causal learning. Health research approaches such as target trials and transportability, AI fairness, and tackling health disparities and inequity will be taught. The students will learn theory behind causal inference methods applied under different constraints, and h

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 6053 or PHC 7065 or GMS 6803 or GMS 6822 or GMS 6856 Introduction or instructor approval

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- 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:

Relation to Program Outcomes

- Apply epidemiological methods to address critical and/or emerging public health and clinical research issues through the use of:
 - (i) Appropriate epidemiological research designs;
 - (ii) Advanced statistical analysis methods for health studies;
 - (iii) Data structures and measurement methods for health research.
- Apply ethical thinking to a questionable ethics case from the current news.

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.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

PHC 7XXX: Causal Artificial Intelligence for Health Research

Department of Epidemiology
College of Public Health and Health Professionals
University of Florida

CREDIT HOURS: 3

SEMESTER: Fall 2025

DELIVERY FORMAT: On-Campus, in-person

Day/TIME: Mondays, 9:35 AM to 12:35 PM

LOCATION: Malachowsky Hall Room 7126 Conference Room

COMMUNICATION: Canvas course email

INSTRUCTORS

Instructor Name: Jie Xu, PhD (JX)

Room Number: Malachowsky Hall, Room 7020

Phone Number: 352-294-5932

Email Address: xujie@ufl.edu

Office Hours: Wed 3-5pm

Instructor Name: Panagiotis (Takis) Benos, PhD (TB)

Room Number: 2004 Mowry Rd, Room 3116

Phone Number: 352-273-5048

Email Address: pbenos@ufl.edu

Office Hours: Fri 10-11am

Teaching Assistant(s): TBD

Course listserv: tbd@lists.ufl.edu

You will be added to the listserv automatically through ONE.UF.

Preferred Course Communications: Students may email the instructor with questions but are encouraged to consider whether their questions are of general interest to the entire class. Dedicated class time will be devoted to discussing and answering general questions about either course content or course mechanics that are relevant to all students.

Prerequisites:

- The course will touch on theoretical aspects of causal modeling. Thus, the students are required to have a demonstrated understanding of basic concepts of probability and statistics or data science to successfully complete this course. Examples of previously taken courses that can fulfill this requirement are PHC 6053 ("Regression Methods for

the Health and Life Sciences”), GMS 6805 (“Information Modeling in Biomedicine”), PHC 6051 (“Biostatistical Methods II”).

- Although this course does not formally teach programming, it requires a fair amount of programming knowledge for the successful completion of the project. Most of the algorithms taught in this class are implemented in R, Python, or Java. Thus, the students should have prior experience in programming in one of these languages. Relevant courses with a programming component are GMS 6803 (“Data Science for Clinical Research”), PHC 7083 (“AI and Data Science for Epidemiology and Population Health”).
- Prospective students can ask the instructors for an exemption from these requirements.

PURPOSE AND OUTCOME

Course Overview

This course will cover theoretical and practical topics related to advanced methods in causal Artificial Intelligence (AI), embedding machine learning with causal inference methods on real-world data, and methodologies for automated causal learning. Health research approaches such as target trials and transportability, AI fairness, and tackling health disparities and inequity will be taught. The students will learn theory behind causal inference methods applied under different constraints, and how to build predictive models and risk scores utilizing AI.

Relation to Program Outcomes

- Apply causal AI methods to address critical and/or emerging public health and clinical research issues through the use of:
 - (i) Appropriate research designs;
 - (ii) Advanced statistical analysis methods for health studies;
 - (iii) Data structures and measurement methods for health research.
- Apply ethical thinking to a questionable ethics case from the current news.

Course Objectives and/or Goals

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

- Identify causal inference methods that can be tailored to AI for biomedical, epidemiological, and health research
- Analyze data quality, data bias, and bias structures in real-world, data-intensive clinical biomedical research in the context of causal AI
- Apply causal AI data analysis techniques and tools apt for large collections of observational data (e.g., electronic health records)
- Critically evaluate cutting edge causal AI methods from the most recent literature

Instructional Methods: Teaching methods include lecture, discussion, and hands-on data analysis projects.

DESCRIPTION OF COURSE CONTENT

Overview: Big data, high-performance computing, and artificial intelligence (AI)/(deep) machine learning are increasingly becoming key to precision health—both precision medicine (i.e., "the right treatments at the right time, every time to the right person") and precision public health (i.e., "the right intervention at the right time, every time to the right population")—from identifying disease risks and taking preventive measures, to making diagnoses and personalizing treatment for individuals and populations. Precision health, however, is not only about predicting risks and outcomes, but also about weighing interventions. Interventional clinical predictive models require the correct specification of cause and effect, and the calculation of so-called counterfactuals. In biomedical research, observational studies are commonly affected by confounding and selection bias. Data-driven prediction models are often mistakenly used to draw causal effects, but neither their parameters nor their predictions necessarily have a causal interpretation. When pursuing intervention modelling, the bio-health informatics community needs to employ causal approaches and learn causal structures.

Topical Outline/Course Schedule

The course schedule is subject to change according to students' background and interests based on the survey conducted at the beginning of the class.

Week	Date(s)	Topic	Readings	Instructor
1	Aug 25	Introductions, course mechanics/overview, and formal definitions for AI and causality/inference methods	Peters (ch. 1-3)	TB
2	Sep 1	UF Holiday: Labor Day		
3	Sep 8	Randomized experiments vs. observational studies, intervention vs. conditional probabilities	Peters (ch. 1-3)	TB
4	Sep 15	Graphical representation of causal structures and pathways: Bayesian networks and directed acyclic graphs (DAGs)	Peters (ch.1-3)	TB
5	Sep 22	Types of bias: confounding, collider bias, M-bias	Peters (ch.1-3)	TB
6	Sep 29	Total vs. direct causal effects, effect modification (mediators and moderators), interactions	Peters (ch.1-3)	TB
7	Oct 6	Introduction to d-calculus and adjustment criteria, DAG structure learning, e.g. PC algorithm	Peters (ch.4,6,7)	TB
8	Oct 13	Midterms – Project Proposal Due Presentation Day	N/A	TB&JX

9	Oct 20	Counterfactual prediction: individual treatment effects (ITE) vs. average treatment effects (ATE)	Tutorial	JX
10	Oct 27	Propensity scores and inverse probability weighting	Bica	JX
11	Nov 3	Trial emulation with real-world data	Hernán	JX
12	Nov 10	Counterfactuals prediction with machine learning, e.g. deep counterfactual networks, virtual twin forests	Peters (ch.5, 8)	JX
13	Nov 17	Transportability/prediction invariance	Bareinboim	JX
	Nov 24	UF Holiday: Thanksgiving week		
14	Dec 11	Algorithmic fairness, health disparities, and inequity	Barocas	JX
15	Dec 8	Final- Project Report Due Presentation Day	N/A	TB&JX

Course Materials References and Technology

1. Peters J, Janzing D, Scholkopf B. Elements of Causal Inference: Foundations and learning algorithms. Adaptive Computation and Machine Learning. Francis Bach, Editor. The MIT Press Cambridge, Massachusetts. London, England.
<https://library.oapen.org/bitstream/handle/20.500.12657/26040/11283.pdf>
2. Tutorial on treatment effect estimation: <https://www.vanderschaar-lab.com/individualized-treatment-effect-inference/> (Tutorial)
3. Bica I, Alaa AM, Lambert C, Van Der Schaar M. From real-world patient data to individualized treatment effects using machine learning: current and future methods to address underlying challenges. Clinical Pharmacology & Therapeutics. 2021 Jan;109(1):87-100.
4. Hernán MA, Robins JM. Using big data to emulate a target trial when a randomized trial is not available. American journal of epidemiology. 2016 Apr 15;183(8):758-64.
<https://academic.oup.com/aje/article/183/8/758/1739860>
5. Bareinboim E, Pearl J. Causal inference and the data-fusion problem. Proceedings of the National Academy of Sciences. 2016 Jul 5;113(27):7345-52.
<https://www.pnas.org/content/113/27/7345>
6. Barocas S, Hardt M, Narayanan A. Fairness and machine learning Limitations and Opportunities. Available at <https://fairmlbook.org/>.

Other articles relevant to the course may be made available.

Required Technology

During the course, R and Python (both free software) code scripts will be used as examples, and all scripts will be made available for replication after class. Students need access to computing equipment but are not necessarily required to bring laptops in class.

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](#): 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.](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments

All assignments are to be submitted through the Canvas course site. The course products include attendance (5%), homework assignments (30%), a midterm presentation (10%), midterm project proposal (15%), final presentation (15%), and a final technical report/term paper (25%) on topics relevant to the course.

1. Attendance (5%):

Attendance will be evaluated based on students' participation, including their engagement in discussions, questions they ask during classes, and student presentations.

2. Homework Assignments (30%):

Assignments include critically reading and presenting in the class selected papers that align with the weekly topics discussed in class. Each student will select one paper related to a specific week's theme and present and lead an in-class discussion (20%) on it during the week when the paper's topic matches the class topic. Additionally, question-based homework and coding assignments (10%) will occasionally be integrated into the curriculum. The student-led in-class discussion grading rubric is as follows:

Criteria	Points	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Preparation	4	Thoroughly prepared; demonstrates deep understanding of the topic; uses well-researched materials.	Well-prepared; demonstrates a good understanding of the topic; uses relevant materials.	Some preparation evident; understanding of the topic is basic; materials are somewhat relevant.	Poorly prepared; limited understanding of the topic; materials are insufficient or irrelevant.
Clarity	4	Presentation and discussion are very clear; ideas are well-organized and articulated.	Presentation is mostly clear; some ideas may be less organized or articulated.	Presentation is occasionally unclear; ideas may lack organization or detail.	Presentation is unclear; ideas are poorly organized and articulated.
Interaction	4	Facilitates meaningful discussion; effectively responds to questions and prompts; fosters a collaborative environment.	Facilitates some discussion; responds to questions but may not fully address all prompts.	Limited facilitation of discussion; responses to questions may be incomplete or unclear.	Little to no facilitation of discussion; responses to questions are minimal or unhelpful.
Time Management (30 – 40 mins)	4	Effectively manages time; ensures all key topics are covered and allows time for questions and discussion.	Manages time well; covers most key topics and allows for some questions and discussion.	Manages time poorly; covers some key topics but may not allow sufficient time for discussion.	Poor time management; fails to cover key topics or allow time for discussion.
Visual Aids/Materials	4	Uses effective visual aids or materials that enhance understanding and engagement.	Uses visual aids or materials that support understanding but may have minor issues.	Uses visual aids or materials that are somewhat useful but may be poorly executed or unclear.	Uses minimal or ineffective visual aids or materials that do not support understanding.

3. Midterm:

Students will be asked to conduct a case study using the methods and tools learned from this course or a review of literature relevant to specific area of the course and write a technical report (i.e., term paper). You are encouraged to come up with an idea related to the course. You will need to conduct extensive background research (e.g., literature review), and you are

expected to write a project proposal and present it during the midterm exam. Please follow the requirements below for the project proposal and presentation.

a. Project Proposal Requirements (15% of Total Grade):

- Cover Page: Include title and list of team members.
- Abstract: Up to 1 page. Explain the motivation for the work to be accomplished.
- Project description: Up to five (5) pages, and please include the following:
 - Specific Aims/Objectives
 - Background and Significance
 - Approach/Research Design (preliminary data and analysis if applicable)
 - Timeline
- Literature cited (no page limit); please follow the JAMIA style.

The midterm proposal must use a single-column format and double spacing; Arial font, font size 11 point; tables and figure labels can be in 10 point; 1 inch margins. The grading rubric is as follows:

Criteria	Points	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Cover Page	1	Complete cover page with all required information.	—	—	Cover page is missing or incomplete.
Abstract	4	Clear, well-written; summarizes proposal effectively.	Mostly clear; may miss key elements.	Unclear or lacks significant details.	Abstract is missing or incomplete.
Specific Aims/Objectives	3	Specific, measurable, aligned with goals.	Clear but somewhat vague or broad.	Poorly defined or unrealistic.	Objectives are missing.
Background & Significance	4	Comprehensive background; strong justification.	Adequate but may lack depth or clarity.	Weak background; fails to show significance.	Background is missing or inadequate.
Approach/Research Design	10	Well thought out, feasible, thoroughly explained.	Clear, with minor gaps or weaknesses.	Unclear or has significant flaws.	Methodology is missing or inadequate.
Timeline	2	Detailed and realistic.	Present but lacks detail or feasibility.	—	Timeline is missing.
References (JAMIA style)	2	All references correctly formatted.	Present but with minor formatting errors.	—	References are missing or incorrect.
Submitted on Time	2	Submitted on time.	—	Submitted 1-2 days late.	Submitted more than 2

					days late or not submitted.
Formatting (single column, single-spaced, Arial or Times font, 11 pt, table and figure labels 10 pt, minimum 0.5-inch margins)	2	Fully adheres to formatting guidelines.	Minor deviations from guidelines.	—	Significant deviations from guidelines.

b. Midterm (Proposal) Presentation (10% of Total Grade):

- Up to ten (10) slides and no more than 15 minutes of presentation with 5 minutes Q&A.
- Please send the slides to the instructor at least three (3) days in advance.

The midterm presentation grading rubric is as follows:

Criteria	Points	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content & Organization	6	Content is well-organized, logical, and thoroughly covers the topic.	Generally well-organized, but may have minor gaps.	Organization is unclear; some key points are missing.	Disorganized presentation; significant gaps in content.
Fluency & Clarity	3	Presenters are clear, articulate, and confident; speech flows naturally.	Mostly clear and confident, with minor hesitations.	Some issues with clarity, confidence, or frequent hesitations.	Presenters are unclear, hesitant, or difficult to understand.
Team Member Participation	3	All team members contribute equally and meaningfully to the presentation.	Most team members participate, with minor imbalances.	Some team members dominate the presentation; others are less involved.	One or more team members do not participate.
Use of Visual Aids	3	Visual aids are clear, relevant, and enhance understanding of the content.	Visual aids are mostly clear and relevant, with minor issues.	Visual aids are present but may be cluttered or irrelevant.	Visual aids are missing, irrelevant, or detract from the content.
Time Management	3	Presentation is well-timed, adhering closely to the allotted time.	Presentation slightly exceeds or falls short of the time frame by 1-3 minutes.	—	Presentation is poorly timed, significantly exceeding or falling short by more than 3 minutes.
Engagement & Interaction	2	Presenters engage the audience,	Some engagement	Minimal audience	No audience engagement;

		encouraging participation.	with the audience, but could be stronger.	engagement; interaction is limited.	presenters fail to interact.
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4. Final

Each project team is expected to make a final presentation and turn in a final project report, associated code and datasets (or reference to used datasets), and a group presentation.

a. **Final Report Requirements (20% of Total Grade):**

The project report can be up to ten (10) pages (excluding references), with the following structure:

- Title (14-point typeface) and names of each team member
- Abstract: no more than 1 page summarizing the project.
- Introduction: background and objective(s) of the study.
- Methods: design, setting, and approaches.
- Results: key findings
- Discussion: key conclusions with direct reference to the implications of the methods and/or results.
- References: please follow the JAMIA style.

The final report must use a single-column format and double spacing; Arial font, font size 11 point; tables and figure labels can be in 10 point; 1 inch margins. The grading rubric is as follows:

Criteria	Points	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Abstract	3	Abstract is less than 250 words and effectively summarizes the report.	—	Abstract exceeds 250 words or lacks some summary elements.	Abstract is missing or does not summarize the report.
Introduction	4	Provides a clear, concise background and objectives.	Background and objectives are mostly clear but could be more detailed.	Background or objectives are unclear or missing significant details.	Introduction is missing or very unclear.
Methods	8	Thoroughly describes design, setting, dataset, approaches, and outcome measurements.	Adequate description of methods with minor gaps or omissions.	Methods are described but with notable gaps or lack of clarity.	Methods are poorly described or missing.
Results	8	Results are presented clearly and comprehensively	Results are clear with relevant figures or	Results are somewhat unclear or figures/tables	Results are missing or figures/tables are absent or

		with appropriate figures and tables that enhance understanding.	tables, but may have minor issues.	are not well-integrated.	poorly presented.
Discussion	5	Key conclusions and limitations are well discussed, with direct references to implications.	Discussion includes conclusions, limitations, and implications but lacks depth.	Conclusions or limitations are unclear or only partially addressed.	Discussion is missing or fails to address key conclusions and limitations.
Author Contribution	2	Clear and detailed explanation of each author's contribution to the report.	—	Explanation of contributions is present but lacks detail.	Author contributions are missing or unclear.
References (JAMIA style)	2	All references correctly formatted.	Present but with minor formatting errors.	—	References are missing or incorrect.
Submitted Paper on Time	4	Submitted on time.	—	Submitted 1-2 days late.	Submitted more than 2 days late or not submitted.
Formatting (single column, single-spaced, Arial font, 11 pt, table and figure labels 10 pt, minimum 0.5-inch margins)	4	Fully adheres to formatting guidelines.	Mostly correct formatting with minor issues.	Significant formatting errors; major deviations from guidelines.	Formatting is missing or severely incorrect.

b. Final Presentation (15% of Total Grade)

- Up to fifteen (15) slides and no more than 25 minutes of presentation with 5 minutes Q&A.
- Please send the slides to the instructor at least three (3) days in advance.

The final presentation grading rubric is same as the midterm presentation grading rubric.

Grading

Requirement	Due Date	% of Final Grade
Attendance	Weekly	5%
Homework assignments		30%

Student-led discussion (20%)		
Homework 1 (5%)	Week 10	
Homework 2 (5%)	Week 13	
Midterm	Week 9	25%
Presentation (10%)		
Proposal (15%)		
Final	Week 16	40%
Presentation (15%)		
Technical Report (25%)		

Grading Scale

Percentage Earned	Letter Grade
95-100	A
90-94	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>

Policy Related to Make up Work

Students are allowed to make up work only as the result of illness or other unanticipated circumstances. In the event of such emergency, documentation will be required in conformance with University policy. Work missed for any other reason will earn a grade of zero. *Please refer to UF's absence policy to ensure you meet UF policy on make-up work:*

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext> and <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencetext>

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

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. UF rules require attendance during the first two course sessions. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class

assignments. Finally, students should read the assigned readings prior to the class meetings and be prepared to discuss the material for each session.

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/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

We expect polite, inclusive, and active participation to the classes respecting civil rules and UF academic regulations (see next sections).

Cell phones should be silenced during class, and their usage should be minimal unless related to class activity (e.g. typing notes).

Communication Guidelines

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Further information of online behavior can be found here

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

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.

University Honesty Policy

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

Software Use

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

Student Privacy

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

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.

Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the U 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:** <https://police.ufl.edu> 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; <https://ufhealth.org/emergency-room-trauma-center>

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."

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 20105

Info

Request: WST 6XXX Advanced Black Feminisms: Frameworks, Methods, Futures

Description of request: Permanent course number for AdvBlackFem_MethodsFutures_Grad

Submitter: Banafsheh Moradi moradib@ufl.edu

Created: 12/7/2024 12:07:15 PM

Form version: 3

Responses

Recommended Prefix

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

Response:

WST

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:

Advanced Black Feminisms: Frameworks, Methods, Futures

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 Black Feminisms

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:

Expectations for the graduate and undergraduate course will differ. Specifically, compared to the undergraduate course, the graduate course will involve:

- More course objectives
- More required readings (7 books vs 5 books and fewer articles)
- Different and more advanced graded activities and assignments (graduate students have a discussion facilitation assignment and their grade is more heavily weighted on a more substantive and longer final paper)

Effective Term

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

Response:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

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

Response:

3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Seminar

Weekly Contact Hours

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

Response:

3

Course Description

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

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

Response:

Interdisciplinary investigation of Black feminist knowledge production, including institutional origins, key sites of inquiry, and imagined futures. Explores multiple methodological approaches. Prioritizes contributions of scholars who may be outside of the canon. Engages primary sources, secondary texts, and audio and visual material. Possible topics include labor, pleasure, and violence.

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

none

Completing Prerequisites:

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

Example:

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

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

Rationale and Placement in Curriculum

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

Response:

Black feminist perspectives and methods are important foci in gender, sexuality, and women's studies. This course will expand graduate offerings for women's studies graduate students,

graduate and professional students across UF who are pursuing the graduate certificate in Women's Studies, as well as graduate and professional students in related fields seeking elective or specialization courses in gender, race, culture, and society. Crossed with an undergraduate seminar, it will also serve as a potential entryway for students interested in pursuing the combined BA/MA degree.

Course Objectives

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

Response:

After successfully completing this course, students will be able to:

- o Describe the theoretical contents of Black feminist frameworks and their differences from traditional approaches to the production of knowledge.
- o Evaluate Black feminist analyses of key conceptual sites in the field.
- o Distinguish between Black feminist responses to conceptual problems in the field.
- o Compare how various methods are used to produce Black feminist knowledge.
- o Develop a critique of one contemporary issue in the field through an original writing assignment.
- o Evaluate the strengths of Black feminist scholarship through discussing the main argument, major questions, key methods, and specific interventions of texts.
- o Assess the extent to which Black feminist scholarship has impacted their specific research areas and original research projects.

Course Textbook(s) and/or Other Assigned Reading

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

Response:

Books

Kemi Adeyemi, *Feels Right: Black Queer Women and the Politics of Partying in Chicago*

Jafari S. Allen, *There's a Disco Ball Between Us: A Theory of Black Gay Life*

Toni Cade Bambara, *The Black Woman: An Anthology*

bell hooks, *Bone Black: Memories of Girlhood*

Assata Shakur, *Assata: An Autobiography*

Christina Sharpe, *Ordinary Notes*

Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology*

Individual articles, chapters, and other assigned readings (dates are for an example semester and will be modified based on actual course schedule)

Week 1—January 9: Introductions and The Stakes

- o Barbara Christian, "Diminishing Returns: Can Black Feminism(s) Survive the Academy?" (1994)
- o Combahee River Collective, "A Black Feminist Statement" (1977)
- o Myisha Priest, "Salvation is the Issue" (2008)
- o Barbara Smith, "Toward a Black Feminist Criticism" (1978)
- o Kyla Wyzana Tompkins, "We Aren't Here to Learn What We Already Know" (2016)

Week 2—January 16: Institutionalality

- o Barbara Christian, "The Race for Theory" (1987)
- o Ann DuCille, "The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies" (1994)
- o Beverly Guy-Sheftall, "Black Women's Studies: The Interface of Women's Studies and Black Studies" (1992)
- o Grace Hong, "'The Future of Our Worlds': Black Feminism and the Politics of Knowledge in the University under Globalization" (2008)
- o Gloria T. Hull and Barbara Smith, "Introduction: The Politics of Black Women's Studies" (1982)

Week 3—January 23: The Archive

- o Marisa Fuentes, “‘Attending to Black Death:’ Black Women’s Bodies in the Archive and the Afterlife of Captivity” (2020)
- o Saidiya Hartman, “Venus in Two Acts” (2007)
- o Evelyn Brooks Higginbotham, “Beyond the Sound of Silence: Afro-American Women in History” (1989)
- o Emily Owens, “Preface: On Lies (or, after Archival Failure)” from *Consent in the Presence of Force: Sexual Violence and Black Women’s Survival in Antebellum New Orleans* (2023)
- o Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology* (2023)

Week 4—January 30: Motherhood

- o Watch: *Finding Christa*, dir. Camille Billops and James Hatch (1991)
- o Patricia Hill Collins, “Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood” (1994)
- o Alexis Pauline Gumbs, “m/other ourselves: a Black queer feminist genealogy for radical mothering” from *Revolutionary Mothering: Love on the Front Lines* (2016)
- o bell hooks, “Confession—Filming Family: An Interview with Artist and Filmmaker Camille Billops” from *Real to Reel: Race, Class and Sex at the Movies* (1996)
- o Candice Merritt, “Trapped in the Political Real: Imagining Black Motherhood Beyond Pathology and Protest” (2020)
- o Pat Robinson and Poor Black Women of Mount Vernon, NY, “Poor Black Women’s Study Papers” (1968)
- o Alice Walker, “In Search of Our Mothers’ Gardens” (1972)

Week 5—February 6: Girlhood

- o Ruth Nicole Brown, “Introduction” from *Hear Our Truths: The Creative Potential of Black Girlhood* (2013)
- o bell hooks, *Bone Black: Memories of Girlhood* (1996)
- o Watch: *Eve’s Bayou*, dir. Kasi Lemmons (1997)
- o Amoni Thompson, “Sittin’ Up in My Room: Exploring Black Girl Interiority in the Work of Scheherazade Tillet and Nydia Blas” (2021)

Week 6—February 13: Difference

- o Toni Cade Bambara, *The Black Woman: An Anthology* (1970)
- o James Bliss, “Black Feminism Out of Place” (2016)
- o Elsa Barkley Brown, “‘What Has Happened Here’: The Politics of Difference in Women’s History and Feminist Politics” (1992)
- o June Jordan, “Report from the Bahamas, 1982” (2003)
- o Watch: *Black Is, Black Ain’t*, Marlon Riggs (1995)

Week 7—February 20: Life/Living

- o Jafari S. Allen, *There’s a Disco Ball Between Us: A Theory of Black Gay Life* (2022)
- o Lucille Clifton, “won’t you celebrate with me” (1993)
- o Audre Lorde, “A Litany for Survival” (1978)
- o Audre Lorde, “The Uses of the Erotic” (1984)
- o Alice Walker, “Saving the Life That Is Your Own: The Importance of Models in the Artist’s Life” (1983)

Week 8—February 27: Labor

- o Frances Beal, “Double Jeopardy: To Be Black and Female” (1969)
- o Wilmette Brown, “The Autonomy of Black Lesbian Women” (1976)
- o Patricia Hill Collins, “Work, Family, and Black Women’s Oppression” (1990)
- o Listen to: Summer Walker, “Hardlife” (or the whole *Clear 2: Soft Life EP* if you’re into that) (2023)
- o Deborah Gray White, “The Nature of Female Slavery,” (1985)

Week 9—March 5: Reproduction

- o Joy James, “The Womb of Western Theory: Trauma, Time Theft, and the Captive Maternal” (2016)
- o Dorothy Roberts, “Race and the New Reproduction” (1997)
- o Hortense Spillers, “Mama’s Baby, Papa’s Maybe: An American Grammar Book” (1987)

Week 10—March 19: Representation

- o Patricia Hill Collins, “Mammies, Matriarchs, and Other Controlling Images” from *Black Feminist Thought* (1990)
- o Marlo David, “Bad Mothers and Baaaad Muthas: Black Maternal Figures in Post-Civil Rights America” from *Mama’s Gun: Black Maternal Figures and the Politics of Transgression* (2016)
- o bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural

Marketplace” from Black Looks (1992)

- o Watch: bell hooks (in conversation with Marci Blackman, Shola Lynch, and Janet Mock), “Are You Still a Slave? Liberating the Black Female Body” (2014)
- o You are only required to watch up until the q & a portion of the talk, which begins around the 1 hour-10 minute mark.

- o Jennifer Nash, “Archives of Pain: Reading the Black Feminist Theoretical Archive” from The Black Body in Ecstasy (2014)

Week 11—March 26: Sexuality

- o Cheryl Clarke, “Lesbianism: an Act of Resistance” (1981)

- o Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (1997)

- o Roderick Ferguson, “Administering Sexuality; or, the Will to Institutionalism” (2008)

- o Evelyn Hammonds, “Black (W)holes and the Geometry of Black Female Sexuality” (1994)

- o E. Patrick Johnson, “‘Quare’ Studies, or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother” (2005)

Week 12—April 2: Pleasure

- o Kemi Adeyemi, Feels Right: Black Queer Women and the Politics of Partying in Chicago (2022)

- o Tera Hunter, “‘Wholesome’ and ‘Hurtful’ Amusements” from To ‘Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War (1997)

- o Watch: “Janelle Monáe, Water Slide” (2023)

- o Joan Morgan, “Why We Get Off: Moving Towards a Black Feminist Politics of Pleasure” (2015)

Week 13—April 9: Violence

- o Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (1989)

- o Darlene Clark Hine, “Rape and the Inner Lives of Black Women in the Middle West” (1989)

- o Assata Shakur, Assata: An Autobiography (1987)

- o Megan Thee Stallion, “Why I Speak Up for Black Women” (2020)

Week 14—April 16: Loss

- o June Jordan, “Nobody Mean More to Me Than You and the Future Life of Willie Jordan” (1985)

- o Christina Sharpe, Ordinary Notes (2023)

Week 15—April 23: Care

- o Patrice Douglass, “Black Feminist Theory for the Dead and Dying” (2018)

- o Palimpsest Black Feminism and the Practice of Care Special Issue (2022)

- o Especially Aisha K. Finch’s “Introduction: Black Feminism and the Practice of Care,” SA Smythe’s “Can I Get a Witness?,” and Tiffany Willoughby-Herard’s “M/othering Myself”

- o Watch: Kari Faux, “Me First” (2023)

- o Tourmaline, Happy Birthday, Marsha! (2018)

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/Theme

1 Introductions and The Stakes

2 Institutionalism

3 The Archive

4 Motherhood

5 Girlhood

6 Difference

7 Life/Living

8 Labor

9 Reproduction

10 Representation

11 Sexuality

12 Pleasure

13 Violence

14 Loss

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/Frequency/Percentage		
Reflection papers	Weekly	10%
Participation and attendance	Weekly	30%
Seminar co-facilitation	Once	5%
Midterm paper	Once	25%
Final paper	Once	30%
Total		100%

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

Instructor(s)

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

Response:

Dr. Cinnamon. Williams

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

WST 6935: Advanced Black Feminisms: Frameworks, Methods, Futures

Meeting Times

Tuesdays, 12:50—3:50 pm

Instructor Information

Instructor: Dr. C. Williams

Course credits: 3

Instructional format: In-person

Required materials: Books are required for this course; please make every effort to secure them through UF Libraries, Interlibrary Loan, the Alachua County Library District, or your preferred method of purchasing/renting. All other texts, including audio and visual materials, are linked on Canvas.

Course Description

- Interdisciplinary investigation of Black feminist knowledge production, including institutional origins, key sites of inquiry, and imagined futures. Explores multiple methodological approaches. Prioritizes contributions of scholars who may be outside of the canon. Engages primary sources, secondary texts, and audio and visual material. Possible topics include labor, pleasure, and violence.

Welcome to Advanced Black Feminisms: Frameworks, Methods, Futures! This course is an interdisciplinary investigation of Black feminist theory—its institutional origins, key sites of inquiry, range of methods, and imagined futures. We will work primarily from the perspectives of U.S.-based thinkers, most of them lesser known, with the understanding that Black feminisms have moved across national borders and through diasporas. This course is jointly listed for both graduates and undergraduates.

Audre Lorde urges us to remember that there are no new ideas, “only old and forgotten ones...along with the renewed courage to try them out.” Our collective task this semester is two-fold: first, to gain a robust understanding of key texts, ideas, and thinkers within Black feminist theory; and second, to cultivate a curious space from which we can pose questions about where this field is headed. What is a Black feminist understanding of gender (of sexuality? of women?)? What are some key conceptual sites for Black feminist intellectual production? How do certain methods matter for the production of Black feminist knowledge? Finally, what remains undertheorized or left behind as the field grows and develops? I hope that working through these questions together this semester helps you develop a deeper appreciation for all kinds of Black feminist theory, unbounded

by time period, historical context, site of study, literary genre, institutional location, method, conceptual framework, or political desire. I also hope it helps you expand your definition of Black womanhood, as this course is propelled by the thinking of Black women who are lesbian/queer, poor, and sometimes outside of the university.

Course Objectives

After successfully completing this course, students will be able to:

- Describe the theoretical contents of Black feminist frameworks and their differences from traditional approaches to the production of knowledge. [Participation/reflection paper/facilitating discussion/midterm paper/final paper]
- Evaluate Black feminist analyses of key conceptual sites in the field. [Participation/reflection paper/midterm paper/final paper]
- Distinguish between Black feminist responses to conceptual problems in the field. [Participation/reflection paper/midterm paper/final paper]
- Compare how various methods are used to produce Black feminist knowledge. [Participation/reflection paper/midterm paper/final paper]
- Develop a critique of one contemporary issue in the field through an original writing assignment. [Midterm paper/final paper]
- Evaluate the strengths of Black feminist scholarship through discussing the main argument, major questions, key methods, and specific interventions of texts. [Participation/facilitating discussion/reflection paper/midterm paper/final paper]
- Assess the extent to which Black feminist scholarship has impacted their specific research areas and original research projects. [Participation/final paper]

Course Materials

Required Texts Available Through UF Libraries (either online or via Course Reserves):

Kemi Adeyemi, *Feels Right: Black Queer Women and the Politics of Partying in Chicago*

Jafari S. Allen, *There's a Disco Ball Between Us: A Theory of Black Gay Life*

Toni Cade Bambara, *The Black Woman: An Anthology*

bell hooks, *Bone Black: Memories of Girlhood*

Assata Shakur, *Assata: An Autobiography*

Christina Sharpe, *Ordinary Notes*

Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology*

All other texts, including audio and visual texts, are either linked in the syllabus or available on Canvas.

Assessments and Grades

Reflection papers (10%) — 1-2 pages: due 10 times over the course of the semester (you may pick which 10 weeks you'll be submitting reflection papers for).

In 5 of your reflection paper submissions, you must write about one facet of one assigned reading and why it is important to you. For example, why is this method significant? What does the author mean by a certain term? What are their sources and how do they support the main intervention of the work?

In the remaining 5 of your reflection paper submissions, you must write about two texts and compare/contrast their treatment of the key word for the week.

You will receive substantive feedback on your reflection papers each week, but they will not be graded on the same scale as your midterm and final papers. These reflection papers are graded for completion and their adherence to the prompt. Because they are 10% of your final grade, each submission is worth 1 point. You will receive 1 point if you submit work about that week's assigned texts and follow the prompt; a half-point if you do not focus on texts that were assigned that week *or* do not follow the prompt; and no points if you do neither.

Participation and attendance (30%) — Weekly.

Your participation grade is based on both attendance and your seminar contributions. You earn 1 point for each class you attend and 1 point for contributing to seminar discussion. Attendance is mandatory for this course. Barring excused absences, you are expected to attend each of 15 class sessions for the full 3 hours. Unexcused, missed hours of class will count as absences (i.e., if you arrive two hours late in one session without an excuse and leave one hour early in another without an excuse, that counts as missing one class unexcused). Acceptable excuses for absences follow [university policy](#).

You are expected to contribute to every class discussion through a substantive comment or question. I expect these comments and questions to be informed by the reading and driven by the text itself—its main argument, its key terms, its sources, its methods. Comments about personal experiences and anecdotal sharing should be kept to a minimum.

Facilitating discussion (5%) — Once during the semester.

You will co-lead seminar once over the course of the semester for 45 minutes to one hour (in pairs or small groups depending on enrollment numbers). You will sign up for a week by the end of week 2 and coordinate with your partner or group members to plan your facilitation. Your facilitation should help the class engage with the text's main argument, questions, key methods, and specific intervention.

Midterm paper (25%) – 6-8 pages. Late submissions will not be accepted, except if excused per university policy.

Your midterm essay must be at least 5 pages, or about 2,000 words. In your midterm, you are free to write about any text up to week 8 (Labor). You are tasked with providing a close reading analysis of your chosen text. One text is preferred, but you are welcome to write about two texts if you feel led to and can make a compelling case for why you are connecting them.

Your close reading analysis must critically engage a concept, idea, or key term generated by a text. For example, if you choose the term “identity politics” from the Combahee River Collective, you are

to use the text’s language, context, and argument to provide a robust analysis of what identity politics is; why it does or does not matter within the specific text; why it does or does not matter in this field; and, possibly, in what ways it might be better understood (note that this last step is not required). You are to use at least three quotations from the text itself, being sure to engage and *read* the quotations rather than simply mentioning them. Should you bring in a second text, you are expected to treat it in the same way.

Be sure to have an introductory paragraph with a clear thesis; body paragraphs that build on/support your thesis; and a strong conclusion.

Final paper (30%) — 8-10 pages. Late submissions will not be accepted, except if excused per university policy.

Your final paper must examine how Black feminist theory has influenced research agendas/scholarship in your specific research area. Discuss your topic and sources with me at least two weeks in advance of the deadline.

Grading: Final grades for this course are distributed as follows.

Assignment	Frequency	Percentage
Reflection papers	Weekly	10
Participation and attendance	Weekly	30
Seminar co-facilitation	Once	5
Midterm paper	Once	25
Final paper	Once	30
Total		100

Final grades correlate to the following scale. This policy aligns with [current UF policies for assigning grade points](#).

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

Course Calendar

Week 1—January 9: Introductions and The Stakes

- Barbara Christian, “Diminishing Returns: Can Black Feminism(s) Survive the Academy?” (1994)
- Combahee River Collective, “A Black Feminist Statement” (1977)
- Myisha Priest, “Salvation is the Issue” (2008)
- Barbara Smith, “Toward a Black Feminist Criticism” (1978)
- Kyla Wyzana Tompkins, “[We Aren’t Here to Learn What We Already Know](#)” (2016)

Week 2—January 16: Institutionalality

- Barbara Christian, “The Race for Theory” (1987)
- Ann DuCille, “The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies” (1994)
- Beverly Guy-Sheftall, “Black Women’s Studies: The Interface of Women’s Studies and Black Studies” (1992)
- Grace Hong, “‘The Future of Our Worlds’: Black Feminism and the Politics of Knowledge in the University under Globalization” (2008)
- Gloria T. Hull and Barbara Smith, “Introduction: The Politics of Black Women’s Studies” (1982)

Week 3—January 23: The Archive

- Marisa Fuentes, “‘Attending to Black Death:’ Black Women’s Bodies in the Archive and the Afterlife of Captivity” (2020)
- Saidiya Hartman, “Venus in Two Acts” (2007)
- Evelyn Brooks Higginbotham, “Beyond the Sound of Silence: Afro-American Women in History” (1989)
- Emily Owens, “Preface: On Lies (or, after Archival Failure)” from *Consent in the Presence of Force: Sexual Violence and Black Women’s Survival in Antebellum New Orleans* (2023)
- Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology* (2023)

Week 4—January 30: Motherhood

- [Watch](#): *Finding Christa*, dir. Camille Billops and James Hatch (1991)
- Patricia Hill Collins, “Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood” (1994)
- Alexis Pauline Gumbs, “m/other ourselves: a Black queer feminist genealogy for radical mothering” from *Revolutionary Mothering: Love on the Front Lines* (2016)
- bell hooks, “Confession—Filming Family: An Interview with Artist and Filmmaker Camille Billops” from *Real to Reel: Race, Class and Sex at the Movies* (1996)
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- Pat Robinson and Poor Black Women of Mount Vernon, NY, “Poor Black Women’s Study Papers” (1968)
- Alice Walker, “In Search of Our Mothers’ Gardens” (1972)

Week 5—February 6: Girlhood

- Ruth Nicole Brown, “Introduction” from *Hear Our Truths: The Creative Potential of Black Girlhood* (2013)

- bell hooks, *Bone Black: Memories of Girlhood* (1996)
- **Watch:** *Eve's Bayou*, dir. Kasi Lemmons (1997)
- Amoni Thompson, “Sittin' Up in My Room: Exploring Black Girl Interiority in the Work of Scheherazade Tillet and Nydia Blas” (2021)

Week 6—February 13: Difference

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- James Bliss, “Black Feminism Out of Place” (2016)
- Elsa Barkley Brown, “‘What Has Happened Here’: The Politics of Difference in Women’s History and Feminist Politics” (1992)
- June Jordan, “Report from the Bahamas, 1982” (2003)
- **Watch:** *Black Is, Black Ain't*, Marlon Riggs (1995)

Week 7—February 20: Life/Living

- Jafari S. Allen, *There's a Disco Ball Between Us: A Theory of Black Gay Life* (2022)
- Lucille Clifton, “won't you celebrate with me” (1993)
- Audre Lorde, “A Litany for Survival” (1978)
- Audre Lorde, “The Uses of the Erotic” (1984)
- Alice Walker, “Saving the Life That Is Your Own: The Importance of Models in the Artist’s Life” (1983)

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- Frances Beal, “Double Jeopardy: To Be Black and Female” (1969)
- Wilmette Brown, “The Autonomy of Black Lesbian Women” (1976)
- Patricia Hill Collins, “Work, Family, and Black Women’s Oppression” (1990)
- **Listen to:** Summer Walker, “Hardlife” (or the whole *Clear 2: Soft Life* EP if you’re into that) (2023)
- Deborah Gray White, “The Nature of Female Slavery,” (1985)

Week 9—March 5: Reproduction

- Joy James, “The Womb of Western Theory: Trauma, Time Theft, and the Captive Maternal” (2016)
- Dorothy Roberts, “Race and the New Reproduction” (1997)
- Hortense Spillers, “Mama’s Baby, Papa’s Maybe: An American Grammar Book” (1987)

Week 10—March 12: SPRING BREAK

Week 11—March 19: Representation

- Patricia Hill Collins, “Mammies, Matriarchs, and Other Controlling Images” from *Black Feminist Thought* (1990)
- Marlo David, “Bad Mothers and Baaaad Muthas: Black Maternal Figures in Post-Civil Rights America” from *Mama’s Gun: Black Maternal Figures and the Politics of Transgression* (2016)
- bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” from *Black Looks* (1992)
- **Watch:** bell hooks (in conversation with Marci Blackman, Shola Lynch, and Janet Mock), “Are You Still a Slave? Liberating the Black Female Body” (2014)

- You are only required to watch up until the q & a portion of the talk, which begins around the 1 hour-10 minute mark.
- Jennifer Nash, “Archives of Pain: Reading the Black Feminist Theoretical Archive” from *The Black Body in Ecstasy* (2014)

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- Cheryl Clarke, “Lesbianism: an Act of Resistance” (1981)
- Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (1997)
- Roderick Ferguson, “Administering Sexuality; or, the Will to Institutionality” (2008)
- Evelyn Hammonds, “Black (W)holes and the Geometry of Black Female Sexuality” (1994)
- E. Patrick Johnson, “‘Quare’ Studies, or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother” (2005)

Week 13—April 2: Pleasure

- Kemi Adeyemi, *Feels Right: Black Queer Women and the Politics of Partying in Chicago* (2022)
- Tera Hunter, “‘Wholesome’ and ‘Hurtful’ Amusements” from *To Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War* (1997)
- **Watch:** “Janelle Monáe, Water Slide” (2023)
- Joan Morgan, “Why We Get Off: Moving Towards a Black Feminist Politics of Pleasure” (2015)

Week 14—April 9: Violence

- Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (1989)
- Darlene Clark Hine, “Rape and the Inner Lives of Black Women in the Middle West” (1989)
- Assata Shakur, *Assata: An Autobiography* (1987)
- Megan Thee Stallion, “Why I Speak Up for Black Women” (2020)

Week 15—April 16: Loss

- June Jordan, “Nobody Mean More to Me Than You and the Future Life of Willie Jordan” (1985)
- Christina Sharpe, *Ordinary Notes* (2023)

Week 16—April 23: Care

- Patrice Douglass, “Black Feminist Theory for the Dead and Dying” (2018)
- *Palimpsest Black Feminism and the Practice of Care* Special Issue (2022)
 - Especially Aisha K. Finch’s “Introduction: Black Feminism and the Practice of Care,” SA Smythe’s “Can I Get a Witness?,” and Tiffany Willoughby-Herard’s “M/othering Myself”
- **Watch:** Kari Faux, “Me First” (2023)
- Tourmaline, *Happy Birthday, Marsha!* (2018)

University Policies

Attendance and Make-up Work: Attendance is required for every class meeting. If you need to miss a session for any reason, please let me know that you will not be in attendance via email. Be mindful that excessive absences can cause your grade to suffer or result in you failing the course. All assignments should be submitted by the stated deadlines. The deadline for the final paper is inflexible. The requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies](#).

Accommodations: Students with disabilities requesting accommodations should first [register with the Disability Resource Center](#) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. 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/>.

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

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.

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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.

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Consider Adding a Graduate Certificate

Adding a Certificate in (a) Women's Studies or (b) Gender and Development can deepen your critical thinking, analysis, and skills in understanding women, gender, race, class, and sexuality in society and culture. The 12 credits Certificate will appear on your transcript and can be listed on your CV. The Certificate in Women's Studies (WST) is designed for graduate students from any discipline who wish to become acquainted with theoretical approaches and methodologies for examining the roles of gender, race/ethnicity, sexualities and other sociocultural systems.

The Certificate in Gender and Development (GAD) applies this lens to the analysis of labor/economic development processes at micro and macro levels and in international contexts.

Graduate students from all colleges at UF are eligible to enroll in these certificates.

To add a Graduate Certificate, visit [here](#). You may contact Graduate Coordinator Dr. Jillian Hernandez (jillianhernandez@ufl.edu) with any questions.

WST 4XXX: Advanced Black Feminisms: Frameworks, Methods, Futures

Meeting Times

Tuesdays, 12:50—3:50 pm

Instructor and Course Information

Instructor: Dr. C. Williams

Course credits: 3

Instructional format: In-person

Required materials: Books are required for this course; please make every effort to secure them through UF Libraries, Interlibrary Loan, the Alachua County Library District, or your preferred method of purchasing/renting. All other texts, including audio and visual materials, are linked on Canvas.

Course Description

Interdisciplinary investigation of Black feminist knowledge production, including institutional origins, key sites of inquiry, and imagined futures. Explores multiple methodological approaches. Prioritizes contributions of scholars who may be outside of the canon. Engages primary sources, secondary texts, and audio and visual material. Possible topics include labor, pleasure, and violence.

Welcome to Advanced Black Feminisms: Frameworks, Methods, Futures! This course is an interdisciplinary investigation of Black feminist theory—its institutional origins, key sites of inquiry, range of methods, and imagined futures. We will work primarily from the perspectives of U.S.-based thinkers, most of them lesser known, with the understanding that Black feminisms have moved across national borders and through diasporas. This course is jointly listed for both graduates and undergraduates.

Audre Lorde urges us to remember that there are no new ideas, “only old and forgotten ones...along with the renewed courage to try them out.” Our collective task this semester is two-fold: first, to gain a robust understanding of key texts, ideas, and thinkers within Black feminist theory; and second, to cultivate a curious space from which we can pose questions about where this field is headed. What is a Black feminist understanding of gender (of sexuality? of women?)? What are some key conceptual sites for Black feminist intellectual production? How do certain methods matter for the production of Black feminist knowledge? Finally, what remains undertheorized or left behind as the field grows and develops? I hope that working through these questions together this semester helps you develop a deeper appreciation for all kinds of Black feminist theory, unbounded by time period, historical context, site of study, literary genre, institutional location, method,

conceptual framework, or political desire. I also hope it helps you expand your definition of Black womanhood, as this course is propelled by the thinking of Black women who are lesbian/queer, poor, and sometimes outside of the university.

Course Objectives

After successfully completing this course, students will be able to:

- Describe the theoretical contents of Black feminist frameworks and their differences from traditional approaches to the production of knowledge [Participation/question-and-quote exercise/midterm paper/final paper]
- Evaluate Black feminist analyses of key conceptual sites in the field. [Participation/question-and-quote exercise/midterm paper/final paper]
- Compare how various methods are used to produce Black feminist knowledge. [Participation/question-and-quote exercise]
- Develop a critique of one contemporary issue in the field through an original writing assignment. [Midterm paper]
- Choose a concept independently and assess the extent to which the study of it is relevant for the future of the field. [Final paper]

Course Materials

Required Texts Available Through UF Libraries (either online or via Course Reserves):

Toni Cade Bambara, *The Black Woman: An Anthology*

Assata Shakur, *Assata: An Autobiography*

Christina Sharpe, *Ordinary Notes*

Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology*

All other texts, including audio and visual texts, are either linked in the syllabus or available on Canvas.

Assessments and Grades

Participation and attendance (30%) — Weekly.

Your participation grade is based on both attendance and your seminar contributions. You earn 1 point for each class you attend and 1 point for contributing to seminar discussion. Attendance is mandatory for this course. Barring excused absences, you are expected to attend each of 15 class sessions for the full 3 hours. Unexcused, missed hours of class will count as absences (i.e., if you arrive two hours late in one session and leave one hour early in another without excuses, that counts as missing one class unexcused). Acceptable excuses for absences follow [university policy](#).

You are expected to contribute to every class discussion through a substantive comment or question. I expect these comments and questions to be informed by the reading and driven by the text itself—its main argument, its key terms, its sources, its methods. Comments about personal experiences and anecdotal sharing should be kept to a minimum.

Question-and-quote exercise (15%) — Due weekly before the start of class.

Each week before class, you will submit one, 3-6 sentence quote from the reading and a question inspired by it. This question should not be something you already know the answer to. This is a chance for you to inquire about the meaning of *a specific key term, method, or idea in the text* in a way that will initiate and sustain discussion with your peers. Of your 15 submissions, at least 7 must be related to the method used in one of the week's texts. Revisit Kyla Wazana Tompkins' "We Aren't Here to Learn What We Already Know" as a guide as often as necessary to help you develop this practice. I will provide weekly feedback on your questions to make them sharper and more provocative.

Midterm paper (25%) — 6-8 pages. Once per semester. Late submissions will not be accepted, except if excused per university policies.

In your midterm, you are free to write about a key concept, idea, or term in any text up to Week 8. You are tasked with providing a critical analysis of this key concept. For example, if you choose to write about Emily Owens' concept of "archival failure," you will need to engage not just what she defines archival failure as but also: the evidence that Owens draws upon to explain what archival failure is; why archival failure does or does not matter within the specific text; and why archival failure does or does not matter in the field of Black feminist theory. You should use at least three quotations from the text itself, being sure to meaningfully incorporate them into your writing. Be sure to have an introductory paragraph with a clear thesis; body paragraphs that build on your thesis; and a strong conclusion.

Final paper (30%) — 8-10 pages. Once per semester. Late submissions will not be accepted, except if excused per university policies.

Your final paper is subject to the same criteria as your midterm, with the key exception that it must center a key word of your own choosing that is **not** on the syllabus and be at least 8 pages. Please consult with me at least a week in advance of the deadline to discuss your key word and how you might approach it.

Grading: Final grades for this course are distributed as follows.

Assignment	Frequency	Percentage
Question-and-quote exercise	Weekly	15
Participation and attendance	Weekly	30
Midterm paper	Once	25
Final paper	Once	30
Total		100

Final grades correlate to the following scale. This policy aligns with [current UF policies for assigning grade points](#).

Grade	Grade Points
A	93-100
A-	90-92
B+	87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	≤ 59

Course Calendar

Week 1—January 9: Introductions and The Stakes

- Barbara Christian, “Diminishing Returns: Can Black Feminism(s) Survive the Academy?” (1994)
- Combahee River Collective, “A Black Feminist Statement” (1977)
- Barbara Smith, “Toward a Black Feminist Criticism” (1978)
- Kyla Wyzana Tompkins, “[We Aren’t Here to Learn What We Already Know](#)” (2016)

Week 2—January 16: Institutionalality

- Barbara Christian, “The Race for Theory” (1987)
- Ann DuCille, “The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies” (1994)
- Beverly Guy-Sheftall, “Black Women’s Studies: The Interface of Women’s Studies and Black Studies” (1992)
- Gloria T. Hull and Barbara Smith, “Introduction: The Politics of Black Women’s Studies” (1982)

Week 3—January 23: The Archive

- Marisa Fuentes, “‘Attending to Black Death:’ Black Women’s Bodies in the Archive and the Afterlife of Captivity” (2020)
- Saidiya Hartman, “Venus in Two Acts” (2007)
- Emily Owens, “Preface: On Lies (or, after Archival Failure)” from *Consent in the Presence of Force: Sexual Violence and Black Women’s Survival in Antebellum New Orleans* (2023)
- Alexander Weheliye, *Feenin: R&B Music and the Materiality of BlackFem Voices and Technology* (2023)

Week 4—January 30: Motherhood

- **Watch:** *Finding Christa*, dir. Camille Billops and James Hatch (1991)
- Patricia Hill Collins, “Shifting the Center: Race, Class, and Feminist Theorizing About Motherhood” (1994)
- Alexis Pauline Gumbs, “m/other ourselves: a Black queer feminist genealogy for radical mothering” from *Revolutionary Mothering: Love on the Front Lines* (2016)
- Candice Merritt, “Trapped in the Political Real: Imagining Black Motherhood Beyond Pathology and Protest” (2020)
- Pat Robinson and Poor Black Women of Mount Vernon, NY, “Poor Black Women’s Study Papers” (1968)

Week 5—February 6: Girlhood

- Ruth Nicole Brown, “Introduction” from *Hear Our Truths: The Creative Potential of Black Girlhood* (2013)
- [Watch](#): *Eve’s Bayou*, dir. Kasi Lemmons (1997)

Week 6—February 13: Difference

- Toni Cade Bambara, *The Black Woman: An Anthology* (1970)
- June Jordan, “Report from the Bahamas, 1982” (2003)
- [Watch](#): *Black Is, Black Ain’t*, Marlon Riggs (1995)

Week 7—February 20: Life/Living

- Lucille Clifton, “won’t you celebrate with me” (1993)
- Audre Lorde, “A Litany for Survival” (1978)
- Audre Lorde, “The Uses of the Erotic” (1984)
- Alice Walker, “Saving the Life That Is Your Own: The Importance of Models in the Artist’s Life” (1983)

Week 8—February 27: Labor

- Frances Beal, “Double Jeopardy: To Be Black and Female” (1969)
- Wilmette Brown, “The Autonomy of Black Lesbian Women” (1976)
- [Listen to](#): Summer Walker, “Hardlife” (or the whole *Clear 2: Soft Life* EP if you’re into that) (2023)

Week 9—March 5: Reproduction

- Joy James, “The Womb of Western Theory: Trauma, Time Theft, and the Captive Maternal” (2016)
- Hortense Spillers, “Mama’s Baby, Papa’s Maybe: An American Grammar Book” (1987)

Week 10—March 12: SPRING BREAK

Week 11—March 19: Representation

- bell hooks, “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” from *Black Looks* (1992)
- [Watch](#): bell hooks (in conversation with Marci Blackman, Shola Lynch, and Janet Mock), “Are You Still a Slave? Liberating the Black Female Body” (2014)
 - You are only required to watch up until the q & a portion of the talk, which begins around the 1 hour-10 minute mark.
- Jennifer Nash, “Archives of Pain: Reading the Black Feminist Theoretical Archive” from *The Black Body in Ecstasy* (2014)

Week 12—March 26: Sexuality

- Cheryl Clarke, “Lesbianism: an Act of Resistance” (1981)
- Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (1997)
- Evelyn Hammonds, “Black (W)holes and the Geometry of Black Female Sexuality” (1994)

- E. Patrick Johnson, “‘Quare’ Studies, or (Almost) Everything I Know About Queer Studies I Learned from My Grandmother” (2005)

Week 13—April 2: Pleasure

- Tera Hunter, “‘Wholesome’ and ‘Hurtful’ Amusements” from *To Joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War* (1997)
- [Watch](#): “Janelle Monáe, Water Slide” (2023)
- Joan Morgan, “Why We Get Off: Moving Towards a Black Feminist Politics of Pleasure” (2015)

Week 14—April 9: Violence

- Assata Shakur, *Assata: An Autobiography* (1987)
- Megan Thee Stallion, “Why I Speak Up for Black Women” (2020)

Week 15—April 16: Loss

- June Jordan, “Nobody Mean More to Me Than You and the Future Life of Willie Jordan” (1985)
- [Listen to](#): Pat Parker, “Woman Slaughter” (1978)
- Christina Sharpe, *Ordinary Notes* (2023)

Week 16—April 23: Care

- Patrice Douglass, “Black Feminist Theory for the Dead and Dying” (2018)
- [Watch](#): Kari Faux, “Me First” (2023)
- [Watch](#): Tourmaline, *Happy Birthday, Marsha!* (2018)

University Policies

Attendance and Make-up Work: Attendance is required for every class meeting unless you have an excused absence. If you need to miss a session for any reason, please let me know that you will not be in attendance via email prior to the start of class. Be mindful that excessive, unexcused absences can cause your grade to suffer or result in you failing the course. All assignments should be submitted by the stated deadlines. The requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with [university policies](#).

Accommodations: Students with disabilities requesting accommodations should first [register with the Disability Resource Center](#) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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To add a minor in Women's Studies or Theories and Politics of Sexuality, apply online [here](#).

To add Women's Studies as a second major [here](#) (if your first major is a B.A. in CLAS) or [here](#) (if your first major is a B.S. in CLAS or any degree in another college). You may contact Undergraduate

Coordinator Dr. Alyssa Zucker (azucker@ufl.edu) to make an appointment to discuss adding the major or minor.