

Graduate Curriculum Committee

Minutes

March 13, 2025
Meeting Materials

Voting Conducted
via Zoom

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

ENG – Civil and Coastal Engineering

1. CEG 6XXX *Computational Inelasticity*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/15950>

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.

PHHP – Health Science

1. PHC 6601 *Seminar in Contemporary Public Health Issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21005>

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

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

HHP – Applied Physiology and Kinesiology

1. APK 5XXX *Clinical Exercise Prescription*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20839>

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

SFRC – Forest Resources and Conservation

2. FNR 6XXX *Foundations of Geospatial AI for Natural Resource Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20849>

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

HHP – Tourism, Hospitality, & Event Management

3. HMG 6XXX *Branding Strategies in Tourism, Hospitality, and Event Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19910>

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

4. HMG 6XXX *Destination and Hospitality Crisis Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19911>

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

5. HMG 6XXX *Strategic Hospitality Business Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19904>

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

6. HMG 6XXX *Tourism and Hospitality Business Perspectives*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19906>

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

Hamilton Center

7. ISS 5XXX *Great Books of the Medieval World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20983>

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

8. ISS 5XXX *Principles of Grand Strategy and Statecraft I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20974>

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

9. ISS 5XXX *Principles of Grand Strategy and Statecraft II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20975>

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

10. ISS 5XXX *The Liberal Arts in Theory and Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20961>

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

11. ISS 5XXX *Theory and Structure*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20973>

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

12. ISS 6XXX *Philosophical and Literary Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20964>

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

13. ISS 6XXX *Seminar in History of Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21035>

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

14. ISS 6XXX *Seminar in War, Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21036>

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

15. ISS 6XXX *Teaching the Liberal Arts: Pedagogy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20962>

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

16.ISS 6XXX *Teaching the Liberal Arts: Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20963>

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

17.ISS 6XXX *Topics in Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21008>

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

18.ISS 6XXX *Topics in Theories and Structures*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21010>

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

19.ISS 6XXX *Topics in War*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21007>

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

20.ISS 7XXX *Dissertation Writing Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21034>

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

21.ISS 7XXX *Prospectus Writing Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21033>

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

22.ISS 7XXX *Supervised Reading*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21038>

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

23.ISS 6971 *Research for Master's Thesis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21023>

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

24.ISS 7979 *Advanced Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21021>

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

25.ISS 7980 *Research for Doctoral Dissertation*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21020>

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

CLAS – Political Science

26.POS 6XXX *Interest Groups & Lobbying*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20713>

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

CLAS – Sociology

27.SYA 6XXX *Research Design in Sociology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20782>

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

28.SYD 6XXX *Population Issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20783>

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

29.SYO 6175 *Sociological Research on Family*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20784>

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

v. Information Items:

1. [CAP 5705](#) – 18250 – Change prerequisites
2. [EDA 6931](#) – 20888 – Change maximum repeatable credit
3. [EDF 6938](#) – 20890 – Change maximum repeatable credit
4. [EDF 7474](#) – 20360 – Change prerequisites
5. [EDH 6931](#) – 20889 – Change maximum repeatable credit
6. [ENT 6621](#) – 20779 – Change prerequisites and co-requisites
7. [LEI 5188](#) – 20245 – Change course title and description
8. [LEI 7904](#) – 19643 – Change course title
9. [LEI 7933](#) – 19646 – Change course title and description
10. [MAR 6722](#) – 20754 – Change prerequisites
11. [PHC 6900](#) – 21252 – Change variable credit and to be repeatable
12. [SDS 6938](#) – 20891 – Change maximum repeatable credit

Graduate Curriculum Committee

Agenda

April 10, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

There are no updates to present at this time.

III. Course Change Proposal(s): 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.

PHHP – Health Science

1. PHC 7902 *Scientific Writing for Peer Reviewed Publications for Population Science*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21421>

This is a request to change the credit hours from 1 to 3.

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

CLAS – Anthropology

1. ANG 6XXXL *Migration and Borders*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20643>

Examining the multifaceted dimensions of migration and border issues, emphasizing the historical, social, and political contexts influencing contemporary migration patterns. Engaging students with case studies, analyzing policy frameworks, and assessing the impact of migration and border management on migrants and their sending and receiving countries. Exploring critical theoretical frameworks, real-world case studies, and analyzing the socio-political, economic, and ethical dimensions.

HHP – Applied Physiology and Kinesiology

2. APK 6XXX *AI for Sport & Movement Sciences*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21022>

Students will learn to apply AI technologies to the study of sport & movement sciences in healthy and diseased human populations. This course introduces students to programming and data visualization techniques while covering classical concepts of machine learning (e.g. linear regression and classification, ensemble-based algorithm, clustering, and neural networks) and modern machine learning methods for images and video processing (e.g. convolutional neural networks and transformers).

3. APK 6XXX *Attention & Emotion in Tactical Athlete Populations*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20848>

Covers the fundamental links between emotion and attention, and the role these psychological factors play influencing motivation, behavior, decision-making, and human movement in elite performance within physically and psychologically demanding tactical performance environments.

4. APK 6XXX *Human Expertise Development & Skill Acquisition*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20847>

Covers skill acquisition and expertise development in human performance with specific coverage of the role that perceptual, cognitive, and motor (movement) skills are necessary and trainable aspects of human expertise. This course links the theory of human learning with the practice of scientifically informed approaches to teaching, coaching, and skill development facilitation across myriad human performance domains.

ENG – Civil and Coastal Engineering

5. CCE 6XXX *Applied Informatics and Artificial Intelligence in Construction*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20709>

This course delves into the use of emerging technologies for automation in construction engineering and management. Students will engage with both hardware and software systems such as sensors, scanning techniques, big data tools, machine learning, artificial intelligence, and visualization methods. Practical applications using tools such as Arduino and TensorFlow will be employed to develop solutions that enhance the design, construction, inspection, and management of civil infrastructure systems.

PHHP – Health Science

6. CLP 6XXX *History of Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21385>

Explores the intellectual history and diversity of psychology with a cultural understanding of the person. Topics include: historical relativism; APA's acknowledgment of past harms; contributions of historically excluded groups; pre-scientific psychology; physiology/psychophysics; German psychology's birth; early American psychology; applied psychology; psychoanalysis; behaviorism; psychology as a profession; social action and change; cognitive psychology.

COE – School of Human Development and Organizational Studies in Education

7. EDA 6XXX *Contemporary Issues in Educational Leadership*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20981>

Explore contemporary issues in educational leadership and their complexities in professional practice. Students will critically analyze interdisciplinary aspects of these challenges, shaping their research interests. Using theoretical frameworks, empirical studies, and policy updates, students will build an argument for a study with broad educational implications. The course culminates in developing a conceptual framework for a specific research interest.

8. EDF 7XXX *Qualitative Research Writing and Representation in Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21320>

Provides an overview of various types of representation in qualitative inquiry. Practice skills needed to align relevant representation with theoretical frameworks, research purpose, literature review, and data analysis. Explores strategies and techniques for writing vibrant and adequate findings and making implications more discerning.

9. EDH 6XXX *Change Leadership in Higher Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20903>

Explores contemporary leadership issues facing higher education administrators, including the academic, financial, operational, and governance factors that shape contemporary American higher education.

10. EDH 6XXX *Contemporary Issues in Higher Education Leadership*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20900>

This course is an exploration of contemporary leadership issues facing higher education administrators.

11. EDH 6XXX *Inquiry in College and University Teaching*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20942>

Apply the principles of Scholarship of Teaching and Learning (SOTL) to investigate, reflect on, and improve one's own teaching within the context of higher education.

12. EDH 6XXX *Introduction to Problems of Practice Inquiry*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21265>

Explores approaches to problems of practice inquiry in real-world higher education settings.

13. EDH 7XXX *Advanced Theory of College Student Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20905>

Analyzes college student development theories and the application of those theories to improve research in contemporary student affairs. Includes critical analysis of the theoretical perspectives that describe college students' holistic growth and development to prepare scholar-practitioners to utilize theory in understanding, supporting, and advocating for students.

ENG – Engineering

14. EGN 5XXX *Mathematical Foundations for Data Science for Engineers I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19579>

The first of a two-part series designed to equip students with the essential mathematical skills required in the rapidly evolving field of data science. This course lays a solid groundwork in the fundamentals of linear algebra, probability, and information theory, with a particular emphasis on their relevance and practical applications in data science.

ENG – Civil and Coastal Engineering

15. EGN 6XXX *Mathematical Models for Riverine, Estuarine and Coastal Geomorphology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20177>

This 3-credit hour course will focus on describing and understanding morphodynamic models used for studying and predicting the evolution of rivers, estuaries, and coasts. The students will learn the basics of numerical discretization and how to code a 1D numerical model in Fortran. Students will also learn how to compute morphodynamic evolution with a popular model named Delft3D. The course will follow an approach by which we will start from the 3D equations for morphodynamic evolution and then

ENG – Engineering

16. EGN 6951 *Integrated Product and Process Design G1*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20491>

The first part of a two-semester-course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

17. EGN 6952 *Integrated Product and Process Design G2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20494>

Concludes a two-semester course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

18. EGS 6XXX *A.I. Ethics for Technology Leaders*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20654>

As future technology leaders, students completing this elective course will be able to identify, analyze and evaluate ethical considerations in developing and deploying AI systems. Students learn core concepts of AI ethics and apply them to real-world scenarios. AI's global impact and navigating complex issues while respecting diverse values are examined. A major focus is on AI safety and beneficial AI development, providing current knowledge on social issues.

CLAS – English

19. ENG 7XXX *Prospectus and Dissertation in the Humanities*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20737>

Provides guidance and structure for students who have completed their course work and are preparing for their qualifying exams and writing their dissertation prospectus. Teaches research methods and writing, as well as skills in project and time management.

ENG – Civil and Coastal Engineering

20.EOC 6XXX *Coastal Storms: Processes and Impacts*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20076>

Extreme water levels and waves caused by coastal storms rank among the most significant hazards threatening coastal communities. This hands-on course explores storm-independent water level components, such as astronomical tides and mean water levels, and storm-induced components, including storm surge, rainfall-driven water levels, and wave runup. Students select a historical tropical cyclone that impacted the Florida coast and analyze the different contributions to total water levels.

21.EOC 6XXX *Hydrodynamic Models for Estuarine and Coastal Waters*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20169>

This 3-credit hour course will focus on describing and understanding hydrodynamic models used for studying and predicting processes in estuaries and coastal areas. Students will learn the basics of numerical discretization and how to code a 1D numerical model in Fortran. The course will follow an approach that starts with the 3D hydrodynamic equations (Navier-Stokes equations) and then simplifies them into the 2D and 1D shallow water equations, both steady and unsteady.

22.EOC 6XXXC *Python Programming for Coastal Oceanography*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20077>

Fundamental and advanced Python programming techniques to analyze and visualize coastal and oceanographic data. Practical exercises and projects will emphasize real-world applications, including data collection, processing, analysis, and modeling of coastal phenomena.

CLAS – Geography

23.GEO 6XXXC *Terrorism and Space Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21037>

Critically discusses the dual concerns for geography as an influence on and a source of terrorism. Presents the origins of contemporary terrorism as well as the various motivations of ideologically oriented, ethno-nationalist, and religious organizations. Examines how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

Graduate School Academic

24.IDS 6XXX *Grant Writing for Graduate Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21374>

This course is designed to guide you in creating a draft proposal for the National Science Foundation's Graduate Research Fellowship Program (NSF GRFP), however we will cover broader grantsmanship skills and welcome students who are writing other fellowship proposals. We will learn more about the Fellowship and application process, as well as draft sections of the proposal and provide each other feedback on these sections.

25.IDS 6XXX *Preparing Future Faculty*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21376>

A course designed to help prepare participants for academic careers in a variety of settings. The focus is on learning about faculty life at different types of institutions, honing evidence-based teaching skills, and expanding the student's mentoring network.

CLAS – Jewish Studies

26.JST 6XXX *Research Methods in Jewish Studies*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21258>

Introduces graduate students to research in Jewish Studies. Covers field overview, emerging trends, and research avenues. Highlights Judaica libraries, source discovery methods, and interdisciplinary, quantitative, and qualitative research techniques. Focuses on selecting evidence, overcoming barriers, and addressing interpretation, bias, ethics (copyright, privacy, cultural sensitivities). Equips students with tools to identify key sources and skills for crafting strong research proposals.

COE – School of Human Development and Organizational Studies in Education

27.MHS 6XXX *Mindful Living: Spirituality for Everyday Life*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21166>

Examines approaches to living a more mindful life. Focuses on the various mental, emotional, physical, and spiritual conditions that arise when confronted with stressful or traumatic situations. Explores various perspectives regarding personal responsibility toward stress management and mindful self-care practices and mindfulness-based techniques to reduce the negative effects of psychological concerns through the application of these methods.

DCP – Urban and Regional Planning

28.URP 6XXX *Urban Data Structure Basics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21006>

Lectures introduce programming basics, fundamental data structures, and their retrieval and storage techniques, with demonstrations and hands-on assignments that cover diverse

data types, including tabular housing data, satellite imagery, pedestrian and vehicular traffic time series, texts from citizen social media. Learn Numpy, Pandas, OpenCV, Scikit-learn, and PyTorch. Progresses from Python fundamentals to interacting with common small data then finally big data.

v. Information Items:

1. [EDA 6198](#) – 21334 – Change prerequisites
2. [EDA 6370](#) – 21331 – Change prerequisites
3. [EDA 7985](#) – 21336 – Change prerequisites
4. [EDF 6905](#) – 21330 – Change prerequisites
5. [EDF 6940](#) – 21329 – Change prerequisites
6. [EDF 6941](#) – 21323 – Change prerequisites
7. [EDF 7491](#) – 21324 – Change prerequisites
8. [EDF 7931](#) – 21322 – Change prerequisites
9. [EDF 7932](#) – 21325 – Change prerequisites
10. [EDH 6306](#) – 21332 – Change prerequisites
11. [EDH 6365](#) – 21333 – Change prerequisites
12. [ENY 6934](#) – 20883 – Change maximum repeatable credit
13. [MHS 7407](#) – 21326 – Change prerequisites
14. [PHC 7979](#) – 21377 – Shared ownership change
15. [PHC 7980](#) – 21379 – Shared ownership change
16. [SDS 6936](#) – 21328 – Change prerequisites

Course|Modify for request 21421

Info

Request: PHC 7902 - Modify credit hours

Description of request: Reequst to modify course PHC7902 Scientific Writing for Peer Reviewed Publications for Population Science.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 3/25/2025 3:20:35 PM

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:

902

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:

Scientific Writing for Peer Reviewed Publications for Population Science

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Requested Action

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

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

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

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

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
1

Proposed Credit Hours

Response:
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:

The credits earned for this course should be increased from 1 to 3 because the course requires students to draft and refine a complete first author manuscript. Moreover, students are required to begin the manuscript at the outset of the course and analyze data throughout the course, while drafting the manuscript. Lastly, the final manuscript is supposed to be suitable for submission to a peer-reviewed journal once the course is complete. These expectations are in line with 3 credits of effort.

University of Florida
College of Public Health & Health Professions Syllabus
PHC 7902: Scientific Writing for Peer Reviewed Publications for Population and
Public Health Science (3 Credits)

Spring: 2024

Delivery Format: Online

Course Website: e-learning in Canvas

Instructor Name: Dr. Ashley Malin
Room Number: N/A
Phone Number: (352) 273-5468
Email Address: ashleymalin@ufl.edu
Office Hours: Fridays 10-11am via Zoom
Teaching Assistants: N/A
Preferred Course Communications: UF email or CANVAS email

Prerequisites

PHC 6052 Introduction to Biostatistical Methods or a graduate level statistical course with instructor approval;
PHC 6001 Epidemiology Methods I or graduate-level methods course with instructor approval; have a potential data source identified or plan to identify one during the first two weeks of class

PURPOSE AND OUTCOME

Course Overview

This course will focus on drafting a complete manuscript for submission to a peer-reviewed journal. Students will apply epidemiologic methods and report on quantitative analysis of large datasets. Students will learn different components of manuscript preparation including refining a research question, selecting a data source and target journals, and drafting the abstract, introduction, methods, results, and discussion sections.

Relation to Program Outcomes

Scientific writing is one of the most important skills to learn; publishing is vital for advancing scientific knowledge and for a research career. This course provides students with the opportunity to maximize this skill. Additionally, the course will strengthen students' ability to engage in critical thinking and critical evaluation of research findings. Additionally, students will hone their skills in data analysis and interpretation of results from large datasets. Students will also learn to increase the visibility of their science and expand their network by learning how to engage in research sharing platforms. Lastly, they will have opportunities to improve science communication strategies to apply during class, committee, or conference presentations as well as interactions with the media or public as applicable.

Course Objectives and/or Goals

- 1.0 Write concise and cohesive scientific articles for publication in a public health-related journal
- 2.0 Perform critical reviews of scientific public health literature and make recommendations for improvement
- 3.0 Draft a complete scientific manuscript as first author applying epidemiologic methods to research design and data analysis

Instructional Methods

This course is completely online, with approximately the first 2 hours focusing on instructional material and the last hour focusing on writing, peer discussion and feedback. Students are also expected to join in discussion and to present their work for the in-class assignments. Online instructional material will generally focus on content applicable to students' assignments that are due the following class. Therefore, the last hour of each lecture will consist of sharing assignments completed during the prior week. Students are expected to attend virtually, with cameras on.

What is expected of you?

Students are expected to actively engage in the course throughout the semester. They are expected to come to class prepared by completing all assignments. Students must be able to be first author, with agreement by the mentor, that they can be first author on the manuscript that they are drafting for this course. They must be able to make substantial progress on the paper by completing all sections by the end of the semester. This paper cannot be one that is nearly finished, in need of revision (already submitted), or that has someone else as first author. If you need guidance or help finding a data source, please speak with Dr. Malin during the first week of class. If you are not cleared/approved by your mentor (or the IRB if applicable) to analyze the data, the course should be taken later.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings
1	Jan 13	Lecture: Syllabus review and introductions; data sources and paper outlines Assignment: Present your research question (or question you are considering) to the class	Think about your potential research question and what data source you can use to address it; be prepared to discuss this with the class. It is okay if you are still undecided about your research question/data source.
2	Jan 20	Martin Luther King Day- No Class	-
3	Jan 27	Lecture: Writing an introduction section Assignment: Share the outline for your paper via Power Point or word document	Construct an outline for your paper, including generally what you plan to include in the introduction, methods, results, and discussion in point form and be prepared to discuss with the class
4	Feb 3	Lecture: selecting a journal; paper titles, abstracts, key words Assignment: Share content for your introduction section via Power Point or word document	Review several papers from Dr. Malin (in PubMed) for examples of titles, abstracts and different journal article formats; Read Chapter 6 of <i>The Craft of Scientific Writing 4th Edition</i> , Michael Alley; Publisher: Springer New York 2018; https://books.google.com/books?id=X9SDwAAQBAJ Be prepared to present your paper introduction

Week	Date(s)	Topic(s)	Readings
5	Feb 10	Lecture: Writing a methods section Assignment: share an example of a paper title and how you would revise it; share your target journal and paper title with the class	Read 2 papers from Dr. Malin in PubMed and 2 peer-reviewed empirical papers in your area for examples of Methods sections. Find a paper title in PubMed that you think can be improved; Be prepared to present this along with your paper title and target journal
6	Feb 17	Lecture: Writing a statistical analysis section Assignment: Share the content of your methods section with the class via Power Point or word document	Read: Torres-Valladares, D., Ballinas-García, E., Villarreal-Reyes, J., Morales-Álvarez, V., & Ortiz-del-Ánge, C. (2021). Research papers 101: The do's and don'ts of scientific writing. <i>Materials Today: Proceedings</i> . Be prepared to present your methods section
7	Feb 24	Lecture: Writing a results section Assignment: Share your statistical analysis section with the class	Read 2 papers within your area that have used different statistical approaches for examples of diverse statistical analysis and results sections. Read one paper that examines effect modification of results by demographic characteristics (i.e., age, race, gender etc.) Be prepared to present your statistical analysis section
8	Mar 3	Lecture: Other considerations for manuscript writing and writing your abstract	Review BMC Writing Resources: Writing resources (biomedcentral.com) Review formatting guidelines for your target journals
9	Mar 10	Lecture: Making your science visible Writing on your own	Read: Six steps to increased visibility - How to increase the visibility of your research? - Guides at University of Pittsburgh (libguides.com)
	Mar 17	No class-Spring Break	-
10	Mar 24	Lecture: Writing a discussion section Assignment: Share your preliminary results from at least one analysis with the class	Read 3 papers from PubMed on topics related to your area of focus for examples of discussions Be prepared to present your results section

Week	Date(s)	Topic(s)	Readings
11	Mar 31	Lecture/Activity: Peer Learning Circles and Feedback for Diverse Learners Assignment: Present some of your discussion	Read the following: Research in progress blog Peer Mentoring Circles: A strategy for thriving in science (biomedcentral.com) Be prepared to present some of your discussion section
12	Apr 7	Lecture: Science Communication and Media Attention Writing on your own	Read: Quick Guide to Science Communication 0.pdf (brown.edu) A Checklist for Communicating Science and Health Research to the Public National Institutes of Health (NIH)
13	Apr 14	Final Presentations	Present the final (or near final) sections of your manuscript via PowerPoint
14	April 21	Final Presentations	Present the final (or near final) sections of your manuscript via PowerPoint
15	April 28	Submit your final paper to Dr. Malin via Canvas	

Course Materials and Technology

Online/No text. Check on CANVAS for information, Zoom link, Readings etc. However, if you want a good book for reference, you can get: Winning the Publications Game by Tim Albert. CRC Press. 2016. Students are not permitted to use copilot or chatbot for the preparation of their manuscript; however, they can utilize UF writing resources listed below.

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

Students are expected to share their research question or potential research question and a complete paper outline during the first and second class respectively. You are also expected to participate in class by sharing (on screen) and discussing different sections of your paper each week, either for the entire class or in small groups via breakout rooms. Sharing sections of the manuscript for weekly assignments consist of an informal progress update that is graded for

completion of progress made on a given manuscript component. You are also asked to offer feedback to others on their material and will be graded for participation based on your engagement in these discussions. All assignments are required to be submitted via Canvas by 11:59PM the day of class. In the case of excused absences, students will have until the Friday after class to submit their assignment to Dr. Malin via Canvas as a default, or the student and Dr. Malin will work together to establish a new agreed upon due date. For unexcused absences, 10% per day will be deducted for late assignments.

Final Presentation and Paper: You are expected to deliver a final presentation of your study at the end of the term. This consists of a well-organized 10-12-minute Power Point presentation summarizing the Background, Methods, Results and Discussion/Conclusion of your manuscript. The final assignment is to email Dr. Malin your completed first author manuscript via Canvas. Please make sure that you have your mentor's approval to write the paper as first author. You are permitted and encouraged to seek collaborative input and feedback from your research mentor as well as any other co-authors on the study during the preparation phase of your manuscript. While you are expected to be the first author, it is acknowledged that you are not the sole author of the study. The presentation and paper will be graded based on organization and completion of key components of each section. For the results section for both the presentation and paper, you are expected to have at least descriptive statistical results and statistical results pertaining to your main research question included. The final manuscript should be suitable for submission to a peer-reviewed journal. Rubrics for the presentation and final manuscript will be posted on Canvas.

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
In Class Assignments	Each class (as specified)	24% (3% each)
Final Presentations	April 8th	10% ; a rubric describing grading criteria is available on Canvas
A completed first author manuscript emailed to Dr. Malin	By end of the semester	<p>60% (Abstract 2%: a concise summary of the study, providing a clear overview of the research question, methods, key findings and conclusions. It should effectively communicate the study's significance in the field and public health.</p> <p>Introduction 12%: an overview of the study that includes background information on its significance, a summary of relevant literature on the topic, the knowledge gap, the research question and any hypotheses.</p> <p>Methods 16%: an overview of the study design, participants, measures/instruments, key variables, procedures and statistical analyses</p> <p>Results 12%: numerical findings from statistical analyses that include descriptive statistics for characteristics of the study sample and key variables, as well as numerical results that address the research question</p> <p>Discussion 12%: the discussion provides an overview of the research findings discussed in the context of the existing literature. Strengths, limitations and future directions, as well as the conclusion for the study should be included.</p> <p>Manuscript Writing and Organization 6%: the manuscript should be written concisely with very limited to no grammar/spelling errors; a rubric describing grading criteria is available on Canvas)</p>
Contribute to the discussion of each students' paper	Each class	6% (0.5% per class and during final presentations)

Point system used:

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

Policy Related to Make Up Exams or Other Work

To earn any credit, assignments must be submitted on time. Late submissions will not be accepted, unless emergent and other excused absences occur based on UF policies. Students are advised to plan accordingly to ensure timely submission of assignments. All assignments are due Monday at 11:59pm. Students are permitted to submit assignments after class on the due date to allow time to incorporate feedback and suggestions from classmates during class. **Assignments can only be submitted via e-mail after the deadline in cases of excused absences.**

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.

Policy Related to Required Class Attendance

If you are aware that you will need to miss a class session for an approved reason then you must inform me in advance. If you miss a class for illness then you will be expected to provide a doctor's note after the missed class. Missing a class session without a UF defined/approved reason will result in loss of 3% of your final course grade.. Arriving more than 20 minutes late or leaving more than 20 minutes early will result in a deduction of participation points for that class. In the case of excused absences, you will have until the Friday after class at 11:59pm to submit your assignment to Dr. Malin via Canvas as a default, or the student and Dr. Malin will work together to establish a new agreed upon due date. For unexcused absences, 10% per day will be deducted for late assignments.

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

Cameras are expected to be on throughout class. Students are expected to start the session on time and to attend for the duration of the class period. Professional and respectful demeanor is expected of all students. Students are expected to provide input to class discussion during each class either via the Zoom chat function or vocally by using the raise hand function. Students are only permitted to use electronics and applications needed to participate in class. The use of cellphones or other electronic devices not related to course work is not permitted as these can contribute to a distracting learning environment and impede the learning process. Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, movie viewing, music playing, game playing, etc.) during the Zoom class unless it is part of the lesson. Please charge your device fully before coming to class.

Zoom Etiquette

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Your professor and classmates can also see what is behind you, so please make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background.
- Mute your microphone unless intending to speak.
- 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 or type a message in the chat

Communications Guidelines

E-mail via UF email or Canvas is the preferred mode of communication. Please include PHC 7902 in the subject line and allow me up to 48 hours during the work week to respond to your email, although I strive to reply sooner. I sometimes check email on the weekend, but I may not be available during that time. If you do not receive a response within 48 hours during the work week, re-send the message as messages occasionally get missed due to high volume of emails. Please address me as Dr. Malin or Professor Malin and let me know how you prefer to be addressed. Email correspondence should follow the etiquette of business emails as described 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.

Turnitin

Academic integrity is a serious issue that has been a growing problem at Universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people's work. With each assignment and exam you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity.

I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. **Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.**

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.bluer.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 20643

Info

Request: ANG 6XXXL Migration and Borders

Description of request: This request is to get a permanent course number for a special topic seminar on Migration and Borders taught for the last two years.

Submitter: Abdoulaye Kane akane@ufl.edu

Created: 3/12/2025 2:18:59 PM

Form version: 4

Responses

Recommended Prefix

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

Response:

ANG

Course Level

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

Response:

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:

Students in the 6000 level are assigned more reading than their undergraduates' counterparts (three chapters or articles per week for the graduate students versus one chapter or article per week for undergraduate students. The assignment and performance expectations are different as indicated in the syllabus. Graduate students are holden to high standards comparable to their

peers in my other graduate seminar which do not have undergraduate sections. For similar written assignments such as reaction papers, and final papers, the graduate students are expected to write twice more than the undergraduate students. There are specific assignments for graduate students such as oral presentations which are not required from the undergraduate students. Overall, the expectations from graduate students are similar to their peers in my other graduate seminar that do not have undergraduate sections.

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:
Migration and Borders

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:
Migration and Borders

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Seminar

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week <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 contact hours per week.

Course Description

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

Response:

Examining the multifaceted dimensions of migration and border issues, emphasizing the historical, social, and political contexts influencing contemporary migration patterns. Engaging students with case studies, analyzing policy frameworks, and assessing the impact of migration and border management on migrants and their sending and receiving countries. Exploring critical theoretical frameworks, real-world case studies, and analyzing the socio-political, economic, and ethical dimensions.

Prerequisites

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

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

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

Response:
None

Completing Prerequisites:

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

Example:

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

Co-requisites

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

Response:
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 essential to the Anthropology graduate program because it has several students doing their research on migration related topics. The course is also relevant to student in African Studies and Latin American studies interested in the topic of migration more broadly defined.

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](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

ANG 6XXX "Migration and Borders"

Instructor: Abdoulaye Kane

Email: akane@ufl.edu,

Tel: 352 392 6788

Office Hours: Wednesday: 12:50pm to 2:50pm at Grinter Hall 439.

Meeting: Monday, Periods 10-E1 (5:10pm-8:10pm)

Course description for catalogue

Examining the multifaceted dimensions of migration and border issues, emphasizing the historical, social, and political contexts influencing contemporary migration patterns. Engaging students with case studies, analyzing policy frameworks, and assessing the impact of migration and border management on migrants and their sending and receiving countries. Exploring critical theoretical frameworks, real-world case studies, and analyzing the socio-political, economic, and ethical dimensions of migration and border management.

Course Description

Migration has become a dominant feature of our globalized world. Refugees, migrant workers, both skilled and unskilled, are crossing national borders in unprecedented numbers. Global economic inequalities influence the patterns of human migration from South to North in many ways. Increasingly, destination countries in the Western Hemisphere are developing restrictive immigration policies aimed at attracting the talented, the best and the brightest from the global South, while blocking the entry of the unskilled and refugees, who are often portrayed as undesirable. The borders between the U.S. and Mexico; Europe and Africa and the Middle East; Australia and Southeast Asia; have all been the sites of dramatic suffering of "irregular migrants" who face the consequences of border management policies that rely on "prevention through deterrence" tactics that increase the human cost of crossing national borders.

This seminar will introduce students to the multiple aspects of border management policies that are central to the new global regimes of human mobility that allow citizens of the global North to move easily around the world while attempting to restrict the mobility of the poor and unskilled. It will discuss global trends in population movement across national borders from an anthropological perspective. It will examine the global and structural economic and political forces behind international migration. A major focus will be on the governance of human mobility and its ethical dilemmas at major border crossings between poor and rich countries. Some of the questions that will guide our discussion will be: 1-How do late capitalism and its structural dynamics shape the maps of human mobility in the age of globalization? 2-What kinds of technologies and natural barriers are mobilized to control borders? What ethical and human rights issues are at stake in new approaches to migration and border control in Western democracies? 3 How do restrictive immigration policies in major destination countries create new regimes of mobility and new forms of ethnic nationalism directed against newcomers?

It will also explore the lived experiences of individuals and families involved in transnational life. Through ethnographies of sending communities in the South and transnational and diasporic communities

in the North, the seminar will examine how human mobility affects migrants' sense of self and collective identity. How do transnational lives, intimacies, and practices of remittances, return, and communication test and redefine classical forms of national identity? What are the best conceptual tools to capture and reveal new patterns of individual commitments to collective identities? How are belonging and membership, as forms of collective relationship, deployed in the lives of transmigrants? Through ethnographies, theoretical essays, journal articles, as well as films and documentaries, the seminar will survey contemporary global migration, covering major international migration corridors in different regions of the world.

Expectations:

This course focusses on reading and writing -- comprehending, analyzing, and engaging with contemporary social sciences' scholarship (primarily Anthropology and Sociology) in transnational migration studies. We expect students to engage thoughtfully, critically, and self-reflexively with course readings. We will spend most classroom time discussing our takeaways of these ethnographies; thus, we expect students to obtain all the required books and complete all the assigned readings prior to the class period in which they will be discussed. Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective, cooperative learning environment. The Professor may, in this vein, use classroom time to engage students with popular media, academic blogs, and/or documentary films to deepen our understanding of the issues in the assigned readings.

Course Objectives:

- 1-Understanding Migration Dynamics: analyze historical and contemporary migration trends, including the economic, political, and social factors driving migration and evaluating the consequences for both sending and Receiving countries.
- 2- Exploring Border Policies: examine the evolution of border policies and their impact on migrants, including issues of legality, and humanitarian response.
- 3-Analyzing Human Right: investigate the human rights implications of migration and border enforcement, focusing on the experiences of refugees and vulnerable populations.
- 4-Evaluating Globalization Effects: assess how globalization influences migration Patterns and border management, including the role of technology and transnational networks
- 5-Developing Critical Thinking: foster critical thinking and analytical skills through discussions, case studies, and the evaluation of diverse viewpoints on migration and border management policies

Students Learning Outcomes

1- Understanding Theoretical frameworks: students will be able to critically analyze and assess key theoretical frameworks related to migration and border studies, demonstrating of how these frameworks apply to current global issues (two response papers)

2- Critical engagement with Literature: Students will engage critically with contemporary literature on migration and borders, demonstrating the ability to summarize, critique, and integrate scholarly arguments into their own writing.

3-Group Collaboration and Presentation: Students will work collaboratively in groups to prepare and deliver a presentation on a specific topic within the seminar, refining their public speaking and teamwork skills while addressing complex migration and border management issues

4-Ethical Considerations: Students will reflect on the ethical implications of migration research and policy, articulating their own position regarding the responsibility of researchers and policymakers in this field.

By the end of the seminar, students should be able to show evidence of these outcomes through various assessments, including written papers, presentations, and participation in discussions.

Grading and Assignments

Attendance (10 points)

Attendance for this class is mandatory and will be taken at the start of each class – it is therefore important you arrive in class on time. Instructors will take points off for each class absence, unless appropriate written justification is provided, or the absence is due to one of the “acceptable reasons” as per UF policies. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a one-point deduction from your final attendance grade. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

Participation (40points)

Participation in class discussions is crucial, and students are expected to actively contribute to discussions if they want to obtain a full score in this component. Participation includes submitting on time the weekly questions on canvas. Engaging in the class discussion by raising questions or give answers (for more details see participation rubric below). We understand that we all have various levels of comfort regarding speaking in class. If you have any issues that

prohibit you from participating in class, we encourage you to contact us so we can find ways to make participation work for you in this class.

Oral Presentation (100 points)

Students will prepare and deliver two oral presentations on the weekly reading material during the semester. Students will be assigned their days of presentations by a random draw on the second week of class. Presentations should be approx. 15-20 minutes long and should expand the course reading by investigating further the themes/problems/arguments addressed by the reading material. Summarize the main ideas/arguments within the chosen topic, critically reflect and offer your own opinion based upon class themes, be creative, provide appropriate visuals and engage with the class through discussion questions or other means. PowerPoints are strongly encouraged but you're also welcome to think outside the box (i.e., organize a debate, activity, something creative and intellectually stimulating). Students are also encouraged to try to tie their presentation to ongoing contemporary issues covered in the media or public discourses.

Two Response Papers (150 points)

You're expected to write two response papers reviewing two of the four ethnographies assigned as reading material for the class. These response papers serve as opportunities for you to share ideas, explore the themes within the readings, and demonstrate your knowledge of what was covered in the chosen ethnographies. You should be able to summarize and offer your own critical perspective on the readings. In these written responses, you are expected to review the ethnographies by addressing the four areas indicated below:

- 1-the strengths and weaknesses of ethnography.
- 2-a critical review of the arguments made in relation to the data presented,
- 3-Evaluating the contributions of the ethnography to anthropological theory and methods on migration,
- 4-a reflection on the book in relation to current migration-related issues in the news (including references or links to current migration-related news stories).

Turn in your work through Canvas on the date line indicated in the syllabus by 11:59pm. Make sure it's a doc attachment, not a chat/posting.

Final paper (150 points)

You are expected to write a final paper on one of the topics addressed in the seminar or something related to your personal research interest connected to one of the topics of the seminar. Whatever the option chosen by students they are required to include mention of additional 7-8 relevant academic sources (peer-reviewed books, book chapters, and/or journal articles -- of their own selection). The paper should be 3000 words including references or 12 double-space pages. The

The final paper is due on the last day of the class at 11:59pm. No late papers will be accepted; early papers are always welcomed.

For the written assignments, using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

Grading Weight of Assignments:

Attendance (10 points)
 Participation (40 points)
 Class presentation: (100 points)
 Response Papers: (150 points)
 Final paper: (150 points)

Grading Scale

A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	E<60
A – 90-92.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B – 80-82.9	C- 70-72.9	D- 60-62.9	

For information on how UF assigns grade points, visit

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

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Demonstrate that the required material has been read. Demonstrate that the scheduled activities have been completed. Response papers and questions sent on time. Show interest and enthusiasm for the subject with active contribution. Show ability to use material studied by critically engaging with it, making references, using quotes. (15points)	Demonstrate that the required material has been read. Demonstrate that the scheduled activities have been completed Does not always show interest. Irregular contributions and irregular response papers and questions posted on Canvas. Shows some difficulties with material read and does not contact instructors. (10 points)	No reading done and no activity completed. Misses activities and submitting questions. (5 points)
Thoughtful: Shows evidence of having understood and considered issues raised.	Being able to systematically summarize readings and discussions covered in previous sessions, identify and use important concepts. Ability to relate to topics	Being able to summarize previous sessions, use key concepts, and relate to topics covered (10 points)	Inability to engage with issues covered in classes. Does not understand key concepts and does not relate to topics covered. (5 points)

	covered. Shares additional references when possible. (15 points)		
Considerate: Takes the perspective others into account.	Active contribution to class discussions and activities. Respectful towards others, engage with others. Lead discussions. Relate and use material to contribute to class discussions. Share ideas. (10 points)	Moderate contribution to class discussions. Respectful towards others, engage with others. Relate and use material to contribute to discussions. Reluctant to share ideas (5 points)	No contribution to class discussions. No engagement with others. No reference to material covered. (2.5 points)

WR Statements and Grading Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. Demonstrate good use of material.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Organized structure with recognizable parts and sections. Good transitions between sections or segments. Clear thesis recognizable and explains what the student is going to do and how. Identifiable structure that reflects processes of thought. Ability to explain how the thesis will be demonstrated.	Documents and paragraphs lack identifiable organization, may lack coherence in associating, disorganized ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Essays use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	The works use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

	or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

“The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

The instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course”

Required Reading

1- De León, Jason (2015). *In the Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press (E-book available at the UF library)

2-Gregory Feldman.2011. *The Migration Apparatus. Security, labor, and Policymaking in the European Union*. Stanford University Press. (to be purchased at the UF bookstore)

3-Aissata Mbodj—Pouye. 2023. *An Address in Paris: Emplacement, Bureaucracy, and Belonging in Hostels for West African Migrants*. New York: *Columbia University Press*. (to be purchased at the UF bookstore)

4- Andersson, Ruben. *Illegality, Inc.: Clandestine migration and the business of bordering Europe*. University of California Press, 2014 (e-book available at the UF library)

Schedule of Weekly Meeting

Week and dates	Reading	Assessments and due dates
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Week 1 Aug. 28	<p>Caroline B. Brettell. 2018. Conceptualizing migration and mobility in anthropology: an historical analysis. <i>Transitions: Journal of Transient Migration</i> Volume 2 Number 1.</p> <p>Paul A. Silversteine Immigrant Racialization and the New Savage Slot: Race, Migration, and Immigration in the New Europe. <i>Annu. Rev. Anthropol.</i> 2005. 34:363–84</p>	Film "Sent Away Boys" <i>(Dir Harjant Gill, India, 2016).</i>
Week 2 Sep. 2	No Class.	
Week 3 Sep. 9	<p>Borders of Economic Disparities and Racialization</p> <p>Josiah Heyman and Natalia Ribas-Mateos "Borders of Wealth and Poverty: Ideas Stimulated by Comparing the Mediterranean and U.S.-Mexico Borders." Archivio antropologico mediterraneo Anno XXII, n. 21 (2) 2019</p> <p>Philippe Rekacewicz. "Mapping Europe's war on immigration." <i>Le Monde Diplomatique</i>, 16 October 2013. https://mondediplo.com/outsidein/mapping-europe-s-war-on-immigration (Links to an external site.) (Links to an external site.)Links to an external site.</p> <p>Didier Fassin. "Policing Borders, Producing Boundaries. The Governmentality of Immigration in Dark Times." Annual Review of Anthropology, 2011, Vol. 40 (2011), pp. 213-226</p>	
Week 4 Sep. 16	<p>Denied Mobility: State of Exception in Border Zones.</p> <p>De León, Jason. <i>In the Land of Open Graves: Living and Dying on the Migrant Trail</i>. Introduction and Part I</p> <p>Simpson, Audra. <i>Mohawk interruptus: Political life across the borders of settler states</i>. Duke University Press, 2014. Chapter 5 pp. 115-135.</p>	
Week 5 Sep. 23	<p>Denied Mobility: Ethnographies of Border Areas</p> <p>De León, Jason. <i>In the Land of Open Graves: Living and Dying on the Migrant Trail</i>. Part II & III</p>	
Week 6 Sep. 30	<p>Governing migration: the State and the Law</p> <p>Gregory Feldman: Migration Apparatus. Chapter 1 to 3.</p>	

	Torpey, John. <i>The invention of the passport: surveillance, citizenship and the state</i> . Cambridge University Press, 2000. (Introduction and Chapter 1: pages 1-18)	
Week 7 Oct. 7	Governing Migration (continued) Gregory Feldman. Migration Apparatus. Chapter 4 to end)	
Week 8 Oct. 14	Migration, Border Control and Human Rights Nicholas P. De Genova. 2002. Migrant “Illegality” and Deportability in Everyday Life. Annual Review of Anthropology 31:419-447. Ruben Andersson. Rescued and Caught: the Humanitarian-Security Nexus at Europe's Frontiers.	Due date for the Response paper #1
Week 9 Oct. 21	Controlling Borders as an Industry. Andersson, Ruben. <i>Illegality, Inc.: Clandestine migration and the business of bordering Europe</i> . University of California Press, 2014. Introduction, Part 1.	
Week 10 Oct. 28	Ethnographies of Transnational lives: Migration and Belonging Aissata Mbodj-Pouye. An Address in Paris. Chap. 1-4	
Week 11 Nov. 4	Ethnographies of Transnational lives: Migration and Belonging Continued. Aissata Mbodj-Pouye. An Address in Paris. Chap. 5--end	
Week 12 Nov. 11	No Class	
Week 13 Nov. 11	Flexible Citizenship: Migration, Class, and Gender	Due date for response Paper #2

	<p>Ong, Aihwa. <i>Flexible citizenship: The cultural logics of transnationality</i>. Duke University Press, 1999. Introduction pp. 1-26 AND Chapter 4 pp. 110-134.</p> <p>Miller, Toby. 2011. Cultural Citizenship. <i>Matrizes</i> 4(2): 57-72 http://www.tobymiller.org/images/Cultural%20Studies/culturalcitizenship.pdf (Links to an external site.) (Links to an external site.)Links to an external site.</p>	
Week 14 Nov. 18	Undocumented Migrant and Temporalities: Ethical considerations Christine M. Jacobsen, Marry-Anne Karlsen and Shahram Khosravi (editors). <i>Waiting and the Temporalities of Irregular Migration</i> . Routledge, London, 2021. Part I and II	
Week 15 Nov. 25	No class: Thanksgiving	
Week 16 Dec. 4	Undocumented Migrant and Temporalities: Ethical considerations Christine M. Jacobsen, Marry-Anne Karlsen and Shahram Khosravi (editors). <i>Waiting and the Temporalities of Irregular Migration</i> . Routledge, London, 2021. Part III	Final paper due date to be submitted on canvas by 11:59.

VI. Required Policies

9. 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 for personal educational use, in connection with a complaint to the university, or 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.

10. Students Requiring Accommodation

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.

11. 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. Students can complete evaluations in three ways: 1) The email they receive from GatorEvals; 2) Their Canvas course menu under GatorEvals; or 3) The central portal at <https://my-ufl.bluer.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

12. 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://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several 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.

13. Counseling and Wellness Center

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

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

ANT4XXX"Migration and Borders"

Instructor: Abdoulaye Kane

Email: akane@ufl.edu,

Tel: 352 392 6788

Office Hours: Wednesday: 12:50pm to 2:50pm at Grinter Hall 439.

Tuesday: Period 4-5 and Thursday: Period 4.

Course Description for Catalogue

Examining the multifaceted dimensions of migration and border issues, emphasizing the historical, social, and political contexts influencing contemporary migration patterns. Engaging students with case studies, analyzing policy frameworks, and assessing the impact of migration and border management on migrants and their sending and receiving countries. Exploring critical theoretical frameworks, real-world case studies, and analyzing the socio-political, economic, and ethical dimensions of migration and border management.

Course Description

Migration has become a dominant feature of our globalized world. Refugees, migrant workers, both skilled and unskilled, are crossing national borders in unprecedented numbers. Global economic inequalities influence the patterns of human migration from South to North in many ways. Increasingly, destination countries in the Western Hemisphere are developing restrictive immigration policies aimed at attracting the talented, the best and the brightest from the global South, while blocking the entry of the unskilled and refugees, who are often portrayed as undesirable. The borders between the U.S. and Mexico; Europe and Africa and the Middle East; Australia and Southeast Asia; have all been the sites of dramatic suffering of "irregular migrants" who face the consequences of border management policies that rely on "prevention through deterrence" tactics that increase the human cost of crossing national borders.

This seminar will introduce students to the multiple aspects of border management policies that are central to the new global regimes of human mobility that allow citizens of the global North to move easily around the world while attempting to restrict the mobility of the poor and unskilled. It will discuss global trends in population movement across national borders from an anthropological perspective. It will examine the global and structural economic and political forces behind international migration. A major focus will be on the governance of human mobility and its ethical dilemmas at major border crossings between poor and rich countries. Some of the questions that will guide our discussion will be: 1-How do late capitalism and its structural dynamics shape the maps of human mobility in the age of globalization? 2-What kinds of technologies and natural barriers are mobilized to control borders? What ethical and human rights issues are at stake in new approaches to migration and border control in Western democracies? 3 How do restrictive immigration policies in major destination countries create new regimes of mobility and new forms of ethnic nationalism directed against newcomers?

It will also explore the lived experiences of individuals and families involved in transnational life. Through ethnographies of sending communities in the South and transnational and diasporic communities in the North, the seminar will examine how human mobility affects migrants' sense of self and collective

identity. How do transnational lives, intimacies, and practices of remittances, return, and communication test and redefine classical forms of national identity? What are the best conceptual tools to capture and reveal new patterns of individual commitments to collective identities? How are belonging and membership, as forms of collective relationship, deployed in the lives of transmigrants? Through ethnographies, theoretical essays, journal articles, as well as films and documentaries, the seminar will survey contemporary global migration, covering major international migration corridors in different regions of the world.

Expectations:

This course focusses on reading and writing -- comprehending, analyzing, and engaging with contemporary social science scholarship (primarily Anthropology and Sociology) in transnational migration studies. We expect students to engage thoughtfully, critically, and self-reflexively with course readings. We will spend most classroom time in discussing our takeaways of ethnographies in reading materials; thus, we expect students to obtain all the required books and complete all the assigned readings prior to the class period in which they will be discussed. Graded assignments are designed to encourage active, critical engagement with readings and other course materials. This class will be facilitated as a seminar and students are expected to take co-responsibility for creating a collective, cooperative learning environment. The Professor may, in this vein, use classroom time to engage students with popular media, academic blogs, and/or documentary films to deepen our understanding of the issues in the assigned readings.

Course Objectives:

1-Understanding Migration Dynamics

Analyze historical and contemporary migration trends, including the economic, political, and social factors driving migration and evaluating the consequences for both sending and Receiving countries.

2- Exploring Border Policies

Examine the evolution of border policies and their impact on migrants, including issues of legality, and humanitarian response.

3-Analyzing Human Right

Investigate the human rights implications of migration and border enforcement, focusing on the experiences of refugees and vulnerable populations.

4-Evaluating Globalization Effects

Assess how globalization influences migration Patterns and border management, including the role of technology and transnational networks

5-Developing Critical Thinking

Foster critical thinking and analytical skills through discussions, case studies, and the evaluation of diverse viewpoints on migration and border management policies

Students Learning Outcomes

1- Understanding Theoretical frameworks: students will be able to critically analyze and assess key theoretical frameworks related to migration and border studies, demonstrating of how these frameworks apply to current global issues (two response papers)

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By the end of the seminar, students should be able to show evidence of these outcomes through various assessments, including written papers, presentations, and participation in discussions.

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Attendance for this class is mandatory and will be taken at the start of each class – it is therefore important you arrive in class on time. Instructors will take one point off for each class absence, unless appropriate written justification is provided, or the absence is due to one of the “acceptable reasons” as per UF policies. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a one-point deduction from your final attendance grade. Note on top of the 4 personal days and excuse absences, if you accumulate 10 absence your attendance grade will be 0. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> for more information regarding the University Attendance Policies.

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Canvas Quizzes (100 points)

There will be a total of 5 online quizzes designed to test your understanding of core concepts covered in class weekly readings and discussions. The format of the quizzes will be a combination of multiple choices, short answer, matching, and false/True questions. These quizzes will be taken online in a restricted time limit of 15 minutes. You will be allowed only one trial and once you start taking the quiz you must finish it within the 15 minutes timeframe. Each quiz is worth twenty points.

Reaction Paper 150 points

Students will submit a reaction paper on one of the weekly assigned reading materials. The reaction paper serves as an opportunity for you to share ideas, explore the themes within the readings, and demonstrate your knowledge of what was covered on the specific weekly reading. In this reaction paper, you will review the reading materials in relation to the following:

- 1-identify one major strength and one major weakness of the reading.
- 2-evaluate critically the main argument made in relation to the data presented,
- 3-Link some of the ideas and analyses in the materials to current migration-related issues in the news or in the public discourse (including references or links to current migration-related news stories).

The length of the reaction paper should be 500 to 700 words. You are also expected to cite at least three journal articles on the topic covered. Turn in your work through Canvas on the due date indicated in the syllabus by 11:59pm. Make sure it's a doc attachment, not a chat/posting. No late papers will be accepted; early papers are always welcomed.

Final paper (150 points)

You will write a final paper on one of the several topics addressed in the seminar. You are expected to read articles, book chapters on the chosen topic and to include mention of additional 4-5 relevant academic sources. The paper should be 1500 words including references.

The final paper is due on the last day of the class 11:59pm. No late papers will be accepted; early papers are always welcomed.

Use of AI for the written assignments: using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

Grading Weight of Assignments:

Attendance (10 points)
 Participation (40 points)
 Canvas Quizzes (100 points)
 Response Paper (150 points)
 Final paper (150 points)

Grading Scale

A 93-100	B+ 87-89.9	C+ 77-79.9	D+ 67-69.9	E<60
A – 90-92.9	B 83-86.9	C 73-76.9	D 63-66.9	
	B – 80-82.9	C- 70-72.9	D- 60-62.9	

For information on how UF assigns grade points, visit

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

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.	Demonstrate that the required material has been read. Demonstrate that the scheduled activities have been completed. Response papers and questions sent on time. Show interest and enthusiasm for the subject with active contribution. Show ability to use material studied by critically	Demonstrate that the required material has been read. Demonstrate that the scheduled activities have been completed Does not always show interest. Irregular contributions and irregular response papers and questions posted on Canvas. Shows some difficulties with material read and does not contact instructors.	No reading done and no activity completed. Misses activities and response papers. (5 points)

	engaging with it, making references, using quotes. (15 points)	(10 points)	
Thoughtful: Shows evidence of having understood and considered issues raised.	Being able to systematically summarize readings and discussions covered in previous sessions, identify and use important concepts. Ability to relate to topics covered. Shares additional references when possible. (15points)	Being able to summarize previous sessions, use key concepts, and relate to topics covered (10 points)	Inability to engage with issues covered in classes. Does not understand key concepts and does not relate to topics covered. 5 points)
Considerate: Takes the perspective others into account.	Active contribution to class discussions and activities. Respectful towards others, engage with others. Lead discussions. Relate and use material to contribute to class discussions. Share ideas. (10 points)	Moderate contribution to class discussions. Respectful towards others, engage with others. Relate and use material to contribute to discussions. Reluctant to share ideas (5 points)	No contribution to class discussions. No engagement with others. No reference to material covered. (2.5 points)

3a. WR Statements and Grading Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. Demonstrate good use of material.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Organized structure with recognizable parts and sections. Good transitions between sections or segments. Clear thesis recognizable and explains what the student is going to do and how. Identifiable structure that reflects processes of thought. Ability to explain how the thesis will be demonstrated.	Documents and paragraphs lack identifiable organization, may lack coherence in associating, disorganized ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Essays use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	The works use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive, so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

“The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

The instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

WR Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course”

Required Reading

1- De León, Jason (2015). *In the Land of Open Graves: Living and Dying on the Migrant Trail*. University of California Press (E-book available at the UF library)

2-Gregory Feldman.2011. *The Migration Apparatus. Security, labor, and Policymaking in the European Union*. Stanford University Press. (to be purchased at the UF bookstore)

3-Aissata Mbodj—Pouye. 2023. *An Address in Paris: Emplacement, Bureaucracy, and Belonging in Hostels for West African Migrants*. New York: *Columbia University Press*. (to be purchased at the UF bookstore)

4- Andersson, Ruben. *Illegality, Inc.: Clandestine migration and the business of bordering Europe*. University of California Press, 2014 (e-book available at the UF library)

Schedule of Weekly Meeting

Week and dates	Reading	Assessments and due dates
Week 1 Aug. 28	Caroline B. Brettell. 2018. Conceptualizing migration and mobility in anthropology: an historical analysis. <i>Transitions: Journal of Transient Migration</i> Volume 2 Number 1.	Film " <i>Sent Away Boys</i> " (Dir Harjant Gill, India, 2016).
Week 2 Sep. 2	No Class.	
Week 3 Sep. 9	Borders of Economic Disparities and Racialization Josiah Heyman and Natalia Ribas-Mateos "Borders of Wealth and Poverty: Ideas Stimulated by Comparing the Mediterranean and U.S.-Mexico Borders." <i>Archivo antropologico mediterraneo</i> Anno XXII, n. 21 (2) 2019	
Week 4 Sep. 16	Denied Mobility: State of Exception in Border Zones. De León, Jason. <i>In the Land of Open Graves: Living and Dying on the Migrant Trail</i> . Introduction and Part I, chapter 1.	
Week 5 Sep. 23	Denied Mobility: Ethnographies of Border Areas De León, Jason. <i>In the Land of Open Graves: Living and Dying on the Migrant Trail</i> . Chapters 5 and 7.	
Week 6 Sep. 30	Governing migration: the State and the Law Gregory Feldman: <i>Migration Apparatus</i> . Chapter 2.	
Week 7 Oct. 7	Governing Migration (continued) Gregory Feldman. <i>Migration Apparatus</i> . Chapter 5	

Week 8	Migration, Border Control and Human Rights	Due date for the Reaction paper
Oct. 14	Nicholas P. De Genova. 2002. Migrant “Illegality” and Deportability in Everyday Life. Annual Review of Anthropology 31:419-447.	
Week 9	Controlling Borders as an Industry.	
Oct. 21	Andersson, Ruben. <i>Illegality, Inc.: Clandestine migration and the business of bordering Europe</i> . University of California Press, 2014. Introduction and chapter 1.	
Week 10	Ethnographies of Transnational lives: Migration and Belonging	
Oct. 28	Aissata Mbodj-Pouye. An Address in Paris. Chap. 3	
Week 11	Ethnographies of Transnational lives: Migration and Belonging Continued.	
Nov. 4	Aissata Mbodj-Pouye. An Address in Paris. Chap. 6	
Week 12	No Class	
Nov. 11		
Week 13	Flexible Citizenship: Migration, Class, and Gender	
Nov. 11	Ong, Aihwa. <i>Flexible citizenship: The cultural logics of transnationality</i> . Duke University Press, 1999. Chapter 4 pp. 110-134.	
Week 14	Undocumented Migrant and Temporalities: Ethical considerations	
Nov. 18	Christine M. Jacobsen, Marry-Anne Karlsen and Shahram Khosravi (editors). <i>Waiting and the Temporalities of Irregular Migration</i> . Routledge, London, 2021. Part I, chapter 2	
Week 15	No class: Thanksgiving	

Nov. 25		
Week 16	Undocumented Migrant and Temporalities: Ethical considerations	Final paper due date to be submitted on canvas by 11:59.
Dec. 4	Christine M. Jacobsen, Marry-Anne Karlsen and Shahram Khosravi (editors). Waiting and the Temporalities of Irregular Migration. Routledge, London, 2021. Part III, chapter 8.	

VI. Required Policies

9. 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 for personal educational use, in connection with a complaint to the university, or 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.

10. Students Requiring Accommodation

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.

11. 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. Students can complete evaluations in three ways: 1) The email they receive from GatorEvals; 2) Their Canvas course menu under GatorEvals; or 3) The central portal at <https://my-ufl.bluera.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. 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://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several 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.

13. Counseling and Wellness Center

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

14. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Course|New for request 21022

Info

Request: APK 6XXX AI for Sport & Movement Sciences

Description of request: Request to create a new graduate course titled AI for Sport & Movement Science that would be included in the MS APK degree program.

Submitter: Garrett Beatty gbeatty@hnp.ufl.edu

Created: 3/6/2025 9:50:56 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:

APK

Course Level

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

Response:

6

- 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:

AI for Sport & Movement Sciences

Transcript Title

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

Response:

AI for Sport & Movement Sci

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:
Students will learn to apply AI technologies to the study of sport & movement sciences in healthy and diseased human populations. This course introduces students to programming and data visualization techniques while covering classical concepts of machine learning (e.g. linear regression and classification, ensemble-based algorithm, clustering, and neural networks) and modern machine learning methods for images and video processing (e.g. convolutional neural networks and transformers).

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:
no prerequisites

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- 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:
no co-requisites

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 graduate level course will meet major requirements in the MS APK degree program. The course can be taken to meet a core requirement for the MS APK degree plan, and it also can be utilized to meet a 12 credit hour elective requirement once the "Assessment" core requirement is met with other APK graduate courses within that category.

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.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-

results."

Response:
All Items Included

AI for Sport & Movement Sciences

APK6XXX | Class # XXXXX | 3 Credits | Fall 2025

Connect with HHP



@UFHHP



@ufhnp



@UF_HHP



APK LinkedIn

Course Info

INSTRUCTOR

DIEGO L. GUARIN, Ph.D.

Office: FLG132

Email: d.guarinlopez@ufl.edu

Preferred Method of Contact: Canvas Email

Phone: (352) 273-3005

OFFICE HOURS

Monday 2:00 – 4:00 pm

MEETING TIME / LOCATION

COURSE DESCRIPTION

Students will learn to apply AI technologies to the study of sport & movement sciences in healthy and diseased human populations. This course introduces students to programming and data visualization techniques while covering classical concepts of machine learning (e.g. linear regression and classification, ensemble-based algorithm, clustering, and neural networks) and modern machine learning methods for images and video processing (e.g. convolutional neural networks and transformers).

PREREQUISITE KNOWLEDGE AND SKILLS

This course has no prerequisites but is intended for a graduate student audience. Students enrolled should expect graduate level content and workloads.

REQUIRED AND RECOMMENDED MATERIALS

Required Textbooks:

- Raschka, Sebastian, and Vahid, Mirjalili. Machine learning with Pytorch and Scikit - Learn. Packt Publishing, 2022

This book content and sample code are freely available online (<https://github.com/rasbt/machine-learning-book>)

Optional additional material (not required):

Python Book:

- Matthes, Eric. Python crash course: A hands on, project based introduction to programming. no starch press, 2022.
- Kong, Qingkai, Siau, Timmy, and Bayen, Alexandre. Python Programming and Numerical Methods: A Guide for Engineers and Scientists. Elsevier, 2020.

Data Science Book:

- Howard, Jeremy, and Sylvain Gugger. Deep Learning for Coders with fastai and PyTorch. O'Reilly Media, 2020. (available online: <https://course.fast.ai/Resources/book.html>)

Biomechanics Books

- Winter, David A. Biomechanics and motor control of human movement. John Wiley & Sons, 2009.
- Uchida, Thomas K., and Scott L. Delp. Biomechanics of movement: the science of sports, robotics, and rehabilitation. MIT Press, 2021.

COURSE FORMAT

We will meet **XXX** times a week, during some meetings we will have standard lectures directed by the instructor, in some of the meetings we will have presentations by class members. During the standard lectures, the students will use their computers for live coding sessions. Having a computer in class with access to internet is mandatory.

Please review UF's Computing Requirement Policy here <https://policy.ufl.edu/policy/student-computing-requirements/>

COURSE LEARNING OBJECTIVES:

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

1. Demonstrate the use of basic programming concepts such as variables, branching statements, functions, and loops and apply these concepts to the study of human movement and human physiology data in the context of sport and high performance.
2. Design and construct Python programs to analyze and visualize human movement data.
3. Distinguish between basic machine learning principles, including classification and regression with human movement and human physiology data sets in the context of sport and high performance.
4. Explain the protocols used to collect data and prepare it for use in a machine learning model applied to human movement and human physiology data sets in the context of sport and high performance.
5. Create Python programs to train, evaluate, and deploy machine learning models for analyzing human movement data.
6. Examine and interpret human movement data using machine learning algorithms.

Course & University Policies

ATTENDANCE & MAKEUP POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See UF Academic Regulations and Policies for more information regarding the [University Attendance Policies](#).

PERSONAL CONDUCT POLICY

Academic Honesty: University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the

code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

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

ACCOMMODATING STUDENTS WITH DISABILITIES

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

RECORDING COURSE CONTENT OR CLASS MEETINGS

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

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited.

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

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals

3. The central portal located at (<https://my-ufl.bluer.com>)

Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hnp.ufl.edu

- Dr. Steve Coombes (he/him), APK Graduate Coordinator, scoombes@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Evaluation Components (number of each)	Points Per Component	Approximate % of Total Grade
Assignments (10)	5 pts each = 50 pts	50/100 = 50%
Group Presentation (1)	20 pts each = 20 pts	20/100 = 20%
Final Project (1)	30 pts each = 30 pts	30/100 = 30%

Assignments (10) 50%

There will be 10 assignments that cover the class content. The assignments will be individual and will cover the theoretical and practical content of the course.

Assignment Topic	5 Points	4 Points	3 Points	2 Points	1 Point
1. Introduction to Python – Part I	Accurately and efficiently uses Python basics (variables, branching, functions, loops) with no errors.	Correctly uses most Python basics with minor errors.	Uses Python basics with some errors but demonstrates understanding.	Correctly uses some Python basics but frequently makes errors or omissions.	Cannot correctly use Python basics; many errors present.
2. Introduction to Python – Part II	Accurately and efficiently uses Python basics (variables, branching, functions, loops) with no errors.	Correctly uses most Python basics with minor errors.	Uses Python basics with some errors but demonstrates understanding.	Correctly uses some Python basics but frequently makes errors or omissions.	Cannot correctly use Python basics; many errors present.
3. Visualization of Movement Data	Designs and constructs Python programs with advanced data visualization techniques; no errors.	Creates Python programs with appropriate data visualization; minor errors.	Constructs Python programs that visualize data with some errors.	Able to design simple Python programs with limited data visualization; many errors.	Cannot design or construct Python programs for data visualization; major errors present.
4. Introduction	Develops and applies regression	Applies regression	Uses regression methods in ML with some errors.	Attempts to use regression	Cannot apply regression

to Machine Learning – Regression	methods in ML accurately with detailed understanding and no errors.	methods in ML effectively; minor errors.		methods but with noticeable errors.	methods correctly; major errors.
5. Machine Learning for Classification	Fully explains and applies machine learning protocols for classification with detailed understanding and examples.	Accurately explains and applies machine learning protocols for classification; minor omissions.	Describes and applies machine learning protocols for classification with some errors.	Describes some protocols for classification but with inaccuracies.	Cannot describe or apply protocols for classification; lacks understanding.
6. Ensemble Methods	Develops highly effective programs using ensemble methods for classification with no errors and clear understanding.	Creates functional programs utilizing ensemble methods; minor errors.	Produces programs using ensemble methods but with noticeable errors.	Attempts to use ensemble methods but with significant errors.	Unable to use ensemble methods correctly; major errors.
7. Neural Networks	Thoroughly distinguishes between and applies principles of neural networks for different ML tasks.	Correctly applies neural network principles for ML tasks; minor errors.	Uses neural network principles with some errors.	Attempts to use neural network principles but with significant errors.	Cannot apply neural network principles correctly; major errors.
8. Deep Neural Networks – Part I	Develops and applies deep neural network architectures accurately for complex ML tasks with no errors.	Applies deep neural network architectures effectively; minor errors.	Uses deep neural network architectures with some errors.	Attempts to use deep neural network architectures but with significant errors.	Cannot apply deep neural network architectures correctly; major errors.
9. Deep Neural Networks – Part II	Develops and applies deep neural network architectures accurately for complex ML tasks with no errors.	Applies deep neural network architectures effectively; minor errors.	Uses deep neural network architectures with some errors.	Attempts to use deep neural network architectures but with significant errors.	Cannot apply deep neural network architectures correctly; major errors.
10. Human Movement Estimation	Performs comprehensive and insightful data	Accurately analyzes and interprets	Analyzes and interprets human movement data with some errors.	Attempts to analyze and interpret human	Unable to analyze or interpret

	analysis and interpretation on human movement using ML algorithms with no errors.	human movement data using ML; minor errors.		movement data but with noticeable errors.	human movement data using ML algorithms.
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Group Presentation (1) 20%

Students will prepare and present a brief (10 minutes) presentation discussing their final project. The presentation will be divided into background, methods, and results.

The following rubric will be used to evaluate the presentations:

- Duration: You will lose 2 points for each minute that your presentation goes over/under the time limit. For instance, if your presentation lasts for 12 minutes, you will lose 2 points of your grade.
- Clarity (50%): You must clearly present the concepts and methods used in your project. Avoid presenting content already discussed in class and focus on “what is new”.
- Proper use of audiovisual tools (25%): You must prepare a PowerPoint presentation and present it to the class. The slides must be clear, concise, and well designed. You should avoid reading from your slides and focus on presenting your content clearly. If you decide to add videos, please make sure the videos add new content and are needed to make your point.
- Results (25%): You must clearly present the results of your project and indicate why they are important/relevant to the study of human movement.

Final Project (1) 30%

Students will prepare a project applying the concepts and methodologies discussed in class to the study of human movement. Students are free to use custom datasets or employ the datasets that will be discussed in class. The overall objective of the project is to provide students with hands-on experience on the application of data science principles to the analysis and interpretation of human movement.

Step	Details	Value
Data Preparation	Prepare your data to be used as part of a machine learning model	5 pts
Model Selection	Select the right model (s) to address the problem at hand.	5 pts
Model Training	Use the techniques discussed in class to train your models and evaluate the results	5 pts
Presentation of results	Prepare a report detailing your data, the steps used to prepare the data, the machine learning model (s) used to address the problem, and your results.	15 pts

GRADING SCALE

The total points earned from the exam, lab assignments, and participation will be summed. There is no curve for this course. I reserve the right to round up grades for students who show exceptional participation in class. For

more information on UF's grading policies, please review information available here:

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

Letter Grade	Points Needed to Earn Each Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	≥ 93.00	93.00-100%	4.0
A-	90.00-93.00	90.00%-92.99%	3.67
B+	87.00-89.99	87.00%-89.99%	3.33
B	80.00-86.99	80.00%-86.99%	3.0
C+	77.00-79.99	77.00%-79.99%	2.33
C	70.00-76.99	70.00%-76.99%	2.0
D+	67.00-69.99	67.00%-69.99%	1.33
D	60.00-66.99	60.00%-66.99%	1.0
E	0-59.99	0%-59.99%	0

Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- September 2
- November 11
- November 25 – 29
- December 5 – 6: Reading days

This approximates what the semester will consist of. This outline is subject to change at any point during the semester.

WEEKLY SCHEDULE

Week	Dates	Topic	Assigned Readings	Note
Week 1	Aug 18 - 24	Introduction and Syllabus		
Week 2	Aug 25 - 31	Introduction to Python for Sport & Movement Sciences Data	Book, Chapters 1 and 2	
Week 3	Sep 1 - 7	Introduction to Python for Sport & Movement Sciences Data	Book, Chapters 3, 4, and 5	
Week 4	Sep 8 - 14	Introduction to Python for Sport & Movement Sciences Data	Book, Chapters 6, 7, and 8	
Week 5	Sep 15 - 21	Visualization of Movement Data	Data Visualization Chapter in Canvas	
Week 6	Sep 22 - 28	Introduction to Machine Learning for Sport & Movement Sciences Data	Data Science Book, Chapter 1 & 2	
Week 7	Sep 29 - Oct 5	Machine Learning for Regression with Sport & Movement Sciences Data	Data Science Book, Chap. 2, 3, and 6	

Week 8	Oct 6 - 12	Machine Learning for Regression with Sport & Movement Sciences Data	Data Science Book, Chap. 7	
Week 9	Oct 13 - 19	Ensemble methods with Sport & Movement Sciences Data	Data Science Book, Chap. 8	
Week 10	Oct 20 - 26	Neural Networks with Sport & Movement Sciences Data	Data Science Book, Chap. 11	
Week 11	Oct 27 - Nov 2	Deep Neural Networks with Sport & Movement Sciences Data	Data Science Book, Chap. 12	
Week 12	Nov 3 - 9	Deep Neural Networks with Sport & Movement Sciences Data	Data Science Book, Chap. 13 and 14	
Week 13	Nov 10 - 16	Deep Neural Networks with Sport & Movement Sciences Data	Data Science Book, Chap. 16	
Week 14	Nov 17 - 23	Human Movement Estimation		
Week 15	Nov 24 - 30	NO CLASS		
Week 16	Dec 1 - Dec 7	Students Presentations		

SUCCESS AND STUDY TIPS

Successful students in my class typically do the following:

1. Do not miss classes throughout the semester. Classes are in the format of *live coding sessions*. That means that you will learn and practice at the same time.
2. Take the project very seriously and start preparing very early. You should work on your project throughout the course, start thinking about your project since the first day of class and make small consistent progress during the term instead of leaving all the work for the end.
3. Read the assignment's questions carefully before answering.
4. Be a leader in your team, do not wait for others to hand you tasks.

Course|New for request 20848

Info

Request: APK 6XXX Attention & Emotion in Tactical Athlete Populations

Description of request: The request is to create a new Course (APK 6xxx Attention & Emotion in Tactical Athletes) that will serve as a major course in the MS APK degree program.

Submitter: Garrett Beatty gbeatty@hnp.ufl.edu

Created: 2/11/2025 4:09:12 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:

APK

Course Level

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

Response:

6

- 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:

Attention & Emotion in Tactical Athlete Populations

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:

Attention & Emotion Tact Ath

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:
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:
Covers the fundamental links between emotion and attention, and the role these psychological factors play influencing motivation, behavior, decision-making, and human movement in elite performance within physically and psychologically demanding tactical performance environments.

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:
no prerequisites

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- 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:

no co-requisites

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 graduate level course will meet major requirements in the MS APK degree program. The course is classified in the "Behavioral Aspects of Human Performance" category in the MS APK curriculum. The course could also be taken as an elective in the MS APK program, if the Behavioral Aspects of Motor Performance category has been fulfilled by another course. This course will be a core requirement of the proposed Human Performance in Tactical, Flight, & Space Operations graduate certificate (Report: 20851)

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](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.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

Attention & Emotion in Tactical Athlete Populations

APK6### | Class ##### | 3 Credits | FALL 2025

Connect with HHP



Course Info

INSTRUCTOR

Derek T.Y. Mann, PhD.

Office: Virtual

Office Phone: 352.262.1264

Email: dmann5@ufl.edu

Preferred Method of Contact: dmann5@ufl.edu

OFFICE HOURS

Excluding UF Holidays:

Tuesday: 1100am-100pm

Wednesday: 930-1130am

Available by appointment when scheduled at least 1 business day
in advance.

COURSE ACCESS

Access course through Canvas on UF e-Learning

<https://elearning.ufl.edu/> & the **Canvas** mobile app by **Instructure**

COURSE DESCRIPTION

This course addresses the fundamental links between emotion and attention and the role they play, influencing motivation, behavior, decision-making, and skill acquisition and execution for elite performance within physically demanding tactical performance environments.

COURSE OVERVIEW

Over time, humans have proven to be extremely adaptable and resilient even in the face of the most extreme situations. However, to perform under pressure, when it matters most, success or failure is often the result of our cognitive-affective abilities to meet the demands faced. In other words, what we think and feel directly influences what we attend to and how we act. The ability to direct attention to what matters in the moment and the ability to focus effectively is an essential prerequisite of highly skilled performance. Understanding theory and translating theory to practice is fundamental for tactical athletes, instructors, and practitioners alike. In this course we will explore emotion, the cognitive underpinnings of attention, the interplay of emotion and attention, and how attention affects skill acquisition and skilled motor performance. Lastly, we will explore several strategies for regulating emotion and developing world class attention.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must hold Graduate Student classification based on the UF Registrar's class student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>). Or, students must acquire instructor approval.

REQUIRED AND RECOMMENDED MATERIALS

Required:

- Goleman, D. (2015). Focus: The Hidden Driver of Excellence. ISBN: 978-0-06-211496-9

Additional materials will be assigned and available through the UF E- Learning Canvas course shell.

COURSE FORMAT

The course is organized into 8 modules. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

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

- analyze the scientific evidence and theoretical perspectives that provide insight into how emotion and attention influence the performance of human movement and decision making in tactically diverse conditions and extreme environments.
- Identify and differentiate interdependence and influence of various emotions on attention, motivation, and human behavior, including judgements, reasoning, and decision-making.
- synthesize academic literature on perception-action coupling into actionable practice-structure designs.
- communicate the distinctions across commonly utilized psychological strategies for enhancing emotion regulation and attention control.

Course & University Policies

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

PERSONAL CONDUCT & ACADEMIC INTEGRITY

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

APPROPRIATE USE OF AI TECHNOLOGY

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

COURSE RECORDING

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited.

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

EXAM MAKE-UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hwp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu

- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Student learning will be evaluated through contribution to the Yellowdig online community, guided course discussions, a book review, 2 case study assignments, and 2 exams. Specific assignment details are provided on the course website <https://lss.at.ufl.edu/>.

- **Yellowdig [Learning Community] - 10%:** Yellowdig is meant to be an information venue for the class to share information and thoughts relevant to the class material and allow us to create a sense of community while reflecting on and applying what you are learning in the course. Details are provided in Canvas. Students are expected to engage in Yellowdig weekly and meet the weekly points minimum.

Criteria for Yellowdig:

Points for the Yellowdig assignment are accrued throughout the semester and derived from engagement in the Yellowdig community on a weekly basis. The weekly point goal is 1,000 points, but students can earn up to 1,300 points per week. **Each week the goal should be to maximize the point earning goal.** Engagement can consist of asking questions related to the course, answering peer's questions, creating, and engaging in your own debates, sharing media and commentary as it relates to the course.

Point Earning Scheme:

Point accrual is based on an AI-enabled evaluation tool embedded within the Yellowdig Learning Community Platform. Students earn up to 270 points for a novel post; up to 135 points for continuing a conversation (responding to classmate's posts), 75 points for including video posts, and 50 points for each time a classmate responds to the creator's original post.

- **Quora [Online Discussion] - Weeks 2, 4, 6, 9, 12, & 16; 10%.** A discussion question will be posted periodically, throughout the term to Canvas that will challenge your ability to think critically and communicate in written form. Your entries should be thoughtful and articulate and should demonstrate your ability to apply course content. Responses to the discussion post should be no less than 500 words and should be posted on Canvas each Wednesday of the assigned week by 11:59pm EST. Do not summarize the course contents, instead present us with your thoughts and reactions and use course content to support, with evidence your thoughts and reactions. You must also respond to two of your classmates' posts no later than Sunday of the week assigned by 11:59pm EST. All responses must be done so with respect and decorum. Your discussion post should be free of major errors in grammar, spelling, and punctuation.

Grading Criteria for Quora

1. The initial post is an original one- to two-paragraph response to the instructor-posted question.
2. Initial posting is completed by 11:59 pm on the Wednesday the Quora is created.
3. Two additional posts are completed by 11:59 on Sunday of the week the Quora is created. Each post is in response to other students' original entries that comment on and advance the posts of others.

4. Posts are substantive, present your own ideas and use references where appropriate to support and advance ideas. Equally build on the posts of others, or asks questions to further the discussion (i.e., postings don't just give praise).
5. Posts are supported by relevant sources and are properly referenced.
6. Posts are clearly written with proper spelling and grammar.
7. All questions posed by the instructor and/or fellow classmates are answered in a timely manner (i.e., within 2 weeks of the beginning of the forum)

With the above criteria in mind, scores for each online discussion will be assigned as follows:

10 points	fully meets all criteria
8 points	fully meets Criterion 1, and four to seven of Criteria 2-8
6 points	fully meets Criterion 1, and one to four of Criteria 2-8
4 points	fully meets Criterion 1
0	Does not meet Criterion 1

- **Focus: The Hidden Driver of Excellence [Book Review] Week 14; 20%.** You be will required to write a book review from the required *book by Daniel Goleman, Focus: The Hidden Driver of Excellence*. The goal here is to reflect on the writings of Goleman and consider how his work relates to the emotion-attention literature. *Additional information and guidelines are available within the Assignments content area.*

Grading Criteria for Book Review

Element	Met	Partially Met	Not Met
Q#1: Summary & Analysis (25 points) Met = 25 Partially Met = 15 Not Met = 0	Summary & Analysis is sufficiently detailed and includes strengths and weaknesses and personal reactions. Citations are included to support the response.	Summary & Analysis is partially detailed and includes strengths and weaknesses and personal reactions. At least one citation is included to support the response.	Summary & Analysis is not included nor includes strengths and weaknesses or personal reactions and/or no citations are included.
Q #2: Passage Summary (20 points) Met = 20 Partially Met = 10 Not Met = 0	3 - 5 specific passages that have had the greatest impact on you are identified and sufficiently detailed. Citations are included to support the response.	3 - 5 specific passages that have had the greatest impact on you are identified and partially detailed. At least one citation is included to support the response.	3 - 5 specific passages that have had the greatest impact on you have not been identified or they are not detailed and no citations are included.

Q #3: Personal Reflection (15 points) Met = 15 Partially Met = 10 Not Met = 0	You have sufficiently identified why these passages have had an impact on you. Citations are included to support the response.	You have partially identified why these passages have had an impact on you. At least one citation is included to support the response.	You have not sufficiently identified why these passages have had an impact on you and no citations are included.
Q #4: Theory to Practice (25 points) Met = 25 Partially Met = 15 Not Met = 0	You have sufficiently connected each passage to a theory addressed throughout the course explained in detail. Citations are included to support the response.	You have partially connected each passage to a theory addressed throughout the course. At least one citation is included to support the response.	You have not adequately connected each passage to a theory addressed throughout the course. Citations are not included to support the response.
Q #5: Application (10 points) Met = 10 Partially Met = 5 Not Met = 0	You have sufficiently identified how you will apply these principles to your practice or coaching	You have partially identified how you will apply these principles to your practice or coaching	Application to practice or coaching is not discussed.
APA Style (5 point) Met = 5 Partially Met = 2 Not Met = 0	Citations are included and written in correct APA style.	Citations are included. There are some minor APA style errors.	Citations are not included and/or there are numerous APA style errors.

- **Putting it Together [Case Study] Weeks 6 & 15; 30%.** A case study will be assigned based on the material covered up to that point in the course. Your written submission of the Case Study should include each of the following elements:

Element	Met	Partially Met	Not Met
Identification of the Main Issues (25 points) Met = 25 Partially Met = 15	Identifies and demonstrates an understanding of all the presenting challenges in the case study.	Identifies and demonstrates an understanding of most of the presenting challenges in the case study.	Identifies and demonstrates an understanding of some of the presenting challenges in the case study.

Not Met = 0			
Analysis of the presenting concerns (25 points) Met = 25 Partially Met = 15 Not Met = 0	Insightful and thorough analysis of all the presenting concerns.	Insightful and thorough analysis of most of the presenting concerns.	Insightful and thorough analysis of some of the presenting concerns.
Effective Solutions and Interventions (25 points) Met = 25 Partially Met = 15 Not Met = 0	Thoughtful and thorough intervention and protocol addressing all of the issues in the case study.	Thoughtful and thorough intervention and protocol addressing most of the issues in the case study.	Thoughtful and thorough intervention and protocol addressing some of the issues in the case study.
Connecting Theory to Practice with links to course readings and relevant research. (20 points) Met = 20 Partially Met = 10 Not Met = 0	All intervention strategies are adequately supported with relevant research and links to course readings.	Most intervention strategies are adequately supported with relevant research and links to course readings.	Some intervention strategies are adequately supported with relevant research and links to course readings.
APA Style (5 point) Met = 5 Partially Met = 2 Not Met = 0	Citations are included and written in correct APA style.	Citations are included. There are some minor APA style errors.	Citations are not included and/or there are numerous APA style errors.

- **Coaches Challenge [Tests] – Weeks 7 & 16; 30%.** There will be 2 tests throughout the semester based on the assigned readings and supplemental course materials. Each test will be completed via Canvas. Tests will consist of multiple choice, true/false, and/or short answer questions. If you miss a test it may be made up at the discretion of the instructor provided adequate notice is afforded in advance of the test and appropriate documentation is provided within 24hrs of the test.

Additional information and guidelines are available within the Assignments content area.

Final grade composition:

- Yellowdig: 10%
- Quora: 10%
- Book Review: 20%
- Case Study: 30%
- Tests: 30%

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of "I", "X", "H", or "N" will not be given except in cases of a documented, catastrophic occurrence.

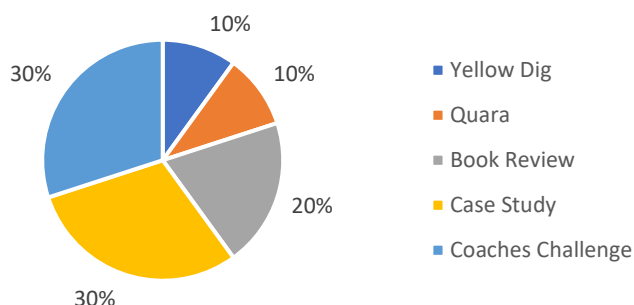
Course letter grades based on cumulative grade percentages:

Grade	Percentage	Grade Points
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here:

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

Grade Breakdown



Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#).

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Readings	Assessments Due
1	August 22-23	Module 1 Intro to Emotion & Attention Human Performance	Yiend, J. (2010) <i>The effects of emotion on attention: A review of attentional processing of emotional information.</i>	Aug 23: Yellowdig Aug 24: Introduction

2	August 26-30	Module 1 Intro to Emotion & Attention Human Performance cont....	Derakshan, N. & Eysenck, M.W. (2010). <i>Introduction to the Special Sssue: Emotional States, Attention, and Working Memory.</i>	Aug 30: Yellowdig Sept 1: Quora 1
3	September 2-6	UF Holiday: Labor Day - Sept 2 Module 2 Emotion	Plutchik, R. (1982). <i>A Psychoevolutionary Theory of Emotions.</i>	Sept 6: Yellowdig
4	September 9-13	Module 2 Emotion cont....	Lazarus, R. (2000). <i>How Emotions Influence Performance on Competitive Sport.</i> Janelle, C.M., Fawver, B., & Beatty, G.F. (2018). <i>Emotions and Sport Performance.</i>	Sept 13: Yellowdig Sept15: Quora 2
5	September 16-20	Module 2 Emotion cont....	Robazza, C., Morano, M., Bortoli, L., & Ruiz, M.C., (2023) Athletes' Basic Psychological Needs and Emotions: The Role of Cognitive Reappraisal. Lane, A.M., Beedie, C.J., Jones, M.J., Uphill, M. & Devonport, T.J. (2012). <i>The BASES Expert Statement on Emotion Regulation in Sport.</i>	Sept 20: Yellowdig
6	September 23-27	Module 3 Attention	Moran, A. (2012). <i>Concentration: Attention & Performance</i> Vickers, J. (2007). <i>Visual System, Motor Control, and the Changing Brain.</i> Vickers, J. (2007). <i>Measuring What Athletes See.</i>	Sept 27: Yellowdig Sept 29: Quora 3 Sept 29: Case Study I
7	Sept 30 – Oct 4	Module 3 Attention cont...	Abernethy, B., Maxwell, J.P., Masters, R., Van Der Kamp,	Oct 4: Yellowdig

			<p>J., & Jackson, R. (2007). <i>Attentional Processes in Skill Learning and Expert Performance</i></p> <p>Lohse, K.R. (2017). <i>On Attentional Control. A dimensional Framework for Attention in Expert Performance.</i></p>	Oct 6: Coach's Challenge I
8	October 7-11	<p>Module 4 Linking Emotion and Attention</p>	<p>Corbetta, M., Patel, G., Shulman, G.L. (2008). <i>The Reorienting System of the Human Brain: From Environment to Theory of Mind.</i></p> <p>Easterbrook, J.A. (1959) <i>The Effects of Emotion on Cue Utilization and the Organization of Behavior.</i></p>	Oct 11: Yellowdig
9	October 14-18	<p>UF Holiday: UF Homecoming – Oct 18</p> <p>Module 4 Linking Emotion and Attention cont...</p>	<p>Janelle, C. (2002). <i>Anxiety, Arousal and Visual Attention: A Mechanistic Account of Performance Variability.</i></p> <p>Williams, A.M., Davids, K. & Williams, J.G. (1998). <i>Anticipation and Decision-Making in Sport.</i></p>	<p>Oct 18: Yellowdig</p> <p>Oct 20: Quora 4</p>
10	October 21-25	<p>Module 5 Perceptual-Cognitive Expertise</p>	<p>Mann, D., Williams, A.M., Ward, P., & Janelle, C.M. (2007). <i>Perceptual Cognitive Expertise in Sport: A Meta-Analysis</i></p> <p>Behan, M. & Wilson, W. (2008). <i>State Anxiety and Visual Attention: The Role of the Quiet Eye period in Aiming to a Far Target.</i></p>	Oct 25: Yellowdig
11	Oct-Nov 28-1	Module 5		Nov 1: Yellowdig

		Perceptual-Cognitive Expertise	<p>Masters, S., Law, J., & Maxwell, J. (2002). <i>Implicit and Explicit Learning in Interceptive Actions</i>.</p> <p>Faubert, J. & Sidebottom, L. (2012). <i>Perceptual-Cognitive Training of Athletes</i>.</p>	
12	November 4-8	Module 6 Emotion Regulation	<p>Gross, R. & Thompson, R. (2007). <i>Emotion Regulation: Conceptual Foundations</i></p> <p>Fawver, B., Beatty, G.F., Mann, D.T.Y., & Janelle, C.M. (2019). <i>Staying Cool Under Fire: Strategies to Develop Psychological Skills and Regulate Emotions for High-Level Performance</i>.</p>	<p>Nov 8: Yellowdig</p> <p>Nov 10: Quora 5</p>
13	November 11-15	<p>UF Holiday: Veteran's Day: Nov 11</p> <p>Module 6 Emotion Regulation cont....</p>	<p>Bradberry, T. (2014). <i>How Successful People Stay Calm</i>.</p> <p>Beatty, G.F. & Janelle, C.M. (2020). <i>Emotion Regulation and Motor Performance: An Integrated Review and the Temporal Influence Model of Emotion Regulation</i>.</p>	<p>Nov 15: Yellowdig</p>
14	November 18-22	Module 7 Developing World Class Attention	<p>Williams, J., Nideffer, R.M., Wilson, V.E., & Sagal, MS. (2021). <i>Concentration and Strategies for Controlling It</i>.</p> <p>Laby, D. M., & Appelbaum, L. G. (2021). <i>Vision and on-field performance: a critical review of visual assessment and training studies with athletes</i>.</p>	<p>Nov 22: Yellowdig</p> <p>Nov 24: Focus: Book Review</p>
15	November 25-29	UF Holiday: Thanksgiving Week November 25 - 30		Dec 1: Case Study II

16	Dec 2-4	Module 8 Putting it all together Special Considerations for Tactical Athletes	Wilson, M.R. & Richards, H. (2011). <i>Putting it Together: Skills for Pressure Performance.</i>	<i>Dec 4:</i> <i>Quora 6</i> <i>Dec 6:</i> <i>Coach's</i> <i>Challenge II</i>
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SUCCESS AND STUDY TIPS

Quora's are designed as review and mastery tools for the course, setting the stage for both Case Studies and Coach's Challenges. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quora's include questions requiring reflection and application of material.

Case Studies are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence for the enhancement of individual and team success. Case Studies require substantial preparation to execute successfully.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

Coach's Challenges are designed as summative assessments. All module materials are intentionally designed to help students prepare for the three Coach's Challenges.

Course|New for request 20847

Info

Request: APK 6XXX Human Expertise Development & Skill Acquisition

Description of request: The request is to create a new Course (APK 6xxx Human Expertise Development & Skill Acquisition) that will serve as a major course in the MS APK degree program.

Submitter: Garrett Beatty gbeatty@hnp.ufl.edu

Created: 2/11/2025 3:38:13 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:

APK

Course Level

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

Response:

6

- 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:

Human Expertise Development & Skill Acquisition

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:

Expertise Dev. & Skill Acquist

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:
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:
Covers skill acquisition and expertise development in human performance with specific coverage of the role that perceptual, cognitive, and motor (movement) skills are necessary and trainable aspects of human expertise. This course links the theory of human learning with the practice of scientifically informed approaches to teaching, coaching, and skill development facilitation across myriad human performance domains.

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:
no prerequisites

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- 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:

no co-requisites

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 graduate level course will meet major requirements in the MS APK degree program. The course is classified in the "Behavioral Aspects of Human Performance" category in the MS APK curriculum. The course could also be taken as an elective in the MS APK program, if the Behavioral Aspects of Motor Performance category has been fulfilled by another course. This course will be a core requirement of the proposed Sport Psychology & Elite Human Performance graduate certificate (Report: 20850)

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.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-

results."

Response:
All Items Included

Human Expertise Development & Skill Acquisition

APK6### | Class ##### | 3 Credits | Fall 2025

Connect with HHP



Course Info

INSTRUCTOR

Derek T.Y. Mann, PhD.

Office: Virtual

Office Phone: 352.262.1264

Email: dmann5@ufl.edu

Preferred Method of Contact: dmann5@ufl.edu

OFFICE HOURS

Excluding UF Holidays:

Tuesday: 1100am-100pm

Wednesday: 930-1130am

Available by appointment when scheduled at least 1 business day in advance.

COURSE ACCESS

Access course through Canvas on UF e-Learning

<https://elearning.ufl.edu/> & the **Canvas** mobile app by **Instructure**

COURSE DESCRIPTION

This course covers skill acquisition and expertise development in human performance with specific coverage of the role that perceptual, cognitive, and motor (movement) skills are necessary and trainable aspects of human expertise. This course links the theory of human learning with the practice of scientifically informed approaches to teaching, coaching, and skill development facilitation across myriad human performance domains.

COURSE OVERVIEW

APK 6#### - Human Expertise Development & Skill Acquisition: Every action we make requires the delicate balance of sensory input with a highly orchestrated multisensory response, a response process that is shaped and pruned repetition after repetition. Skill acquisition and the development of expertise has long believed to be the result of tireless and arduous work. This course is designed to highlight the most salient research enhancing our understanding of the mechanisms associated with skill acquisition and the practical processes known to enhance learning, skill execution, and expertise. This course is divided into 5 modules that include an introduction to expertise and skill acquisition, the fundamentals of skill acquisition and skill modification, the role of the learning environment and the necessary elements for skill acquisition and optimization, perceptual cognitive expertise, and the psychological skills necessary for optimizing learning and performance, all with the goal of enhancing the transfer of skills from the practice environment to the performance arena.

PREREQUISITE KNOWLEDGE AND SKILLS

Students must hold Graduate Student classification based on the UF Registrar's class student Classifications system (<https://catalog.ufl.edu/UGRD/academic-regulations/student-classifications/>). Or, students must acquire instructor approval.

REQUIRED AND RECOMMENDED MATERIALS

Required:

- Hodges, N.J. & Williams, A.M. (2020). Skill Acquisition in Sport: Research Theory and Practice.
 - Paperback - ISBN: 978-0-8153-9284-2
 - E-book - ISBN: 978-1-351-18975-0
- Baker, J. & Farrow, D (2017). Routledge Handbook of Sport Expertise.
 - Paperback - ISBN: 978-1-138-29507-0
 - E-book - ISBN: 978-1-315-77667-5
- Lemov, D., Woolway, E., & Yezzi, K. (2015). Perfect Practice.
 - Paperback - ISBN: 978-1-118-21658-3

Additional materials will be assigned and available through the UF E- Learning course shell. A list of additional resources is available at the end of the Syllabus.

COURSE FORMAT

The course is organized into 5 modules. Within each module, students will have the opportunity to engage in course content and graded learning activities. The learning activities are designed to catalyze student achievement of the following course goals and objectives.

COURSE LEARNING OBJECTIVES:

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

- analyze the scientific evidence and theoretical perspectives accounting for the development of expertise.
- identify the various factors that influence skill acquisition and skill execution including, the learning environment and the principles of reinforcement
- synthesize academic literature on perceptual-cognitive expertise into actionable practice-structure designs.
- differentiate and communicate the psychological skills essential for optimizing learning and performance of skills where success is contingent on the quality of movement execution.

Course & University Policies

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

PERSONAL CONDUCT & ACADEMIC INTEGRITY

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

APPROPRIATE USE OF AI TECHNOLOGY

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

COURSE RECORDING

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited.

To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A

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

EXAM MAKE-UP POLICY

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

ACCOMMODATING STUDENTS WITH DISABILITIES

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

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

Getting Help

HEALTH & WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- **University Police Department:** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **E-learning technical support:** Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- **Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints & Grievances:** Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

APK ADMINISTRATORS

For suggestions or concerns related to APK courses or programming, please reach out to any of the following:

- Dr. David Vaillancourt (he/him), APK Department Chair, vcourt@ufl.edu
- Dr. Demetra Christou (she/her), APK Department Vice Chair, ddchristou@hwp.ufl.edu
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, rachaelseidler@ufl.edu
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, jahlgren@ufl.edu

Grading

Student learning will be evaluated through contribution to the Yellowdig online community, guided course discussions, a book review, 2 case study assignments, and 2 exams. Specific assignment details are provided on the course website <https://lss.at.ufl.edu/>.

- **Yellowdig [Learning Community] - 10%:** Yellowdig is meant to be an information venue for the class to share information and thoughts relevant to the class material and allow us to create a sense of community while reflecting on and applying what you are learning in the course. Details are provided in Canvas. Students are expected to engage in Yellowdig weekly and meet the weekly points minimum.

Criteria for Yellowdig

Points for the Yellowdig assignment are accrued throughout the semester and derived from engagement in the Yellowdig community on a weekly basis. The weekly point goal is 1,000 points, but students can earn up to 1,300 points per week. **Each week the goal should be to maximize the point earning goal.** Engagement can consist of asking questions related to the course, answering peer's questions, creating, and engaging in your own debates, sharing media and commentary as it relates to the course.

Point Earning Scheme:

Point accrual is based on an AI-enabled evaluation tool embedded within the Yellowdig Learning Community Platform. Students earn up to 270 points for a novel post; up to 135 points for continuing a conversation (responding to classmate's posts), 75 points for including video posts, and 50 points for each time a classmate responds to the creator's original post.

- **Quora [Online Discussion] - Weeks 2, 4, 6, 8, 10, & 13; 10%.** A discussion question will be posted periodically, throughout the term to Canvas that will challenge your ability to think critically and communicate in written form. Your entries should be thoughtful and articulate and should demonstrate your ability to apply course content. Responses to the discussion post should be no less than 500 words and should be posted on Canvas each Wednesday of the assigned week by 11:59pm EST. Do not summarize the course contents, instead present us with your thoughts and reactions and use course content to support, with evidence your thoughts and reactions. You must also respond to two of your classmates' posts no later than Sunday of the week assigned by 11:59pm EST. All responses must be done so with respect and decorum. Your discussion post should be free of major errors in grammar, spelling, and punctuation.

Grading Criteria for Quora

1. The initial post is an original 2- to 3-paragraph response to the instructor-posted question.
2. Initial posting is completed by 11:59 pm on the Wednesday the Quora is created.
3. Two additional posts are completed by 11:59 on Sunday of the week the Quora is created. Each post is in response to other students' original entries that comment on and advance the posts of others.
4. Posts are substantive, present your own ideas and use references where appropriate to support and advance ideas. Equally build on the posts of others, or asks questions to further the discussion (i.e., postings don't just give praise).
5. Posts are supported by relevant sources and are properly referenced.
6. Posts are clearly written with proper spelling and grammar.
7. All questions posed by the instructor and/or fellow classmates are answered in a timely manner (i.e., within 2 weeks of the beginning of the forum)

With the above criteria in mind, scores for each online discussion will be assigned as follows:

10 points	fully meets all criteria
8 points	fully meets Criterion 1, and four to seven of Criteria 2-8
6 points	fully meets Criterion 1, and one to four of Criteria 2-8
4 points	fully meets Criterion 1
0	Does not meet Criterion 1

- **Perfect Practice [Video Book Review] Week 14; 20%.** You will be required to record a video book review of Perfect Practice: 42 Rules for Getting Better at Getting Better by Doug Lemov, Erica Woolway & Katie Yezzi. The goal of this presentation is to reflect on the writings of Lemov and his colleagues and consider how this work relates to the skill-acquisition literature. *Additional information and guidelines are available within the Assignments content area.*

Grading Criteria for Book Review

Element	Met	Partially Met	Not Met
<p>Q#1: Summary & Analysis (25 points)</p> <p>Met = 25</p> <p>Partially Met = 15</p> <p>Not Met = 0</p>	<p>Summary & Analysis is sufficiently detailed and includes strengths and weaknesses and personal reactions. Presentation is clear, concise, and well organized. Reference to the material is included to support the response.</p>	<p>Summary & Analysis is partially detailed and includes strengths and weaknesses and personal reactions. Presentation is not sufficiently clear, and/or concise, and/or organized. Reference to the material is included but not sufficiently detailed to support the response.</p>	<p>Summary & Analysis is not included nor includes strengths and weaknesses and/or personal reactions. Presentation is not sufficiently clear, and/or concise, and/or organized. Little to no reference to the material is included to support the response.</p>
<p>Q #2: Passage Summary (20 points)</p> <p>Met = 20</p> <p>Partially Met = 10</p> <p>Not Met = 0</p>	<p>3 - 5 specific passages that have had the greatest impact on you are identified and sufficiently detailed. Clear reference to the passages are included to support the response.</p>	<p>3 - 5 specific passages that have had the greatest impact on you are identified and partially detailed. At least one reference to the passages is included to support the response.</p>	<p>3 - 5 specific passages that have had the greatest impact on you have not been identified or they are not adequately detailed with little to no reference to the passages is included.</p>
<p>Q #3: Personal Reflection (15 points)</p> <p>Met = 15</p> <p>Partially Met = 10</p> <p>Not Met = 0</p>	<p>You have sufficiently identified why these passages have had an impact on you. Accompanied with clear and concise examples.</p>	<p>You have partially identified why these passages have had an impact on you. Accompanied with at least one clear and concise example.</p>	<p>You have not sufficiently identified why these passages have had an impact on you. Failed to include at least one clear and concise example.</p>
<p>Q #4: Theory to Practice (25 points)</p> <p>Met = 25</p> <p>Partially Met = 15</p> <p>Not Met = 0</p>	<p>You have sufficiently connected each passage to a theory addressed throughout the course explained in detail. References to supplemental resources are included to support the response.</p>	<p>You have partially connected each passage to a theory addressed throughout the course. At least one reference to supplemental resources are included to support the response.</p>	<p>You have not adequately connected each passage to a theory addressed throughout the course. References are not included to support the response.</p>

Q #5: Application (10 points) Met = 10 Partially Met = 5 Not Met = 0	You have sufficiently identified how you will apply these principles to your practice or coaching	You have partially identified how you will apply these principles to your practice or coaching	Application to practice or coaching is not discussed.
APA Style (5 point) Met = 5 Partially Met = 2 Not Met = 0	Citations are included and written in correct APA style.	Citations are included. There are some minor APA style errors.	Citations are not included and/or there are numerous APA style errors.

- **Skill Acquisition Assignment [Case Study] Week 15; 30%.** Students will identify a skilled movement or tactical scenario and teach this skill to a performer of his/her choice. The goal of this assignment is to demonstrate an understanding of the principles of skill acquisition while applying them in a real-world scenario while problem solving and evaluating performance in real time. Your video demonstration and written submission of the Skill Acquisition Assignment should include each of the following elements:

Element	Met	Partially Met	Not Met
Identification of the goal of the movement and the critical components. (10 points) Met = 10 Partially Met = 10 Not Met = 0	Identifies and demonstrates an understanding of all the presenting challenges in the case study.	Identifies and demonstrates an understanding of most of the presenting challenges in the case study.	Identifies and demonstrates an understanding of some of the presenting challenges in the case study.
Demonstration of an optimal learning environment coupled	Insightful and thorough analysis of all the presenting concerns.	Insightful and thorough analysis of most of the presenting concerns.	Insightful and thorough analysis of some of the presenting concerns.

<p>with an accurate presentation of the movement.</p> <p>(15 points)</p> <p>Met = 15</p> <p>Partially Met = 10</p> <p>Not Met = 0</p>			
<p>Student Demonstration of the skill and analysis of movement including successes and presenting concerns</p> <p>(25 points)</p> <p>Met = 25</p> <p>Partially Met = 15</p> <p>Not Met = 0</p>	<p>Delivered appropriate and timely feedback. Clearly and concisely identifies errors. Demonstrates effective and appropriate reinforcement of the skill.</p>	<p>Delivered timely feedback. Identified errors. Uses some reinforcement of the skill.</p>	<p>Delivered feedback and identified movement errors. Used some reinforcement of the skill.</p>
<p>Effective Solutions and Interventions</p> <p>(25 points)</p> <p>Met = 25</p> <p>Partially Met = 15</p> <p>Not Met = 0</p>	<p>Thoughtful and thorough intervention and protocol addressing the issues in the skill execution.</p>	<p>Thoughtful and thorough intervention and protocol addressing most of the issues in the skill execution.</p>	<p>Thoughtful and thorough intervention and protocol addressing some of the issues in the skill execution.</p>
<p>Connecting Theory to Practice with links to course readings and relevant research.</p> <p>(20 points)</p> <p>Met = 20</p> <p>Partially Met = 10</p> <p>Not Met = 0</p>	<p>All intervention strategies are adequately supported with relevant research and links to course readings.</p>	<p>Most intervention strategies are adequately supported with relevant research and links to course readings.</p>	<p>Some intervention strategies are adequately supported with relevant research and links to course readings.</p>
<p>APA Style</p> <p>(5 point)</p> <p>Met = 5</p>	<p>Citations are included and written in correct APA style.</p>	<p>Citations are included. There are some minor APA style errors.</p>	<p>Citations are not included and/or there are numerous APA style errors.</p>

Partially Met = 2			
Not Met = 0			

- **Coach's Challenge [Quizzes] – Weeks 3, 5, 7, 9, 11, & 16; 30%.** There will be 6 quizzes throughout the semester based on the assigned readings and supplemental course materials. Each quiz will be completed via Canvas. Quizzes will consist of multiple choice, true/false, and/or short answer questions. If you miss a quiz it may be made up at the discretion of the instructor provided adequate notice is afforded in advance of the test and appropriate documentation is provided within 24hrs of the quiz.

Additional information and guidelines are available within the Assignments content area.

Final grade composition:

- Yellowdig: 10%
- Quora: 10%
- Video Book Review: 20%
- Case Study: 30%
- Coach's Challenge: 30%

Notes:

- Grades will not be rounded
- e.g. a 92.99% will not be rounded to a 93.00%.
- Grades of "I", "X", "H", or "N" will not be given except in cases of a documented, catastrophic occurrence.

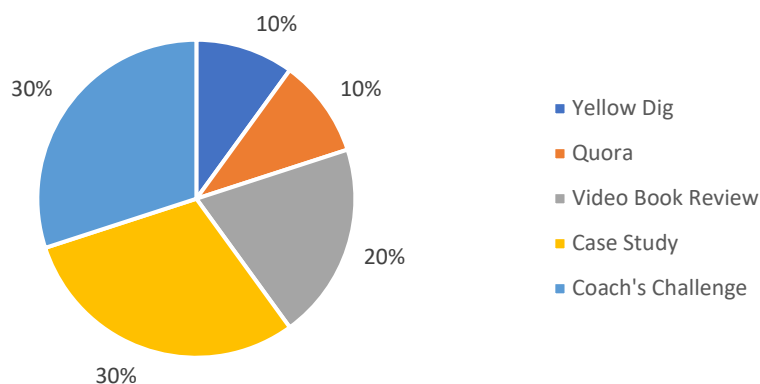
Course letter grades based on cumulative grade percentages:

<u>Grade</u>	<u>Percentage</u>	<u>Grade Points</u>
A	93 - 100 %	4.00
A-	90 - 92.99 %	3.67
B+	87 - 89.99 %	3.33
B	83 - 86.99 %	3.00
B-	80 - 82.99 %	2.67
C+	77 - 79.99 %	2.33
C	73 - 76.99 %	2.00
C-	70 - 72.99 %	1.67
D+	67 - 69.99 %	1.33
D	63 - 66.99 %	1.00
D-	60 - 62.99 %	0.67
E	0 - 59.99 %	0.00

More detailed information regarding current UF grading policies can be found here:

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

Grade Breakdown



Weekly Course Schedule

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available [here](#).

WEEKLY SCHEDULE

Week	Dates	Assigned Module & Schedule Notes	Readings	Assessments Due:
1	August 22-23	Module 1 Intro to Expertise & Skill Acquisition in Sport	CH1 – A Brief Review of the Historical Foundations of Sport Expertise (RH) CH2 – Expert Anticipation and Pattern Recognition (RH)	<i>Aug 23:</i> Yellowdig <i>Aug 24:</i> Quora Welcome
2	August 26-30	Module1 Expertise & Skill Acquisition in Sport	Functional Sport Expertise (Canvas) What Exactly is Acquired During Skill Acquisition (Canvas) CH3 – Aiming for Excellence (RH)	<i>Aug 30:</i> Yellowdig <i>Sep 1:</i> Quora 1
3	September 2-6	UF Holiday: Labor Day - Sept 2 Module1 Expertise & Skill Acquisition in Sport	CH5 – Information-Movement Coupling as a Hallmark of Sport Expertise (RH) CH6 – How Experts Make Decisions in Dynamic, Time Constrained Sporting Environments (RH) CH10 – Operationalizing Deliberate Practice for Performance Improvement (SAiS)	Sept 6: Yellowdig Sept 8: Coach's Challenge 1
4	September 9-13	Module 2 Skill Acquisition & Skill Modification	CH1 – Enhancing Motor Skill Acquisition with Augmented Feedback (SAiS) CH2 – Changing Automated Movement Patterns (SAiS)	Sept 13: Yellowdig Sept 15: Quora 2
5	September 16-20	Module 2 Skill Acquisition & Skill Modification	CH3 – Errors, Rewards, & Reinforcement (SAiS) CH 7 – Movement Automaticity (RH)	Sept 20: Yellowdig Sept 22: Coach's Challenge 2
6	September 23-27	Module 3 The learning Environment		Sept 27: Yellowdig

			<p>Development of Elite Performance (Canvas)</p> <p>CH6 – Contextual Interference: New Findings, Insights, & Implications for Skill Acquisition (SAIS)</p> <p>CH9 – Constraints-Led Learning in Practice: Designing Effective Learning Environments (SAIS)</p>	<p>Sept 29: Quora 3</p>
7	Sept 30 – Oct 4	<p>Module 3 The learning Environment</p>	<p>CH12 – Expert Performance in Sport: Ecological Dynamics (RH)</p> <p>CH24 – Issues & Challenges in Developing Representational Tasks in Sport (RH)</p>	<p>Oct 4: Yellowdig</p> <p>Oct 6: Coach’s Challenge 3</p>
8	October 7-11	<p>Module 3 The learning Environment</p>	<p>CH36 – Five Evidence Based Principles of Effective Practice & Instruction (RH)</p> <p>CH17 – Appropriate Failure to Create Effective Learning: Optimizing Challenge (SAIS)</p>	<p>Oct 11: Yellowdig</p> <p>Oct 13: Quora 4</p>
9	October 14-18	<p>UF Holiday: UF Homecoming – Oct 18</p> <p>Module 3 The learning Environment</p>	<p>CH18 – Ecological Dynamics and Transfer from Practice to Performance (SAIS)</p> <p>Skill Acquisition: Designing Optimal Learning Environments (Canvas)</p>	<p>Oct 18: Yellowdig</p> <p>Oct 20: Coach’s Challenge 4</p>
10	October 21-25	<p>Module 4 Perceptual-Cognitive Expertise</p>	<p>Perceptual-cognitive expertise in sport: a meta-analysis. (Canvas)</p> <p>Vision and expertise for interceptive actions in sport. (Canvas)</p>	<p>Oct 25: Yellowdig</p> <p>Oct 27: Quora 5</p>
11	Oct-Nov 28-1	<p>Module 4 Perceptual-Cognitive Expertise</p>	<p>Perceptual-Cognitive Training of Athletes. (Canvas)</p> <p>CH 13 – Perceptual-Cognitive Expertise and Simulation-Based Training in Sport (SAIS)</p>	<p>Nov 1: Yellowdig</p> <p>Nov 3: Coach’s Challenge 5</p>

12	November 4-8	Module 5 Attention & Psychological Skills for Optimizing Learning & Performance	CH5 – Advances in Implicit Motor Learning (SAiS) Implicit and Explicit Learning in Interceptive Actions. (Canvas)	Nov 8: Yellowdig
13	November 11-15	UF Holiday: Veteran's Day: Nov 11 Module 5 Attention & Psychological Skills for Optimizing Learning & Performance	CH22 – Psychological Determinants of Expertise: Emotional Reactivity, Psychological Skills & Efficacy (RH)	Nov 15: Yellowdig Nov 17: Quora 6
14	November 18-22	Module 5 Attention & Psychological Skills for Optimizing Learning & Performance	CH15 – Staying Cool Under Pressure: Developing and Maintaining Emotional Expertise in Sport (SAiS)	Nov 24: Perfect Practice: Book Review
15	November 25-29	UF Holiday: Thanksgiving Week November 25 - 30		Dec 1: Skill Acquisition: Case Study
16	Dec 2-4	Module 5 Attention & Psychological Skills for Optimizing Learning & Performance	CH5 – Motor Imagery Practice and Skilled Performance in Sport (SAiS)	Dec 6: Coach's Challenge 6

SUCCESS AND STUDY TIPS

Quora's are designed as review and mastery tools for the course, setting the stage for both Case Studies and Coach's Challenges. Learning is a process that requires sustained, incremental advancements and occurs over time following neural adaptation. More simply stated, cramming may yield short-term results, but this strategy does not induce meaningful or lasting learning. Quora's include questions requiring reflection and application of material.

Case Studies are designed to facilitate skill development in retrieving, consuming, and communicating scientific evidence for the enhancement of individual and team success. Case Studies require substantial preparation to execute successfully.

Yellowdig is an asynchronous student engagement platform. Students should plan to participate weekly by posting course relevant thoughts, observations, questions; and responding to peers. Points are accrued on a weekly basis, so it is critical that students do not fall behind as it is nearly impossible to catch up on missed weeks.

Coach's Challenges are designed as summative assessments. All module materials are intentionally designed to help students prepare for the three Coach's Challenges.

Supplemental Reading Reference List

- Araujo, Duarte & Davids, Keith. (2011). What Exactly is Acquired During Skill Acquisition? *Journal of Consciousness Studies*. 18. 7-23.
- Ericsson, A.K. (2003). Development of Elite Performance and Deliberate Practice: An Update from the Perspective of the Expert Performance Approach. In J. Starks & A.K. Ericsson (Eds.). *Expert Performance in Sports Advances in Research on Sport Expertise*. Human Kinetics.
- Faubert, J., & Sidebottom, L. (2012). Perceptual-Cognitive Training of Athletes. *Journal of Clinical Sport Psychology*, 6(1), 85-102. <https://doi.org/10.1123/jcsp.6.1.85>.
- Gulbin, J., & Weissensteiner, J. (2013). Functional Sport Expertise. In D. Farrow, J. Baker, & C. MacMahon (Eds.). *Developing Sport Expertise: Researchers and Coaches put Theory into Practice* (2nd ed.). Routledge.
- Mann, D. L. (2010). Vision and expertise for interceptive actions in sport. <https://doi.org/10.26190/unsworks/22916>.
- Mann, D. T., Williams, A. M., Ward, P., & Janelle, C. M. (2007). Perceptual-cognitive expertise in sport: a meta-analysis. *Journal of sport & exercise psychology*, 29(4), 457–478. <https://doi.org/10.1123/jsep.29.4.457>.
- Vickers, J.N. (2011). Skill Acquisition: Designing Optimal Learning Environments. In D. Collins, A. Button, & H. Richards (Eds.). *Performance Psychology: A Practitioner's Guide*. Churchill Livingstone.

Course|New for request 20709

Info

Request: CCE 6XXX Applied Informatics and Artificial Intelligence in Construction

Description of request: I am proposing the introduction of a new course titled "Applied Informatics and Artificial Intelligence in Construction". This course aims to equip students with an understanding and practical skills in emerging technologies crucial for automation in civil and construction engineering. It encompasses the study and application of sensors, scanning techniques, big data analytics, machine learning, artificial intelligence, and visualization tools. Practical sessions using Arduino and TensorFlow will enable students to develop and implement technology-driven solutions for enhancing the design, construction, inspection, and management of civil infrastructure. The addition of this course will fill a current gap in our curriculum by providing hands-on experience with cutting-edge technologies that are transforming our field.

Submitter: Jing Du eric.du@essie.ufl.edu

Created: 11/25/2024 5:00:30 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:

CCE

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:
Applied Informatics and Artificial Intelligence in Construction

Transcript Title

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

Response:
AI & Info in Construction

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

- Supervision of Cooperative Education [0.8 headcount hr]

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *<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 contact 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:
This course delves into the use of emerging technologies for automation in construction engineering and management. Students will engage with both hardware and software systems such as sensors, scanning techniques, big data tools, machine learning, artificial intelligence, and visualization methods. Practical applications using tools such as Arduino and TensorFlow will be employed to develop solutions that enhance the design, construction, inspection, and management of civil infrastructure systems.

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 is designed for Graduate level students and may be used as part of the major curriculum in civil engineering (sustainable construction engineering and industrialized construction engineering). It can serve as an elective for students specializing in areas such as robotics, artificial intelligence, and data analytics within engineering disciplines.

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

Applied Informatics and Artificial Intelligence in Construction

CCE6XXX Section XXXXX

Class Periods: Wednesday Period 6-8 (12:50PM – 3:50PM EST)

Location: XXX

Academic Term: Fall 2025

Instructor:

Eric Jing Du

eric.du@essie.ufl.edu

(352) 294-6619

Office Hours: W: 11:50PM-12:50PM, Zoom: <https://ufl.zoom.us/j/4369404526>

Course Description

This course delves into the use of emerging technologies for automation in construction engineering and management. Students will engage with both hardware and software systems such as sensors, scanning techniques, big data tools, machine learning, artificial intelligence, and visualization methods. Practical applications using tools such as Arduino and TensorFlow will be employed to develop solutions that enhance the design, construction, inspection, and management of civil infrastructure systems.

Course Pre-Requisites / Co-Requisites

Pre-requisites: Linear algebra, Differential equations

Co-requisites: None

Course Objectives

Students will:

1. Analyze the principles and functionalities of advanced information systems and informatics in construction engineering.
2. Evaluate methods and tools for key phases of information processing: sensing, scanning, analyzing, decision-making, and visualization.
3. Apply fundamental concepts of robotics and automation technologies in engineering contexts.
4. Construct basic sensing systems using open-source platforms such as Arduino.
5. Develop solutions applying machine learning and artificial intelligence techniques to real-world engineering challenges.

Materials and Supply Fees

No materials and supply fees.

Required Textbooks and Software

No required textbooks. Recommended readings will be provided in class. The following books are recommended as optional reading materials:

- *The Construction Technology Handbook (1st ed)* by Hugh Seaton, Wiley
- *Python Machine Learning by Example: Unlock machine learning best practices with real-world use cases (4th Edition)* by Hayden Liu, Packt Publishing
- *Linear Algebra and Optimization for Machine Learning: A Textbook (1st ed)* by Charu C. Aggarwal, Springer

Students are required to have the following software programs installed on their Windows or Mac systems at the beginning of the course:

- **Arduino IDE:** Essential for programming and testing Arduino-based projects.
- **TensorFlow:** Required for machine learning and AI development.
- **Python:** Necessary for TensorFlow and general programming tasks.
- **Jupyter Notebook:** Used for interactive coding sessions, especially in AI and machine learning modules.
- **Anaconda:** Recommended for managing Python environments and dependencies.
- **Optional but Recommended:**
 - **MATLAB:** Useful for numerical computations and simulations that complement AI studies.
 - **Unity:** For students interested in virtual and augmented reality applications.

Course Schedule (team project demo/presentations/exams highlighted in red)

Dates		Topics	Homework Due	Paper reading
1	8/28	Course Overview Information Science Basics: 1) information science; 2) information systems; 3) Cyber-Physical Systems; 4) Human-in-the-loop; 5) applications in civil engineering and manufacturing.	--	--
2	9/4	Big Data I: Principles; Curse of Dimensionality; MapReduce method.	--	--
3	9/11	Big Data II: Apache Hadoop basics; Applications of big data in civil engineering and manufacturing.	--	Paper #1: CPS
4	9/18	Class presentation: History of IT for engineering	HW#1: Facebook	Paper #2: Big Data I
5	9/25	Sensors: Working principles of sensors; Arduino basics; Barcodes; RFID; indoor localization techniques; smart phone app development for civil engineering and manufacturing.	--	Paper #3: Big Data II
6	10/2	Sensor development: In-class Arduino projects (materials will be provided by instructor) for construction sites.	--	Paper #4: Sensing I
7	10/9	Scanning: LiDAR; depth camera; photogrammetry; Smart Phone App Demo	HW#2: App demos	Paper #5: Sensing II
8	10/16	Machine Learning/Artificial Intelligence/Deep Learning I: Review of statistics; uncertainties; linear algebra review; feature extraction methods (PCA and sparse coding). Smart building design proposal presentation	HW#3: Smart building design	Paper #6: Sensing III
9	10/23	Machine Learning/Artificial Intelligence/Deep Learning II: regression analysis and artificial neural networks (ANN); TensorFlow and Jupyter Notebook environment; ANN programming (prediction and classification of civil engineering problems).		Paper #7: Visualization I
10	10/30	Machine Learning/Artificial Intelligence/Deep Learning III: Convolutional Neural Networks (CNN) and programming (image classification of construction objects).	--	Paper #8: Visualization II
11	11/6	Machine Learning/Artificial Intelligence/Deep Learning IV: Recurrent Neural Network (RNN) and Long short term memory (LSTM) methods; LSTM programming (time series prediction of construction process); CNN programming (voice recognition); Autoencoder and generative adversarial networks (GANs) (principles).	--	Paper #9: Machine Learning
12	11/13	Machine Learning/Artificial Intelligence/Deep Learning V: Natural Language Processing (NLP) and programming (sentiment analysis); Large Language Models (LLMs) – transformer architecture; reinforcement learning (RL : Q-learning and genetic algorithm) and programming for construction resource and space planning.	--	Paper #10: VR/AR/MR/XR
13	11/20	Visualization and Robotics: Virtual reality, augmented reality and mixed reality; robotics basics; applications in civil engineering and manufacturing; technology demos.	HW#4: AI project demo(Individual)	--
14	12/4	TERM PROJECT PRESENTATIONS/DEMO	--	--
15	12/6	Final Exam Review	Final Presentation file and Report Due	--

Attendance Policy, Class Expectations, and Make-Up Policy

Class attendance is required and will be monitored through random attendance checks. Students are responsible for any information communicated during class. Project presentation attendance is mandatory. Missed presentations can only be made up when it is an excused absence. Excused absences must be consistent with university policies in

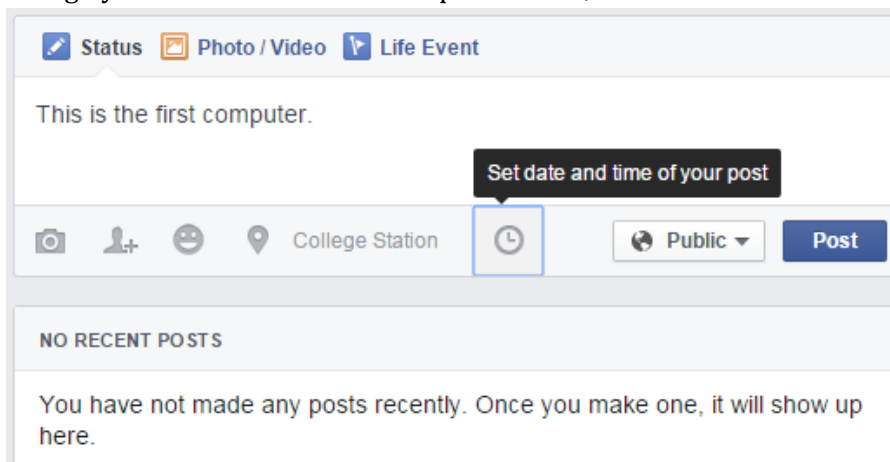
the graduate catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation. Student must contact the instructor as soon as the student knows that he/she will have an excused absence to arrange for makeup. Additional information can be found here: <https://gradcatalog.ufl.edu/graduate/regulations/>

Evaluation of Grades

ID	Assignment	Total Points	Percentage of Final Grade
Individual project			
A	HW#4: AI project	100	15%
B	Final Exam	100	30%
C	Weekly paper review	100	5%
Team projects*			
D	HW#1: Facebook timeline	100	10%
E	HW#2: Smart app demo	100	10%
F	HW#3: Smart building design	100	10%
G	Term project	100	20%
H	Peer Evaluation (team members)	1.0	Multiplier
Final Grade=A *15%+ B*30%+C*5%+H*(D+E+F)*10%+H*G*20%			
*Note: Team Grade subject to individual adjustment (+/-) based on peer evaluations.			

HW#1: Facebook Timeline – History of Construction Technologies

1. Form a team of 2.
2. Pick a technology focus area, such as BIM, AI, Robotics etc.
3. Add “ITee” as your friend on Facebook.
4. Log into “ITee” and add new statuses on your selected tech. Please research the HISTORICAL milestones of the selected tech, and add articles, pictures, and/or videos about it. Please note, you also need to set time and date of your posts to when it actually happened. For example, if you added an article about the first computer, you should date your post “February 14, 1946”, when the first computer was announced, even though you added the article on September 18, 2024.



Facebook “ITee” account info

Username: dujing82@gmail.com

Password: To be provided in class.

5. **Present your findings and initiate discussions (30 minutes) in the class on September 18.**

6. It will be peer evaluated based on: (1) Contents (full length articles; videos, images) – 30%; (2) Relevance and Connection to the trend of the selected technology – 20%; (3) Ability to engage class in discussion – 20%.

HW#2: Smart app development and demo

1. Form a team of 2.

2. Design a smart phone app using idiot-proof development platform, such as AppSheet:
<https://www.appsheet.com>.
3. Consider including the following functions:
 - a. GPS tracking
 - b. Camera
 - c. Barcode scanner
 - d. Map
 - e. Interactive charts
4. Write a user's manual.
- 5. Demonstrate the app (15 minutes) to the class on October 9.**
6. It will be peer evaluated based on: (1) Purpose (how relevant is it to a realistic construction management problem?) – 25%; (2) Development (Did the development follow software development process? (identify needs → User requirement → Architecture → Development → Testing) -25%; (3) Functionality (how effectively and efficiently the app can solve the identified problem? How well does the app meet user needs?) – 25%; (4) Usability (how easy it is to use the app?) – 25%.

HW#3: Smart building design proposal

1. Form a team of 2.
2. Propose a cost-effective renovation plan for Weil Hall to make it smarter.
3. Consider including the following functions:
 - a. Indoor air quality monitoring
 - b. Indoor localization
 - c. Occupancy status
 - d. Energy monitoring and optimization
 - e. Emergency system
4. Prepare a presentation file.
- 5. Demonstrate the proposal (15 minutes) to the class on October 16.**
6. It will be peer evaluated based on: (1) Purpose (how relevant is it to the needs?) – 30%; (2) Functionality (how effectively and efficiently the proposal can solve the identified problem?) – 30%; (3) Economy (how cost effective is the proposed solution? Please include an estimate of cost) – 40%.

HW#4: AI Project

1. Select a problem related to civil engineering or construction. Examples include but not limited to:
 - a. Predicting commodity/material price
 - b. Construction object detection on jobsite
 - c. Voice recognition for human resource management
 - d. Jobsite optimization solution
 - e. Other applications
2. Use the AI methods learned in class to develop a solution.
3. Develop working model with Jupyter notebook
- 4. Demonstrate your AI model in class on November 20.**
5. It will be evaluated based on: (1) Relevancy (how relevant is it to the domain?) – 30%; (2) Technical development (how well was the AI model developed?) – 30%; (3) Creativity (By the end, did the student present a reasonable solution to the problem?) – 40%.

Term Project (team project)

1. Form a team of 2
2. Pick a technology focus area from the followings:
 - a. Scanning (LiDAR or Photogrammetry)
 - b. Sensing
 - c. Indoor localization
 - d. VR/AR
 - e. Machine learning
 - f. Human-Robot Collaboration

- g. Human factors in construction projects
3. Design a research project in the selected technology focus area, including: (1) A technical report (~3,000 words) to describe the background, the problem, the objectives, the design of the study or experiment, the results, the findings and conclusions; (2) A demonstration of the technology; (3) A final presentation to the class.
4. **Final demo and presentation (40 minutes) to the class on December 4.**
5. Equipment and devices will be loaned by the instructor if available. **STUDENTS MUST MAKE SURE ALL LOAN EQUIPMENT AND DEVICES ARE RETURNED TO THE INSTRUCTOR IN ORIGINAL CONDITIONS.**
6. The term project will be evaluated based on: (1) Relevancy (how relevant is it to the domain?) – 20%; (2) Technical development (how well the project was developed to meet the research needs?) – 20%; (3) Technology demonstration (how well did the team demonstrate the developed technology) – 20%; (4) Final report – 40%.

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

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

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

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

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

Software Use

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

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another

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

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

Sexual Discrimination, Harassment, Assault, or Violence

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

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

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

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

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

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

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

Course|New for request 21385

Info

Request: CLP 6XXX History of Psychology

Description of request: Request to create new course History of Psychology.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 3/11/2025 9:01:28 AM

Form version: 1

Responses

Recommended Prefix

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

Response:

CLP

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:
History of Psychology

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:
History of Psychology

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PD - Primarily Distance Learning (80-99% of course content taught outside of classroom)

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

Effective Term

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

Response:
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:
3

Course Description

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

Response:
Explores the intellectual history and diversity of psychology with a cultural understanding of the person. Topics include: historical relativism; APA's acknowledgment of past harms; contributions of historically excluded groups; pre-scientific psychology; physiology/psychophysics; German psychology's birth; early American psychology; applied psychology; psychoanalysis; behaviorism; psychology as a profession; social action and change; cognitive psychology.

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:
Open to doctoral students in Clinical and Health Psychology, Counseling Psychology, and School Psychology. All others must petition.

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 required in Clinical and Health Psychology, Counseling psychology, and School Psychology in fulfillment of one their "discipline specific knowledge" requirements.

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](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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

Response:

All Items Included

University of Florida
College of Public Health & Health Professions Syllabus

CLP 6xxx, History of Psychology (3 credit hours)
Course Number: 19650, Spring 2025

Meeting time/place: not applicable

Delivery Format: Online/asynchronous
Course Website or E-Learning: <http://elearning.ufl.edu>

Instructor Name	Michael Marsiske
Office	HPNP 3159
Phone Number	(352) 273-5097
Email Address	marsiske@phhp.ufl.edu
Response/feedback policy	within 24 hours (48 hours weekends/closures)
Office Hours	Tues 1-3 pm, Wed 8-10 am, Fri 10-11 am
Preferred course communications	Via email

Prerequisites

Open to doctoral students in Clinical and Health Psychology, Counseling Psychology, and School Psychology. All others must petition

PURPOSE AND OUTCOME

Course Overview

The History of Psychology is a fundamental course for the student of psychology because it draws on research in many areas of psychology that remain relevant today. The course also lends itself to a critical re-evaluation of the discipline's history in light of the cultural values that surrounded the emergence of psychology as a field of inquiry. We will explore a variety of ideas, theories, and famous experiments while providing a vantage point to trace the background and evolution of psychology.

Course Description

Explores the intellectual history and diversity of psychology with a cultural understanding of the person. Topics include: historical relativism; APA's acknowledgment of past harms; contributions of historically excluded groups; pre-scientific psychology; physiology/psychophysics; German psychology's birth; early American psychology; applied psychology; psychoanalysis; behaviorism; psychology as a profession; social action and change; cognitive psychology.

Relation to Program Outcomes

This course is required in Clinical and Health Psychology, Counseling psychology, and School Psychology in fulfillment of one their "discipline-specific knowledge" requirements.

For Accreditation Site Visitors

Brief summaries of readings are offered in the weekly schedule below, but a full reference list is provided in the appendix of this syllabus

Course Objectives and/or Goals

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

- Analyze the philosophical and scientific foundations of psychology, identifying key principles and their implications.
- Evaluate how developments in other scientific and philosophical systems have influenced the growth of psychology, assessing their impact and significance.
- Critically examine problems, questions, and assumptions of various schools of thought such as functionalism, psychoanalysis, behaviorism, Gestalt, existential-phenomenology, humanistic, and experimental psychology.
- Compare and contrast significant figures within each system, evaluating their contributions and the lasting impact on the field.
- Assess the current state of psychology, analyzing why some systems have survived and some have vanished.
- Synthesize historical events and scientific discoveries that have influenced psychology, and predict how future discoveries might continue to shape the field.

Instructional Methods

This is an asynchronous, online course. Student mastery is assessed with weekly quizzes and a final exam. Integrative knowledge is supported and assessed via regular writing assignments.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

(note: Readings are sometimes on topics ahead of the current week, to help prepare you for later weeks)

Week	Date to complete quiz by 11:59 pm	Topic(s)	Readings (Benjamin values are 3rd edition))	Other notes / due dates
1	n/a	Syllabus review, introduction to the course and to historiography	n/a	n/a
2	1/21	Historical relativism	<p>Marsiske powerpoint (summary of Seixas & Morton, 2013)</p> <p>Inwood, K., & Maxwell-Stewart, H. (2020).</p> <p>Furumoto, L. (2003).</p> <p>Rutherford, A., & Davidson, T. (2019).</p> <p>Harris, B. (2009).</p>	

Week	Date to complete quiz by 11:59 pm	Topic(s)	Readings (Benjamin values are 3rd edition))	Other notes / due dates
3	1/27	American Psychological Association and the acknowledgment of past harms	<p>Hoffman, D.H., et al. (2015). (Hoffman Report). <i>(Read pages pp 1-10 and 64-72)</i></p> <p>American Psychological Association (2021). Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.</p> <p>Akbar, M., et al. (2022). Racial equity action plan.</p>	Complete historical significance worksheet by 1/31 at 11:59 pm
4	2/3	Unacknowledged contributions	<p>Black, S. R., Spence, S. A., & Omari, S. R. (2004).</p> <p>Furumoto, L., & Scarborough, E. (2002).</p> <p>Gul, P., et al. (2013).</p> <p>Burton, M., & Ordóñez, L. H. G. (2015).</p>	Complete three-week review by 2/7 11:59 pm

Week	Date to complete quiz by 11:59 pm	Topic(s)	Readings (Benjamin values are 3rd edition))	Other notes / due dates
5	2/10	Pre-scientific psychology	Benj Ch01	Complete continuity and change worksheet by 2/14 at 11:59 pm
6	2/17	Physiology/psychophysics	Benj Ch02	Complete causes and consequences worksheet by 2/21 at 11:59 pm
7	2/24	Birth of German psychology	Benj Ch03	Complete three-week review by 2/28 11:59 pm
8	3/3	Origins of American psychology	Benj Ch04	Complete historical perspectives worksheet by 3/7 11:59 pm
9	3/10	Early schools of American psychology	Benj Ch05	Complete ethical dimensions worksheet by 3/14 11:59 pm
10	3/24	Applied psychology	Benj Ch06	Complete three-week review by 3/28 11:59 pm
11	3/31	Psychoanalysis	Benj Ch07	Complete reaction paper response by 4/4 11:59 pm
12	4/7	Behaviorism, Cognitive psychology	Benj Ch08, Ch 11	
13	4/14	Emergence of psychology as a profession	Benj Ch09	Complete three-week review by 4/18 11:59 pm
14	4/21	Psychology of social action and social change	Benj Ch10	
		Final exam is Monday, April 28, 10:00 a.m - 12:00 p.m., online in Canvas (50 questions, two hours)		

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced via Canvas or class email distribution, and the student is personally responsible for obtaining updated information regarding those changes.

Course Materials and Technology

Reading materials:

There are two kinds of readings for this course. One book is required for the course and is listed below. Additional supplemental required and recommended materials (journal articles, websites, videos) will be made available via Canvas as the course progresses, typically as UF library links. Books have been ordered through the University of Florida's "Text Adoption" service and should be available at any participating bookstore.

Required

Benjamin Jr, L. T. (2024). *A brief history of modern psychology* (4th edition). John Wiley & Sons.

Additional readings as indicated, made available via class website. Complete references for the reading materials may be found in the appendix to this syllabus

Software/computing resources:

All students must also be able to access course materials, which will be distributed electronically as Microsoft PowerPoint, Microsoft Word (PHHP currently supports the most recent version of Office), or Adobe Acrobat files. This software is available free to UF students via [Office365 link](#) or via the [App Server](#). In the first class, all students will complete an e-mail roster; students are responsible for updating the instructor on e-mail changes throughout the term. All class materials will be distributed by e-mail or Canvas site, so regular and frequent checking is a necessity. If you have internet access issues, you can connect via wifi in most campus buildings, and can also use computer in most UF libraries and computer laboratories. See <https://uflib.ufl.edu/using-the-libraries/computers-and-equipment/> and <https://labs.at.ufl.edu/>

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Technology access provided by the University of Florida

Although the University of Florida requires students to have continuous access to a computer, resources are available to students to help students who may not have hardware and software access. As noted by the UF Computing Policy, "[t]he university provides both physical and virtual computer labs that include access to numerous software packages. While the university provides these services to all students, they are not intended as the sole means for students to meet this requirement. The university has also negotiated free or discounted student options for many software packages which are available through Software Licensing Services." Student computer labs are available at all UF libraries, including Smathers, Marston Science, Education Library, and the Health Science library in

Communicore. Most software and personal storage space can be accessed without charge at the university virtual server <https://apps.ufl.edu>. Secure, encrypted University of Florida file storage is available via UF-branded Dropbox, Google Drive and Microsoft OneDrive services.

ACADEMIC REQUIREMENTS AND GRADING

Multiple choice quizzes (13 quizzes, 3% each, 39% of grade)

Each week, there is a 10-item multiple choice quiz to take, with content drawn from the week's readings. Multiple choice quizzes are due Mondays at 11:59 pm.

Integrative assignments (10 integrative assignments, 4.5% each, 45% of grade)

Most weeks, there is an integrative assignment that either asks you to consider one of the major dimensions of historiography to evaluate the week's content, or it asks you to address 3-6 integrative questions that ask you to synthesize information from the past three weeks. Details about each weekly assignment are in Canvas. Integrative assignments are due Fridays at 11:59 pm. Integrative assignments are presented in Canvas, and are also summarized in the Appendix to this syllabus.

Final Multiple Choice Examination (16%)

Multiple choice examination – This two-hour exam will be scheduled during the UF Exam period (details below). The exam will consist of 50 multiple choice questions; The exam will be administered via Canvas ("quizzes" tab) on Monday, April 28, 10:00 a.m - 12:00 p.m.

The exam will cover all content in readings from the semester. Weekly quizzes are close in content and format to the actual exam questions, and each week will also have a study guide (major concepts to be examined from that week). The exam requires a good internet connection; on-campus possibilities will be discussed in class closer to the final exam date. This is an open book exam, so you may consult any references you wish to, including the textbook, class notes, internet, etc.

Grading

Requirement	Due date (due at 11:59 pm unless otherwise noted)	% of final grade (must sum to 100%)
Quiz	1/21	3
Quiz	1/27	3
Assignment	1/31	4.5
Quiz	2/3	3
Assignment	2/7	4.5
Quiz	2/10	3
Assignment	2/14	4.5
Quiz	2/17	3
Assignment	2/21	4.5
Quiz	2/24	3
Assignment	2/28	4.5
Quiz	3/3	3
Assignment	3/7	4.5
Quiz	3/10	3
Assignment	3/14	4.5
Quiz	3/24	3
Assignment	3/28	4.5
Quiz	3/31	3
Assignment	4/4	4.5
Quiz	4/7	3
Quiz	4/14	3
Assignment	4/18	4.5
Quiz	4/21	3
Exam	4/28	16

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

Percentage or points earned in class	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 equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

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](#). Please be aware that grades below B-minus are not acceptable grades for graduate students in CHP.

Response/feedback policy.

The instructor will respond to communications (emails, phone calls, communications through Canvas, anonymous comment form) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

Exam Policy.

Final exam is Monday, April 28, 10:00 a.m - 12:00 p.m., online in Canvas (50 questions, two hours), and will cover all readings throughout the semester.

Policy Related to Extra Credit

Occasionally, homework may include the opportunity for bonus points. These extra credit problems will be optional.

For [student evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Policy Related to Make up Exams or Other Work

As a preface to all evaluative components of the course, we want to encourage you to please reach out to the instructional team if circumstances arise where you need to be absent or submit late work. We will try to balance professionalism with compassion so that we can make alternative plans, when necessary, to help you be successful in this course while prioritizing your emotional and physical well-being. If at all possible, please reach out before missing a class or other work.

It is my intent that all assignments will be turned in on time (see dates on course schedule below). Assignments cannot be made-up except in the case of extreme circumstances that meet the criteria of the University of Florida policy for an excused absence. Make-ups are only given for illnesses that require medical treatment, valid emergencies, and valid scheduling conflicts. With this said, as described above, please do not hesitate to reach out if special circumstances occur, and we will work with you as best as possible.

For quizzes and discussion board comments, submitting late will come at a slight cost (point reductions as described below). This is meant to encourage to submit even if work is late, because point deductions will be relatively small at first. Hopefully, you can think of this as a price you're willing

to pay to maximize your well being while still turning in work for partial credit. We can accept work late for up to seven days, following the point reduction schedule below.

With regard to missing or incomplete assignments, the following policies apply:

- While it is your responsibility to check that the correct assignment has been submitted to e-learning on time, we will let you know when we notice.
- If a personal concern (e.g., physical, social or mental health situation) arises, please reach out to the instructional team, who will discuss a plan that supports you and your participation in the course. Note, conference attendance or doctoral qualifying examinations or thesis/dissertation defenses are not generally excused reasons for lateness/missing work.
- The general lateness policy is that your final points will be reduced by 10% a day (starting immediately after the missed deadline). You may find this point cost a worthwhile compromise to help you manage your personal situation. If the instructional team notices unsubmitted/late work, we will check in with you to see if we can better understand the situation, and to explore how we can best help you to succeed and prioritize your psychological and/or physical/material needs.

Item	Late category	Penalty
1	1 minute to 24 hours late	10% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
5	4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
6	5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
7	6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
8	7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Note: uploading the wrong document is same-as-late, even if you have documentation that you completed the document on time. It is your responsibility to verify that you have uploaded the correct document. (This only applies to your Academic Family Tree assignment. You should open or download your uploaded Family Tree document and double- or triple-check that you have uploaded the right one).

- We will reach out when we notice a wrong document has uploaded, but by then time may have elapsed.
- Please reach out to the instructional team with concerns.

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

Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs, and changes to incomplete grades must be approved by the College and University.

Policy Related to Required Class Attendance

As an online, asynchronous class, there are no class meetings to attend. Students are expected to meet all deadlines for quizzes, discussions, the Academic Family tree, and the final exam. If something interferes with your ability to complete these assignments on time, please reach out for assistance if needed.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the [Registrar website](#) for additional details.

Religious Observances Policy

We conduct this class in accordance with the University of Florida [Religious Observances policy](#), which states (in part): "Students and faculty must work together to allow students the opportunity to observe the holy days of his or her faith. A student needs to inform the faculty member of the religious observances of his or her faith that will conflict with class attendance, with tests or examinations, or with other class activities prior to the class or occurrence of that test or activity. The faculty member is then obligated to accommodate that particular student's religious observances. Because our students represent a myriad of cultures and many faiths, the University of Florida is not able to assure that scheduled academic activities do not conflict with the holy days of all religious groups. We, therefore, rely on individual students to make their need for an excused absence known in advance of the scheduled activities....For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances...A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure. "

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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.

Expectations Regarding Course Behavior

As a matter of mutual courtesy, please let the instructor know when you're going to be late with an assignment. Please try to do any of these as little as possible. Students who have extraordinary circumstances preventing completion should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will then make an effort to accommodate reasonable requests.

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

Communication Guidelines

For extra help:

The instructor will make every effort to support students in understanding course content and reading materials. The following resources are available for this purpose:

Class Discussion. The class question-and-answer discussion board will occur in Canvas (“Discussion” link), and will be monitored by the entire instructional team. These questions will not be anonymous. If you need to post an anonymous question, there is a link for doing so in the Course Hub in Canvas

Note #1: You can receive notifications whenever the discussion board is updated. Simply hit the green bookmark next to **each** discussion topic

Note #2: In the interests of treating this class as a “mutually tended garden”, we’d ask you to prioritize posting discussion board questions rather than emailing individual questions:

- (a) your classmates can share in the insights by reading the discussion board
- (b) the instructional staff does not end up answering the same question multiple times.
- (c) you benefit from the possibility of receiving responses from any of the instructional members, rather than just the person you e-mailed.

For these reasons, we will tend to anonymize any emailed questions that seem to have wide utility, and post answers on the discussion board. If you are afraid that your question will give away the answer, please think about how to rephrase it so that it does not give away the answer.

Office Hours and Appointments. See the top of this syllabus to access Dr. Marsiske and team’s office hours. Note, though, that these are not intended as a venue for, in essence, re-teaching the course. Instructional staff is more than willing to help, but students should first complete these steps before requesting additional assistance:

- Review the blog in case it provides clarification
- Re-examine the notes from class
- Read (or re-read) the readings from that week.

In reviewing the above resources, students are asked to write down specific questions about the material that is causing confusion. If you have put in the work to improve your understanding, then the instructional staff can build on all your preparatory work and really help you over the “humps”.

Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#)..

Statement regarding the use of generative AI, ChatGPT, and similar tools

Unless specifically requested or authorized by your course or clerkship director for a particular need, the use of AI on assignments, essays/reflection papers, exams, and quizzes is considered cheating and you would be violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code. When authorized, the use of electronic and other resources, including artificial intelligence tools, requires proper attribution. You are responsible for understanding your dynamic data stewardship responsibilities to minimize personal, college, and university risk. UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines.

You are explicitly forbidden from using ChatGPT or other AI language learning models to (a) draft homework or in class assignments, (b) completion of any exams. At instructors' discretion, text may be submitted to plagiarism checkers and AI detection tools to monitor compliance with this rule.

Please note that under all circumstances you must not post research, clinical or educational data to AI language models; doing so could be a potential violation of IRB, professional ethics, HIPAA and FERPA rules (subject to fines and penalties). No restricted data (see full definition [here](#)) should be entered into third-party AI systems. The entry of sensitive data (e.g., unpublished research results) should be avoided without explicit approval of the lab PI (in addition to any individual study PIs).

Online Faculty Course Evaluation Process

For [student evaluations of teaching](#), all members of the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

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

Class recording and privacy

There are no synchronous class meetings. Please do not share materials generated by classmates outside of the class. As in all courses, unauthorized sharing of course materials and student generated responses is prohibited.

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](#) 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.

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](#).

Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

Please 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.

Appendix

References

Marsiske Week 01 powerpoint includes key concepts from Seixas, P. C., & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Nelson Education, Toronto, and the following weblinks:

- <https://historicalthinking.ca/historical-thinking-concepts>
- <https://iacp.berkeley.edu/historical-analysis/historical-thinking>
- https://www.humanitiesforwisdom.org/uploads/5/8/9/8/58987361/big_six_guideposts.pdf

Inwood, K., & Maxwell-Stewart, H. (2020). Selection Bias and Social Science History. *Social Science History*, 44(3), 411-416. doi:10.1017/ssh.2020.18. Requires vpn

Furumoto, L. (2003). Beyond great men and great ideas: History of psychology in sociocultural context. In P. Bronstein & K. Quina (Eds.), *Teaching gender and multicultural awareness: Resources for the psychology classroom* (pp. 113–124). American Psychological Association. <https://doi.org/10.1037/10570-008>. Requires vpn

Rutherford, A., & Davidson, T. (2019). Intersectionality and the history of psychology. In *Oxford research encyclopedia of psychology*. <https://doi.org/10.1093/acrefore/9780190236557.013.468>. Requires vpn

Harris, B. (2009). What critical psychologists should know about the history of psychology. In D. Fox, I. Prilleltensky & S. Austin (Eds). *Critical psychology: An introduction* (pp-20-35). London and Thousand Oaks, CA: Sage. Retrieved from: https://www.researchgate.net/profile/Ben-Harris-6/publication/311607699_What_critical_psychologists_should_know_about_the_history_of_psychology/links/5850722408ae4bc8993b6d5b/What-critical-psychologists-should-know-about-the-history-of-psychology.pdf

Hoffman, D.H., Carter, D. J., Viglucci Lopez, C. R., Benzmilller, H. L., Guo, A. X, Latifi, S. Y., & Craig, D. C. (2015). *Report to the Special Committee of the Board of Directors of the American Psychological Association: Independent review relating to APA ethics guidelines, national security interrogations, and torture*. Retrieved from <https://www.apa.org/independent-review/revised-report.pdf> (Read pages pp 1-10 and 64-72)

American Psychological Association (2021). *Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.* Resolution adopted by the APA Council of Representatives on October 29, 2021. Retrieved from: <https://www.apa.org/about/policy/racism-apology>

Akbar, M., Parker, T., Hintz, V., Dawood, N. (2022). *Psychology's role in dismantling systemic racism: Racial equity action plan*. Retrieved from: <https://www.apa.org/about/apa/addressing-racism/racial-equity-action-plan.pdf>

Black, S. R., Spence, S. A., & Omari, S. R. (2004). Contributions of African Americans to the field of psychology. *Journal of Black Studies*, 35(1), 40-64. <https://doi.org/10.1177/0021934704263124>. Requires vpn

Furumoto, L., & Scarborough, E. (2002). Placing women in the history of psychology: The first American women psychologists. In W. E. Pickren & D. A. Dewsbury (Eds.), *Evolving perspectives on the history of psychology* (pp. 527–543). American Psychological Association. <https://doi.org/10.1037/10421-025>

Gul, P., Korosteliov, A., Caplan, L., Ball, L. C., Bazar, J. L., Rodkey, E. N., ... & Rutherford, A. (2013). Reconstructing the experiences of first generation women in Canadian psychology. *Canadian Psychology/Psychologie canadienne*, 54(2), 94. <https://doi.org/10.1037/10421-025>. Requires vpn

Burton, M., & Ordóñez, L. H. G. (2015). Liberation psychology: Another kind of critical psychology. In I. Parker (Ed.) *Handbook of critical psychology* (pp. 348-355). London: Routledge. Retrieved from: <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315726526-44/liberation-psychology-mark-burton-luis-g%C3%B3mez-ord%C3%B3%C3%B1ez>

Cheatsheet for Critical Historical Inquiry

	Questions to Ask of the Past	<u>Historical Thinking Concept</u>
Who	... benefited from this? ... was harmed by this? ... made the decisions about this? ... who did / did not have the power in this? ... was most directly affected? ... reported about this at the time? ... 's perspective does the narrative represent? ... 's voice was not heard from about this?	Significance Significance Cause and Consequence Perspective, Cause and Consequence Significance Perspective, Evidence, Ethical Dimension Perspective, Evidence Perspective, Ethical Dimension
What	... were the causes and consequences of this? ... were the conditions at the time? ... were the obstacles to this? ... was another alternative explanation? ... were arguments for and against this? ... was most significant about this? ... judgements are stated/implied in the narrative? ... language is used to describe this? ... is left out of the narrative? ... assumptions are embedded in the narrative?	Cause and Consequence Cause/Con, Perspective, Ethical Dimension Cause/Con, Perspective, Ethical Dimension Cause/Con, Perspective, Ethical Dimension Perspective, Ethical Dimension Significance Ethical Dimension Perspective, Ethical Dimension Significance, Perspective, Ethical Dimension Ethical Dimension
Where	... did this take place? ... were similar situations or events? ... can we find more information/corroboration? ... was this narrative about it developed?	Evidence Significance Evidence Evidence, Perspective, Ethical Dimension
When	... did this occur? ... was it reported? ... was the narrative developed?	Evidence Evidence Perspective, Ethical Dimension
Why	... was this important? ... is this relevant to us today? ... was it described in this way? ... was this allowed to happen? ... is there a need to re-examine this today?	Significance Evidence, Ethical Dimension Perspective, Ethical Dimension Cause and Consequence, Ethical Dimension Ethical Dimension
How	... did this impact history at the time? ... is this period of time labeled? ... might other people label this period of time? ... did this harm different people? ... did this help people? ... do we know about this? ... does this affect us now? ... can we learn from this? ... can we rectify or address injustices from this?	Continuity and Change Continuity and Change Continuity and Change, Significance Cause and Consequence Cause and Consequence Evidence Ethical Dimension Ethical Dimension Ethical Dimension

Inspired by the Ultimate Cheatsheet for Critical Thinking, globaldigitalcitizen.org.

APPENDIX: INTEGRATIVE ASSIGNMENTS

Week 3 assignment: Historical significant worksheet

We want you to complete this Historical Significance worksheet about one of the items below (pick only one).

- APA had relaxed ethical standards for psychologists involved in torture interrogations
- The American Psychological Association played a role in promoting and perpetuating systemic racism, and later apologized for it.

The worksheet will ask you for "primary source" references, but it is fine (as in the example above) to include course readings, web links, etc.

Questions:

1. Primary and secondary sources
2. Event or person (or people) that is historically significant in this source:
3. Brief description:
4. In what ways is this event or person historically significant in terms of profundity (how were people affected by the event or person?)
5. In what ways is this event or person historically significant in terms of quantity (how many people's lives were affected?)
6. In what ways is this event or person historically significant in terms of durability (how long-lasting were the changes?)
7. Revealing: How does this event or person shed light on enduring or emerging issues in history or contemporary life?
8. Of what larger story or argument might this event or person be a part?
9. How might the historical significance of this event or person change over time?

Week 4 assignment: Three week integrative review

This three week integrative assignment is aimed at helping you extract major themes and through progressions over the past three weeks. Your responses to these questions should reflect your critical review of the past three weeks.

Questions:

1. What are the recurring themes across the readings from the past three weeks?
2. Based on the readings, how should the history of psychology be re-evaluated to include previously unacknowledged contributions? Discuss the importance of including diverse perspectives.
3. How can the field of psychology address the harms acknowledged by the APA, such as systemic racism and ethical violations? Propose specific actions or changes.

4. How do the readings challenge traditional narratives in the history of psychology? Provide examples of how critical perspectives can lead to a more inclusive understanding of the field.
5. How does the concept of intersectionality, as discussed by Rutherford and Davidson (2019), enhance our understanding of the history of psychology? Provide examples of how intersectional analysis can reveal overlooked contributions.
6. What are the implications of the readings for the future of psychological research and practice? Discuss how acknowledging past harms and unacknowledged contributions can shape future directions.

Week 5 assignment: Continuity and change worksheet

We want you to complete this Continuity and Change worksheet about one of the items below (pick only one).

- Phrenology vs structural MRI
- Mesmerism vs hypnosis
- Mind-cure movement and mental healing movement vs. ACT (acceptance and commitment therapy, with its emphasis on mind-body connection and positive thinking)
- Locke's tabula rasa vs. behaviorism and CBT

In the worksheet below, for each Characteristic (there are spaces for at least five characteristics, but you should complete at least three), you should (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences.

Questions

1. (required) Topic
2. (required) Characteristic #1 (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences
3. (required) Characteristic #2 (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences
4. (required) Characteristic #3 (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences
5. (optional) Characteristic #4 (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences
6. (optional) Characteristic #5 (a) list a characteristic of the dichotomy you are considering, (b) list similarities (or things that still endure from before and after the vs.), and (c) list differences
7. (required) Overall summary: To what degree was there continuity and to what degree was there change between the two sides of the comparison?

Week 6 assignment: Causes and consequences worksheet

We want you to complete this Causes and Consequences worksheet about one of the items below (pick only one).

1. Franz Josef Gall and others develop phrenology

2. Weber, Fechner and others develop the field of psychophysics
3. Scientific psychology finds its origins in studies of nerve and sensory physiology

In the worksheet below, (a) you're asked to describe the event or trend, (b) describe the relevant social forces or conditions that influenced the event or trend, (c) describe key individuals who influenced the event or trend, (d) describe relevant groups or institutions who influenced the event or trend, (e) decide which of these (social forces, individuals, groups) were most important, (f) justify why you picked this category, and also what additive or buffering effects the other categories of influence might have had.

Questions:

1. Describe the event or trend.
2. Decide social forces were involved, then consider to what extent they influenced the event or trend.
3. Decide what individuals were involved, then consider to what extent they influenced the event or trend.
4. Decide what groups or institutions were involved, then consider to what extent they influenced the event or trend.
5. Which of these influences (social forces, individuals, institutions) were most important in influencing the event or trend?
6. Why did you pick that category in the previous answer? Justify your response. Also, what additive or buffering role did the other categories of influence play?

Week 7 assignment: Three week integrative review

This three week integrative assignment is aimed at helping you extract major themes and through progressions over the past three weeks. Your responses to these questions should reflect your critical review of the past three weeks. This week, pick only three questions to answer.

Questions:

1. (Answer only three questions) How did the public psychologies (phrenology, physiognomy, mesmerism, spiritualists, and mental healers) discussed in Week 04 influence the early scientific psychology developments in Week 05 and Week 06? Compare the services offered by public psychologies with the scientific approaches of early psychologists like Wundt and Ebbinghaus.
2. (Answer only three questions) Discuss the transition from British and Scottish mental philosophy (Week 04) to the scientific discoveries in brain specificity (Week 05) and experimental psychology methods (Week 06). How did the philosophical foundations contribute to the empirical methods and discoveries in later weeks?
3. (Answer only three questions) How do the readings from Weeks 04, 05, and 06 challenge traditional narratives in the history of psychology? Provide examples of how critical perspectives from each week can lead to a more inclusive understanding of the field.
4. (Answer only three questions) Compare the importance of sensory processes (color vision and pitch perception) discussed in Week 05 with the ideas of British empiricists from Week 04. How did the focus on sensory processes pave the way for experimental methods used by Wundt and Ebbinghaus in Week 06?
5. (Answer only three questions) Reflect on how the early psychological theories and practices from Weeks 04, 05, and 06 have shaped modern psychological practices. Discuss specific

examples of how these early ideas are still relevant or have been transformed in contemporary psychology.

6. (Answer only three questions) Compare the methodological advances from Week 05 (e.g., Fechner's insights and psychophysical methods) with the experimental techniques used by Wundt and Külpe in Week 06. How did these methods contribute to the development of psychology as a scientific discipline?

Week 8 assignment: Historical perspectives worksheet

We want you to complete this Historical Perspectives worksheet about one of the people below (pick only one).

- William James
- Mary W. Calkins
- G. Stanley Hall
- James McKeen Cattell
- Francis Galton

In the worksheet below, you're asked to (a) describe their position in society), (b) explain how their position/role is different from a similar person or group today, (c) compared to what we face today, consider what relevant circumstances were different for them in the past? (Some examples might include technology, media, economy, religion, family life, communication, recreation, etc.), (d) address how do you think the above factors influenced their thoughts and/or actions?

Questions:

1. Name the person you selected and the time period you're considering (sources can be listed at the end of your response)
2. Describe their position/role in society. (sources can be listed at the end of your response)
3. How is their position/role different from a similar person or group today? (sources can be listed at the end of your response)
4. Compared to what we face today, what relevant circumstances were different for them in the past? (Some examples might include technology, media, economy, religion, family life, communication, recreation, etc.)
5. How do you think the above factors influenced their thoughts and/or actions?

Week 9 assignment: Ethical dimensions worksheet

We want you to complete this Ethical Dimensions worksheet about one of the situations below (pick only one).

- Titchener's "Psychology Periodic Table": (Reductionism): Titchener's attempt to create a "periodic table" of mental elements was seen as overly reductionist, ignoring the complexity of human experience. Research and practice that is formed on under-specified causes may miss important modifiable and treatable factors.

- Titchener's Structuralism vs. Angell's Functionalism:(Exclusivity and Gender Bias): Titchener's structuralism was criticized for being exclusive, particularly towards women. Titchener's "Experimentalists" group initially excluded women, reflecting broader societal gender biases.
- Introspection as an Early Method: (Subjectivity and Reliability): The method of introspection relied heavily on subjective reports, which raised questions about the reliability and validity of the data collected. Research and practice were informed by these subjective and selective data.
- Margaret Floy Washburn: (Gender Barriers): Despite her significant contributions, Washburn faced considerable gender barriers in her career.
- Woodworth's Dynamic Psychology: (Determinism vs. Free Will): Woodworth's focus on the dynamic aspects of psychology, including motivation and behavior, raised questions about the balance between determinism and free will. These concepts challenge our understanding of personal responsibility and ethical behavior.

In the worksheet below, you're asked to (a) identify the historical situation (b) when it happened, (c) describe the main participants, (d) describe other relevant events at the time, (e) summarize perspectives or points of view that existed at the time of the situation, (f) describe what differences exist between our ethical universe (values and ideas of right and wrong) and theirs in relation to the situation.

Questions:

1. Historical action selected:
When did it happen?
2. Who were the main participants?
3. What other relevant events were occurring around the same time?
4. What perspectives/points of view existed at the time in relation to the topic?
5. What differences exist between our ethical universe (values and ideas of right and wrong) and theirs in relation to the issues involved in the topic?

Week 10 assignment: Three week integrative review

This three week integrative assignment is aimed at helping you extract major themes and through progressions over the past three weeks. Your responses to these questions should reflect your critical review of the past three weeks.

Questions:

1. Examine the role of societal and cultural factors in shaping the early schools of American psychology. How did these factors influence the focus on applied psychology, such as clinical and business psychology, and the development of psychological testing and intelligence measurement?
2. Discuss the interplay between theoretical advancements and practical applications in the early history of American psychology. How did the foundational theories of consciousness, emotion, and motivation inform the development of applied fields like clinical psychology, business psychology, and educational psychology?

Week 11 Assignment: Reaction paper

Jacob Fiala is a past student in this course. His undergraduate training permitted extensive reading of primary source materials in Freudian psychology and psychoanalysis. He has also spent a great deal of personal time reading and thinking about works in the psychoanalytic tradition. Below are several thoughtful responses to the material of this week. Our assignment this week asks you to respond to Jacob's points, guided by three questions. PLEASE BE SURE TO CITE YOUR REFERENCES, EVEN IF THEY ARE JUST WEB LINKS, in support of any factual points. Please express your own thoughts, and not those of an LLM/AI. Jacob's thoughts follow:

Jacob Fiala's (former student) thoughtful discussion posts about Freud and psychoanalysis

Jacob Fiala is a past student in this course. His undergraduate training permitted extensive reading of primary source materials in Freudian psychology and psychoanalysis. He has also spent a great deal of personal time reading and thinking about works in the psychoanalytic tradition. Below are several thoughtful responses to the material of this week. Our assignment this week asks you to respond to Jacob's points. PLEASE BE SURE TO CITE YOUR REFERENCES, EVEN IF THEY ARE JUST WEB LINKS, in support of any factual points. Please express your own thoughts, and not those of an LLM/AI.

On sexuality as Freud really wrote about it

It is probably best to begin the explication of his concept of bisexuality with some remarks on his general view of sexuality. In *An Autobiographical Study* (1925/1959), Freud summarizes the conception of sexuality employed in *Three Essays*:

In the first place sexuality is divorced from its too close connection with the genitals and is regarded as a more comprehensive bodily function, having pleasure as its goal and only secondarily coming to serve the ends of reproduction. In the second place the sexual impulses are regarded as including all of those merely affectionate and friendly impulses to which usage applies the exceedingly ambiguous word "love." (p. 38; cf. Freud, 1905/1959, p. 134 and Freud, 1920b/1957, pp. 222–223)

From this excerpt in the article you linked, you can see that what is being translated into "sexuality" does not map onto what English speakers mean when they speak of "sexuality", and it was not even what the German words he wrote traditionally referred to. It is the complex interconnected net of unconscious associations, all linked by a "pleasure"/pleasant quality and interpersonal closeness or warmth, "including merely affectionate and friendly impulses". The libidinal drive refers to this lowest common denominator which sexuality shares with **all** pleasant interpersonal interactions- sex is only one way the motivation for attachment/acceptance/love/warmth/affection is achieved. The relevance of this "fundamental drive", or

basic motivation (and this is not the only fundamental drive, mind you), to most of human behavior is what textbooks simplistically mischaracterize as "Freud believes sexuality motivates everything."

You can understand why he would presume that everyone has the potentiality for "bisexuality" at this fundamental unconscious level. It simply means that one could have a positive interpersonal relationship of *some* sort with someone of the same gender **and** with someone of a different gender (with mom and dad, for a traditional example). Every experience involving attachment/acceptance/love/warmth/affection helps color that baby's cognitive understanding of those concepts. eventually differentiated concepts of love, friendship, parental love, sexual feelings, etc., emerge. but they have unconscious associations with each other. Sexuality isn't the "real one" any more than platonic friendships are "the real ones". The point is highlighting the formation of the unconscious associations across the course of development, so that we can understand why things that seem to apply to one situation might end up affecting something seemingly different in another situation.

The article's claim that he viewed homosexuality as "a fixated and immature state" is simply false. It is not a statement Freud made (in fact the article cites several statements he made to the contrary; also I shared one a few weeks back), it is an interpretation the author is arguing for. And even if we accept the author's interpretation as accurate, then it would imply that Freud equally felt that **heterosexuality** would be "a fixated and immature state." Or that your continued love for your parents is "a fixated and immature state" (after all, that was the primary way you achieved a sense of attachment/acceptance/love/warmth/affection at an earlier developmental stage). it's only "fixated" in the sense that it is not currently in flux (you don't wake up each day and seek out a brand new way to achieve a sense of attachment/acceptance/love/warmth/affection) and it's only "immature" in the sense that who you are currently has continuity with who you were yesterday, a week before, a year before, a decade before. Clearly, this is not the interpretation that people are going to have when they read in the abstract you linked, "He transforms the course of psychosexual development as determined by psychoanalysis into a moral imperative against which homosexuality is judged a fixated and immature state."

So again, like every one of my posts this week, I just gotta encourage everyone to actually study a system of thought before deciding so confidently that you know what it is and what its major flaws are.

On the problem of modern students not reading primary sources and original translations, yet forming opinions about Freud

[Another poster makes] a really important point about Freud's work that never comes across clearly in summaries like this. He used a philosophical model to describe cognition. He did not believe inside our heads there was an entity called an id, ego, and superego, in fact, even those latin terms- which give the impression of medical jargon- were not used by Freud. They were inserted by US psychiatrists attempting to repurpose his general theories to their needs.

"Psychoanalysis is not a medical specialty, I do not see how one can resist recognizing this. Psychoanalysis is a part of psychology. It is not medical psychology in the traditional sense, nor the psychology of pathological processes. It is psychology proper; certainly not all of psychology, but its substratum, possibly its very foundation." [He also went on to warn that one should not permit oneself to be led astray by its application for medical purposes; he compared psychoanalysis to electricity, which has its medical uses in the form of x-

ray techniques, pointing out that this does not make electricity become part of medicine rather than part of physics.]

Freud (1927) "Postscript to 'The Question of Lay Analysis'"

Freud was well aware that he was creating an abstract theoretical model, out of necessity, which would eventually be fleshed out and possibly even replaced by more physiological theory:

We need not feel greatly disturbed in judging our speculation upon the life and death instincts by the fact that so many bewildering and obscure processes occur in it such as one instinct being driven out by another or an instinct turning from the ego to an object, and so on. This is merely due to our being obliged to operate with the scientific terms, that is to say with the figurative language, peculiar to psychology (or, more precisely, to depth psychology). We could not otherwise describe the processes in question at all, and indeed we could not have become aware of them. The deficiencies in our description would probably vanish if we were already in a position to replace the psychological terms by physiological or chemical ones. It is true that they too are only part of a figurative language; but it is one with which we have long been familiar and which is perhaps a simpler one as well. On the other hand it should be made quite clear that the uncertainty of our speculation has been greatly increased by the necessity for borrowing from the science of biology. Biology is truly a land of unlimited possibilities. We may expect it to give us the most surprising information and we cannot guess what answers it will return in a few dozen years to the questions we have put to it. They may be of a kind which will blow away the whole of our artificial structure of hypotheses.

-Freud (1920) Beyond The Pleasure Principle (p. 54)

The reason the various terms people have learned are associated with Freud sound so outlandish is because it is an *intentional feature* of the philosophical, metaphorical, literary approach he had to take to describe cognition a **century** before the first computer was invented. None of the metaphors we have presented to us in conjunction with Freud's name (like a verbal paired associates memory test of sorts) in these superficial summaries tell us anything about the overall picture of cognition that the theory was painting using those metaphors. The striking strangeness of the metaphors is intentional, to depict the nature of the unconscious: a complex interwoven net of associations between symbols, many of which are not conscious associations. Certain associations might be exceedingly strange (say penis envy), but this is intentionally trying to accurately depict the strangeness and arbitrariness of unconscious associations. And the important point is **not** whether penis envy *is present*, it's that if specific unconscious symbols consistently emerge and have distress tied to them, then a thematic analysis of the associations between that symbol and other symbols might reveal the underlying psychological *dynamic* that is causing distress. For concrete example: if you work as a psychoanalyst with a bunch of victorian women in the 1800s who are experiencing mental distress, and ask them to free associate on the manifest content of their dreams, one might find

- for the average victorian woman, the penis was often unconsciously associated with power.
- the average victorian woman also saw everywhere around her that women were being denied autonomy, agency, and power, and this caused a great deal of distress.

- because of the unconscious association, and because she has a desire for autonomy, agency, and power- she may keep having a dream where she is trying to obtain a penis (or buying a cucumber and taping it to a belt or etc).

The manifest content of that dream is undoubtedly absurd, but the latent content of these type of dreams that Freud is saying was widespread and highly relevant to the mental distress of women is *a frank acknowledgement that society was structured to deny women power, and this was so prevalent that there were commonly arising unconscious symbols that denoted it.* (And for the record, Karen Horney's concept of womb envy is not meant to displace/disprove penis envy, or to simply invert it in a gotcha! way- She is analyzing the hypothetical psychodynamics underlying why men were/are so committed to denying women agency and power in the first place.)

So, to everyone reading this, please just be aware that this verbal paired associates type learning approach that is used to teach all historical systems of thought leads to a much, much more skewed understanding of Freud than it would for most other figures. The strikingly strange terminology is meant to reflect the often inappropriate, embarrassing, or otherwise weirdly distorted nature of the unconscious. But then uninformed people latch onto the wild symbols and make him sound insane. It's like if someone told you a dream they had where they acted really erratic and said insane things, but then you arbitrarily decided that was a good representation of their personality. No! It's strange behavior, and they know it's strange behavior- that's why they brought it up! They didn't bring it up to say that from now on, people should act like they acted in that dream.

All of this is just a re-iteration of my original post- there's no point in tearing something down that you've never actually studied!

In fact, if you have always been highly critical of Freud, and then read some of the posts this week and started second guessing why you had such strong opinions without ever really looking in to the system of thought deeply- Freud might encourage you to introspect on what unconscious reasons you had to do this!

- Did Freud symbolize a "brand" of psychology you have been taught is illegitimate, and that you must distance yourself from it if you are to be taken seriously?
- Or maybe Freud was just presented to you as a really sexist and belligerent person who ostracized all his friends because of his stubbornness- maybe you know people like that and you engaged in *transference* of those feelings you have for those people onto another person
 - (this is not to say the transference isn't valid, but if you did *not* really dig into the system of thought to check the claim you were told, it still implies that transference was the means by which the feelings got attached to Freud confidently)
- Maybe there's just a very common unconscious human tendency to focus on the absurd aspects of old ways of thinking, because it unconsciously makes us feel superior to the silly goofballs that lived way back when.

The benefit of engaging with Freud's ideas is asking yourself these challenging questions, so that you can "make the unconscious conscious"- learn your unconscious tendencies and patterns, and if they go against your values, consciously attempt to be on alert for that tendency, and not just unconsciously follow it.

On inaccurate understandings of the role of mythology and religion in Freud

It's interesting that [another poster] referred to psychoanalysis as a mythology, in the sense of a collection of myths-- I also consider it mythology, but in the sense of a programmatic *study* of myth. The academic field of mythology owes a great debt to psychoanalysis. Freud analyzed a great deal of myth, viewing it as a type of historical data suggesting the presence of certain psychodynamics that continue to arise today, hence his references to oedipus, electra, orestes, etc. And Jung, with his notion of archetypes, which have been documented arising with similar meanings, time and time again, in completely distinct mythological systems... he used this as evidence for the collective unconscious. In fact, Joseph Campbell, probably one of the most famous figures in the academic study of myth, was explicitly Jungian in his understanding of myth.

Also interesting you associate psychoanalysis with religious belief or dogmatism, in that, again, psychoanalysis involved programmatic *study of religion* and dogmatism, to the extent that Freud was infamously an outspoken atheist at a time and place when this was considered somewhat scandalous. In fact, there was a bit of a back and forth about religion between William James and Freud, with James' lecture [The Will To Believe](#) and Freud's subsequent book [The Future of An Illusion](#). Like many things that have become common knowledge in society now, your idea that religiosity and myth persist because they fulfill certain psychological and social needs is an argument that was made a century ago by Freud.

Biases against Freudian psychoanalysis are usually uninformed

I feel like most of you already know that during my undergraduate degree, we read a lot of the primary sources in the psychodynamic tradition: Freud, Jung, Adler, Horney, Erikson, Fromme, Stack Sullivan, May (and close friend Paul Tillich, who i'm sure Rebecca is familiar with!), Yalom, Becker, etc. In fact, it was my love for these theorists and this model of psychotherapy which made me originally apply to graduate schools in clinical psychology. (I quickly learned this is not a representative model for what clinical psychology looks like now, obviously).

I felt like this chapter fit right in line with every other introductory summarization of the school of thought I've read in gen ed psych classes-- which unfortunately means, to me, it felt like a gross over simplification to the extent of being a misrepresentation, all done with the authoritative tone of the true scientist, looking back at a historical curiosity in a patronizing and condescending way.

Over the years since undergrad, I've learned it's generally not worth trying to talk about psychoanalysis with those who haven't actually studied it, especially if they've read a lot of these "hit" pieces. I just want to encourage anyone who was either intrigued, humored, revolted, angered, etc. by what they read in this chapter to withhold judgement until you get the chance to actually study the system of thought.

One thing I did like about the chapter though was their highlighting of Dr. Horney's work. Her psychodynamic theory was one of the most influential on me.

Freud under Nazism

[To another poster] I also appreciated the chapter discussing the history of the Nazi attack on Freud and psychoanalysis, because I feel like it is not well-known enough, and it is also not well understood that, historically, antisemitism has been a big motivator for the disparaging and dismissal of psychoanalysis.

This history in and of itself is large and complicated, but there's a recent book that covers it (<https://www.routledge.com/Psychoanalysis-Under-Nazi-Occupation-The-Origins-Impact-and-Influence/Sokolowsky/p/book/9781032105192>). Broadly speaking, psychoanalysis was a target of attack by the Nazis because it was seen as "a Jewish science", but the institution (which was pretty woven into the society, e.g., free clinics) wasn't simply destroyed outright by the Nazis. Rather, the institution (under pressure from the government) essentially ejected Jewish people, and took whatever form was mandated. It also touches on psychoanalytic traditions that were at odds with the institutionalized views.

Questions:

1. Jacob argues that Freud's concept of sexuality is often misunderstood and oversimplified. Do you agree with Jacob's interpretation that Freud's notion of sexuality encompasses a broad range of pleasant interpersonal interactions, not just sexual acts? How does this interpretation change your understanding of Freud's theories? Be sure to cite/link your sources.
2. Jacob emphasizes the importance of reading primary sources to truly understand Freud's work. How do you think the reliance on secondary sources and summaries has affected the perception of Freud's theories in modern psychology? Can you provide examples where primary sources have significantly altered your understanding of a psychological theory or concept? (Please link or cite these sources)
3. Jacob mentions that his initial interest in clinical psychology was influenced by psychodynamic theorists, but he later realized that this model is not representative of modern clinical psychology. Do you think psychoanalysis still has a place in contemporary clinical practice? Why or why not? Use specific examples from current psychological practices or research to support your argument; buttress with citations or links as needed.

Week 13 assignment: Three week integrative review

This three week integrative assignment is aimed at helping you extract major themes and through progressions over the past three weeks. Your responses to these questions should reflect your critical review of the past three weeks.

Questions

1. Analyze the evolution of psychological theories and practices from psychoanalysis to behaviorism and cognitive psychology. How did the foundational concepts and methodologies of each school of thought influence the development of clinical, industrial-organizational, and educational psychology? Consider the contributions of key figures such as Freud, Watson, Skinner, and Chomsky in your response.
2. Evaluate the impact of historical events, such as World War I and World War II, on the professionalization and diversification of psychology. How did these events shape the roles and responsibilities of psychologists in various applied fields, including clinical psychology, industrial-organizational psychology, and school psychology? Discuss the significance of psychological testing and the development of professional organizations in this context.
3. Synthesize the contributions of Gestalt psychology, psychoanalysis, behaviorism, and cognitive psychology to our understanding of human behavior and mental processes. How have the principles and findings from these schools of thought been integrated into

contemporary psychological practices and theories? Discuss the interplay between theoretical advancements and practical applications in areas such as psychotherapy, psychological assessment, and cognitive-behavioral interventions.

Course|New for request 20981

Info

Request: EDA 6XXX Contemporary Issues in Educational Leadership

Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program. A similar course exists at USF and FGCU, so we are requesting the course number EDA6197 if possible.

Submitter: Tuuli Robinson tuulirobinson@ufl.edu

Created: 1/28/2025 2:00:20 PM

Form version: 2

Responses

Recommended Prefix

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

Response:

EDA

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:

None

Course Title

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

Response:

Contemporary Issues in Educational Leadership

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:

Contemp. Issues - EdLead

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:
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:
Explore contemporary issues in educational leadership and their complexities in professional practice. Students will critically analyze interdisciplinary aspects of these challenges, shaping their research interests. Using theoretical frameworks, empirical studies, and policy updates, students will build an argument for a study with broad educational implications. The course culminates in developing a conceptual framework for a specific research interest.

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 taken in the first two years of study by students in the online Ed.D. programs in Educational Leadership and as an elective in the on-campus Ph.D. program in Educational Leadership. A similar course exists at USF and FGCU, so we are requesting the course number EDA6197 if possible.

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.bluer.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.ua.ufl.edu/public-

results."

Response:
All Items Included

Contemporary Issues in Educational Leadership

EDA 6XXX: Section XXXX
Class Period: Day, Period, Time
Class Location: Online
Academic Term: Fall 2025
3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Tuuli Robinson
E-mail: tuulirobinson@ufl.edu
Office Phone: 352.273.4189
Office: Norman Hall 2709 -I
Office Hours: Tuesdays from 3:00 PM – 5:00 PM. Others by appointment.

COURSE DESCRIPTION:

Explore contemporary issues in educational leadership and their complexities in professional practice. Students will critically analyze interdisciplinary aspects of these challenges, shaping their research interests. Using theoretical frameworks, empirical studies, and policy updates, students will build an argument for a study with broad educational implications. The course culminates in developing a conceptual framework for a specific research interest.

COURSE OBJECTIVES:

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

- Identify the complexities of contemporary issues in educational leadership, and the implications of these on professional practice.
- Find and synthesize prior research and theories that have influenced recent educational policy issues, as well as methodologies that have been used to study these issues.
- Develop an initial conceptual framework for a future study through synthesizing recent literature, policies, and practices.

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Ravitch, S. M., & Riggan, M. (2017). *Reason & rigor: How conceptual frameworks guide research* (2nd ed.). SAGE Publications. ISBN-10 9781483340401
- Additional course readings relating to various contemporary issues in education are available on Canvas or via the university library.

SCHEDULE

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

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

Week	Topic	Reading Due	Assignment(s) Due
1	Introduction to the Course	Syllabus Ravitch and Riggan Foreword and Preface, pages xi-xix	
2	Re-Defining the Parameters of Education	Various scholarly articles and legislative updates relating to major changes in the field of education (see Canvas for details). Sample readings: Kober, N., & Stark, D. (2020). <i>History and Evolution of Public Education in the US</i> [Review of <i>History and Evolution of Public Education in the US</i>]. Center of Education Policy. Florida Education Association (2024). 2024 End of session report. In <i>Florida Education Association</i> .	Submit an overview of professional background and goals; to include a discussion on preliminary area of interest and the key issues affecting this area of interest.
3	Intro to Conceptual Framework	Ravitch and Riggan Chapters 1, 2, and 3, pages 1-56 Antonenko, P. D. (2014). The instrumental value of conceptual frameworks in educational technology research. <i>Educational Technology Research and Development</i> , 63(1), 53–71. Kumar, S., & Antonenko, P. (2014). Connecting practice, theory and method: Supporting professional doctoral students in developing conceptual frameworks. <i>TechTrends</i> , 58(4), 54-61.	
4	Contemporary Issues: School Safety	Various scholarly articles and legislative updates relating to school safety (see Canvas for details). Sample readings: Mayer, M. J., Nickerson, A. B., & Jimerson, S. R. (2021). Preventing School Violence and Promoting School Safety: Contemporary Scholarship Advancing Science, Practice, and Policy. <i>School Psychology Review</i> , 50(2–3), 131–142	

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

Week	Topic	Reading Due	Assignment(s) Due
5	Understanding the Role of Conceptual Frameworks in Developing Research Question and research Design	Ravitch and Riggan Chapters 4, pages 57-78	“Excavating questions” (research interest) relating to a key issue in professional practice.
6	Contemporary Issues: Human Resources Related Challenges	Various scholarly articles and legislative updates relating to HR related challenges in education (see Canvas for details). Sample readings: Goldhaber, D., Krieg, J., Theobald, R., & Goggins, M. (2022). Front End to Back End: Teacher Preparation, Workforce Entry, and Attrition. <i>Journal of Teacher Education</i> , 73(3), 253–270.	
7	The Role of Conceptual Framework in Data Collection	Ravitch and Riggan Chapters 5 and 6, pages 79-138	Overview of the various data analysis methods encountered in existing research studies relating to the area of interest.
8	Contemporary Issues: Artificial Intelligence in Education	Various scholarly articles and legislative updates relating to the introduction of AI in education (see Canvas for details). Sample readings: Goldhaber, D., Krieg, J., Theobald, R., & Goggins, M. (2022). Front End to Back End: Teacher Preparation, Workforce Entry, and Attrition. <i>Journal of Teacher Education</i> , 73(3), 253–270.	
9	The Role of Conceptual Framework in Presenting, Explaining, and Contextualizing Findings	Ravitch and Riggan Chapter 7, pages 139-168	Conceptual Framework - Argument for the Study

Week	Topic	Reading Due	Assignment(s) Due
10	Contemporary Issues: Funding Patterns	<p>Various scholarly articles and legislative updates relating to the changing funding patterns in education (see Canvas for details).</p> <p>Sample readings: McKillip, M. & Dollard, N. (2022). <i>Florida's hidden voucher expansion</i> [Review of <i>Florida's Hidden Voucher Expansion</i>]. Education Law Center; Florida Policy Institute.</p>	
11	Reflection on the Making and Remaking of a Conceptual Framework	Ravitch and Riggan Chapter 8, pages 169-192	Draft of the Conceptual Framework and Visual Diagram
12	Contemporary Issues: Special Education Needs and Services	<p>Various scholarly articles and legislative updates relating to special education and related services in education (see Canvas for details).</p> <p>Sample readings: Blacher, J., & Eisenhower, A. (2022). Preschool and child-care expulsion: Is it elevated for autistic children? <i>Exceptional Children</i>, 89(2), 123-145.</p>	
13	Conceptual Framework Analysis	Ravitch and Riggan Chapter 9, pages 193-218	
14	Independent Work on Conceptual Frameworks		
15	Presentation of Conceptual Frameworks		Final submission of the Conceptual Framework and Visual Diagram

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

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

COURSE ASSIGNMENTS:

Overview of Professional Background and Goals (10%)

Overview of the professional background and goals; to include a discussion on preliminary area of interest in research and the key issues affecting their area of interest. (2-3 pages, double spaced, to exclude the cover sheet and references).

Excavating Questions (10%)

“Excavating questions” relating to research interest in professional practice. Students will submit their “excavating questions” in their area of interest (2-3 pages, double spaced, to exclude the cover sheet and references).

Data Analysis – Initial Trends (10%)

Overview of the various data analysis methods encountered in existing research studies relating to the topic of interest. Students will submit a research paper (5-6 pages, double spaced, to exclude the cover sheet and references).

Conceptual Framework – Argument for the Study (20%)

Argument for the Study. Students will submit a written argument for their study, to include a brief reflection on the process of developing your argument. The paper should address the challenges faced and how to address them, as well as what was learned about the role of conceptual frameworks in guiding research (5-6 pages, double spaced, to exclude the cover sheet and references).

Conceptual Framework - Draft (20%)

Draft copy of the Conceptual Framework, to include the research topic and the purpose of the study (argument), excavating questions, main theoretical constructs and the relationships between the constructs, excavating questions, and possible data analysis methods. The submission should also include a visual diagram outlining the key concepts presented in the Conceptual Framework (8-10 pages, double spaced, to exclude the cover sheet and references).

Conceptual Framework – Final Submission (30%)

Final submission of the Conceptual Framework and the visual diagram, incorporating feedback given on previous submission (8-10 pages, double spaced, to exclude the cover sheet and references).

GRADING:

Assignment	Total Points	Percentage of Final Grade
Overview of the professional background and goals	100	10%
Excavating Questions	100	10%
Data Analysis – Initial Trends	100	10%
Argument for the Study	100	20%

Assignment	Total Points	Percentage of Final Grade
Conceptual Framework Draft	100	20%
Final Conceptual Framework	100	30%
TOTAL POSSIBLE POINTS	500	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)
 80.00-82.99% (B-)
 77.00-79.99% (C+)
 73.00-76.99% (C)
 70.00-72.99% (C-)
 67.00-69.99% (D+)
 63.00-66.99% (D)
 60.00-62.99% (D-)
 0-59.99% (E)

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

CAMPUS POLICIES:

Accommodations for Students with Disabilities

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Online Course Evaluation Process

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

UF Student Honor Code

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions. See the [UF Conduct Code website](https://sccr.dso.ufl.edu/process/student-conduct-code/) (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor.

Software Use

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

Student Privacy

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

Synchronous Course Participation

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

In-Class Recording

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

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

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

CAMPUS RESOURCES:

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 21320

Info

Request: EDF 7XXX Qualitative Research Writing and Representation in Education

Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Research and Evaluation Methodology program.

Submitter: Clifford Haynes cliffh@ufl.edu

Created: 2/22/2025 11:07:49 PM

Form version: 2

Responses

Recommended Prefix

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

Response:
EDF

Course Level

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

Response:
7

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

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

Course Number

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

Response:
XXX

Lab Code

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

Response:

None

Course Title

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

Response:

Qualitative Research Writing and Representation in Education

Transcript Title

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

Response:

Qual Res Writing & Rep in Edu

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:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
No

If repeatable, # total repeatable credit allowed

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

Response:
6

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Provides an overview of various types of representation in qualitative inquiry. Practice skills needed to align relevant representation with theoretical frameworks, research purpose, literature review, and data analysis. Explores strategies and techniques for writing vibrant and adequate findings and making implications more discerning.

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:
EDF7479 or equivalent

Completing Prerequisites:

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

Example:

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

Co-requisites

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

Response:

N/A

Rationale for Placement in the Curriculum

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

Response:

Graduate level: This course may be taken as an elective for the M.Ed., M.A.Ed, and Ph.D. programs Research and Evaluation Methodology. It will also be listed as an approved course for the College of Education college-wide minimum research methodology requirement for doctoral students (both Ph.D. and Ed.D.) and Ed.S. degrees. It would also be offered as an elective to any master's or doctoral student across the university. This is an advanced graduate level course, as it is the fourth in a sequence and requires the prerequisite course of EDF7479.

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](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

Qualitative Research Writing and Representation in Education

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

INSTRUCTOR CONTACT INFORMATION:

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

COURSE DESCRIPTION:

Provides an overview of various types of representation in qualitative inquiry. Practice skills needed to align relevant representation with theoretical frameworks, research purpose, literature review, and data analysis. Explores strategies and techniques for writing vibrant and adequate findings and making implications more discerning.

COURSE OBJECTIVES:

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

- Create realistic writing and dissemination plans for a scholarly project.
- Identify a form of representation of qualitative research data that aligns with your theoretical perspective, research purpose, and research methods.
- Write sections of a scholarly project that are vivid and insightful.

PREREQUISITE(S):

EDF7479 or equivalent

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Salmons, M., Kaczynski, D., & Lieber, E. (2024). *Qualitative research writing: Credible and trustworthy writing from beginning to end*. Sage. ISBN-13: 978-1071818107
- Weaver-Hightower, M. B. (2018). *How to write qualitative research*. Routledge ISBN-13: 978-1138066311
- Additional course readings available on Canvas or via the university library.

Recommended

- Denzin, N. (2003). Reading and writing performance. *Qualitative Research*, 3(2), 243-268.
<https://doi.org/10.1177/14687941030032006>
- Goodson, P. (2023). *Becoming an academic writer: Fifty exercises for paced, productive, and powerful writing* (3rd ed.). Sage Publications. ISBN-13: 978-1544356150

- Josephs, C. (2008). The way of the s/word: storytelling as emerging liminal. *International Journal of Qualitative Studies in Education (QSE)*, 21(3), 251-267. <https://doi.org/10.1080/09518390801998346>
- Murray, R., Thow, M., Moore, S., & Murphy, M. (2008). The writing consultation: Developing academic writing practices. *Journal of Further and Higher Education*, 32(2), 119-128. <https://doi.org/10.1080/03098770701851854>
- Vickers, M. H. (2002). Researchers as storytellers: Writing on the edge--and without a safety net. *Qualitative Inquiry*, 8(5), 608-621. <https://doi.org/10.1177/107780002237007>
- Wolcott, H. (2009). *Writing up qualitative research* (3rd ed.). Sage. ISBN-13: 978-1412970112

MATERIALS AND SUPPLIES FEES:

None

SCHEDULE

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

Week(s)	Topic	Reading Due	Assignment(s) Due
1	Introduction	<ul style="list-style-type: none"> • Syllabus 	
2 & 3	Organizing	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 3 • Weaver-Hightower (2018) Ch. 2 • Wolcott (2009) Ch. 2 	<ul style="list-style-type: none"> • A Workable Writing Plan
4 & 5	Writing about Design	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 5 • Weaver-Hightower (2018) Ch. 9 	<ul style="list-style-type: none"> • Write Methodology [Epistemology, Theoretical Perspective, Sample, Design] section
6 & 7	Writing about Data	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 6 • Weaver-Hightower (2018) Ch. 6 	<ul style="list-style-type: none"> • Write Methods [Data Collection and Data Analysis] section
8-10	Writing Up Finding	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 7 • Weaver-Hightower (2018) Ch. 7 	<ul style="list-style-type: none"> • Write one full theme section, including all sub-themes.
11 & 12	Writing up Conclusions and Recommendations	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 8 • Weaver-Hightower (2018) Ch. 2 	<ul style="list-style-type: none"> • Write Connection to Literature, Implications for Practice, and Implications for Research sections
13	Revising	<ul style="list-style-type: none"> • Weaver-Hightower (2018) Ch. 4 	<ul style="list-style-type: none"> •
14 & 15	Sharing Your Research	<ul style="list-style-type: none"> • Salmona et al. (2024). Ch. 9 	<ul style="list-style-type: none"> • Dissemination Plan

COURSE POLICIES:

Attendance, Make-Up Exams and Assignments

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

COURSE ASSIGNMENTS:

Workable Writing Plan (10% of final grade)

Using Wolcott (2009) as a guide, develop a working writing plan. Some have called this the individualized “accountability syllabus.” Although you are free to use any template you like, a sample one will be provided for you on Canvas. This should be approximately 1-2 pages.

Methodology Section (20% of final grade)

Describe the overall design of your study (i.e., basic/naturalistic inquiry, ethnography, phenomenology, grounded theory, etc.), the strengths and limitations of this design, and why this selection is appropriate for your research project and epistemology. This should be about 5-10 pages.

Methods Section (20% of final grade)

Identify and define which data collection method(s) you will use in your study. Explain why this selection is appropriate to answer your research questions. Identify and define which data analysis method(s) you will use in your study and why this selection is appropriate choice to answer your research questions. Provide some step-by-step descriptions here with some examples written in the text. This should be about 5-10 pages.

Theme Section (20% of final grade)

For each theme, you need to introduce the theme in a paragraph, which provides a definition and a context. Then use your reviews and your Literature Map/Outline to write as many pages for the theme. End with your Interpretative Commentary, which provides understanding by the researcher and transitions to next theme. Consider this the “so what?” paragraph. This should be about 5-10 pages.

Conclusions and Recommendations (20% of final grade)

This section is where “you as the researcher” interprets the findings. This should be about 5-10 pages.

Dissemination Plan (10% of final grade)

Describe how you plan to disseminate your work. This can be in the form of peer-reviewed publications and presentations, multimedia (podcasts, blogs, vlogs, etc.), local workshops, social media, or some combination of these (and more!). This should be approximately 2-3 pages.

GRADING:

Assignment	Percentage of Final Grade
Workable Writing Plan	10%
Methodology Section	20%
Methods Section	20%
Themes Section	20%
Conclusions & Recommendations	20%
Dissemination Plan	10%
TOTAL POSSIBLE POINTS	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)
 80.00-82.99% (B-)
 77.00-79.99% (C+)
 73.00-76.99% (C)
 70.00-72.99% (C-)
 67.00-69.99% (D+)
 63.00-66.99% (D)
 60.00-62.99% (D-)
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In-Class Recording

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

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

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

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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](#).

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1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

TECHNOLOGY POLICIES:

Acceptable Use Policy

Please read the [University of Florida Acceptable Use Policy](#). It is expected that you abide by this policy.

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.

Technology Requirements

As stated in [the Student Computing Requirement Policy](#), the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology [Student Computing Recommendations and Requirements List](#).

CAMPUS RESOURCES:

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 20903

Info

Request: EDH 6XXX Change Leadership in Higher Education

Description of request: The Higher Education Administration program area is requesting a new course be established

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 1/16/2025 5:20:10 PM

Form version: 3

Responses

Recommended Prefix

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

Response:

EDH

Course Level

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

Response:

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:

Change Leadership in Higher Education

Transcript Title

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

Response:

Change Leadership in Higher Ed

Delivery Method

Indicate the primary intended delivery method for this course.

Response:

PD - Primarily Distance Learning (80-99% of course content taught outside of classroom)

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

Effective Term

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

Response:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Explores contemporary leadership issues facing higher education administrators, including the academic, financial, operational, and governance factors that shape contemporary American higher education.

Prerequisites

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

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

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

Response:
None

Completing Prerequisites:

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

Example:

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

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2###

or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

Co-requisites

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

Response:

None

Rationale for Placement in the Curriculum

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

Response:

This course will be part of the standard program plan for Ed.D. students and offered as an elective option for Ph.D. students. It will be placed in the second year of the Ed.D. program plan. Once all proposed courses have been entered into the approval system, a proposal for modifications to the Ed.D. in Higher Education Administration will be requested.

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



EDH 6XXX: Change Leadership in Higher Education
Semester XXXX – Section XXXX (XXXXX) and XXXX (XXXXX)
3-credit course

INSTRUCTOR CONTACT INFORMATION:

Name:

Office:

E-mail:

Office Phone:

Office Hours:

Class Meetings/Delivery Format:

Asynchronously through Canvas, with one synchronous Zoom session for each course module.

PROGRAM COORDINATOR CONTACT INFORMATION:

Name:

Office:

E-mail:

Office Phone:

Office Hours:

COURSE DESCRIPTION:

Explores change leadership theories, processes, and strategies as they apply to higher education.

PREREQUISITES:

None

COURSE OBJECTIVES:

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

- Identify processes and strategies associated with effective change leadership in college and university settings.
- Recognize challenges and pitfalls that commonly hinder effective change leadership efforts.
- Synthesize models of change leadership with common higher education organizational structures.
- Be able to apply change leadership theories and practices in real-world settings.

REQUIRED TEXTBOOKS:

- Buller, J.L. (2015). *Change leadership in higher education: A practical guide to academic transformation* (1st ed.). San Francisco, CA: Jossey-Bass.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.
- Additional readings and materials will be posted in Canvas for each module.

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: Why is change so painful in higher education?		
Weeks 1-2:	Course Overview Introduction to Higher Education Change Leadership Leading Change	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Start Here PageSyllabus QuizModule 1 Discussion Forum – <i>Personal Experiences with Change Leadership</i>
	Readings and Materials: <ul style="list-style-type: none">Buller Chapters 1 & 2Additional readings in Canvas	
Module 2: Why do we need change leadership in higher education?		
Weeks 3-4:	Unpacking the Ivy League Blueprint of Am. Higher Ed Why is change leadership necessary? Avoiding change for the sake of change	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Module 2 Discussion Forum - <i>Change is inevitable, but does that mean that all change is good?</i>Case Study Progress Report – <i>Identify institution and establish research questions</i>
	Readings and Materials: <ul style="list-style-type: none">Buller Chapter 3Excerpt from the Innovative University – <i>The Great American University</i>Additional readings in Canvas - History, Mission, and Purpose of American Higher Ed.	
Module 3: Change Management vs. Change Leadership		
Weeks 5-6:	Effective Change Leadership Strategies Understanding Your Own Leadership Style	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Module 3 Discussion Forum – <i>Mindfulness-Based Leadership</i>Case Study Progress Report – <i>Data collection plan</i>
	Readings and Materials: <ul style="list-style-type: none">Buller Chapter 4Additional readings in Canvas	
Module 4: Institutional Culture and Types of Change		
Weeks 7-8	Leading different types of change – the good, the bad, and the ugly of change leadership	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Change Leadership Case BriefCase Study Progress Report – <i>Data collection update</i>
	Readings and Materials: <ul style="list-style-type: none">Buller Chapters 7-9Historical Case Studies from the National Center for Academic TransformationAdditional case studies in Canvas	

Week	Topics Covered	Assignment(s) Due
Module 5: Leading University Change		
Weeks 9-10	Understanding change in the university context	<i>Due this week:</i> <ul style="list-style-type: none"> Module 5 Forum Case Study Progress Report – <i>Data analysis update</i>
	Readings and Materials: <ul style="list-style-type: none"> Excerpt from the Innovative University – <i>A New Kind of University</i> Case brief discussions 	
Module 6: Leading Community College Change		
Weeks 11-12	Understanding Change in the Context of the American Community College	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none"> Module 6 Discussion Forum Case Study Progress Report – <i>data analysis and conclusions</i>
	Readings and Materials: <ul style="list-style-type: none"> Change Leadership in Community Colleges – Case Studies of Futures Assembly Finalists Additional Canvas materials – History, Mission, and Purpose of the American Community College Implementation and Lessons Learned from the Guided Pathways Project 	
Module 7: Future Directions and Course Wrap-Up		
Weeks 13-15	Leading Colleges into the Future	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none"> Case study presentations and peer reviews
	Readings and Materials: <ul style="list-style-type: none"> Excerpt from the Innovative University - <i>Reengineering the University DNA</i> Alternative Pathways to the Presidency AACC Competencies for Community College Leaders HBCU Redesign: The Urban Work College Model 	

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

Assignment Summary	Points
Syllabus Quiz Discussion Forums/ Online Assignments Change Leadership Case Brief Case Study Project Reports Case Study Projects and Final Presentation Peer Review Exercise	5% 30% 15% 5% 40% 5%
Syllabus Quiz (5%): Students will complete quiz through Canvas to demonstrate understanding of the course syllabus.	
Discussion Forums/ Online Assignments (30%): Students will participate in an online peer engagement assignment during each course module. These assignments will include Canvas discussion forums and other external instructional tools (ie. Perusal, VoiceThread, Flipgrid, and Padlet). These assignments will create space for students to apply and synthesize course content with real-world examples while also fostering foster peer-to-peer engagement. All online assignments will be accessed through the Canvas course site. Students must post an original contribution that responds to the assignment prompt and respond to at least three peers to receive full credit.	
Change Leadership Case Brief (15%): Students will identify an example of a change leadership “case” and submit a 3–5-page summary document that highlights the following: key facts of the change leadership scenario, actions taken, legal considerations for the higher education leaders, and a succinct analysis of the ultimate decisions made by those leaders. Case briefs will be used for group discussion and analysis during the second half of the course.	
Case Study Project Reports (5%): Students will submit periodic case study updates. These project reports will be completed through the graded survey tool in Canvas. While the case study project is a group activity, each student is expected to submit independent project reports. This creates space for each group member to share their own perspective on the group project process throughout the course.	
<p>Case Study Projects (40%): Students will work in groups to conduct a case study of a contemporary higher education change leadership initiative. Each group will identify an institution and a change leadership initiative within their assigned institution type (university, community college, private college, and minority-serving institution). The case study should include analysis of how the change leadership initiative addressed the following as applicable: Organizational Mission and Structure; Students and Campus Programs; Academic Leadership; Funding and Financial Leadership; Governance and External Stakeholders.</p> <p>Students will work together in groups. Each group should establish research questions appropriate for the topic and institution type and identify data points to be collected. Students will submit a final presentation via zoom, as well as upload a link to shared file with all collected data and analysis documents. <u>Final projects should follow the rubric in Canvas.</u></p>	
Peer Review Exercise (5%): Each student will complete an independent peer review exercise. Peer reviews will be completed anonymously through Canvas and used to provide peers with constructive feedback for academic growth and development.	

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 20900

Info

Request: EDH 6XXX Contemporary Issues in Higher Education Leadership

Description of request: This is a new course request for the hybrid Ed.D. program of study. This course will introduce students to foundational leadership theories and competencies as they apply to contemporary higher education.

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 1/13/2025 5:05:02 PM

Form version: 1

Responses

Recommended Prefix

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

Response:

EDH

Course Level

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

Response:

6

- 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:

Contemporary Issues in Higher Education Leadership

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:

Cont Issues in Higher Ed Lead

Delivery Method

Indicate the primary intended delivery method for this course.

Response:

PD - Primarily Distance Learning (80-99% of course content taught outside of classroom)

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

Effective Term

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

Response:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
This course is an exploration of contemporary leadership issues facing higher education administrators.

Prerequisites

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

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
None

Completing Prerequisites:

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

Example:

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

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

greater, PHY 2### or greater, or STA 2### or greater).

Co-requisites

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

Response:

None

Rationale for Placement in the Curriculum

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

Response:

This course is designed to introduce students to foundational components of higher education leadership theory and practice. Students enrolled in the hybrid Ed.D. program will complete this course during the first year of their program to prepare them for more advanced leadership study in the later years of their program. This course will also serve as an elective option for students in the higher education administration Ph.D. program.

Syllabus Content Requirements

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

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

Response:

All Items Included

EDH 6XXX: Contemporary Issues in Higher Education Leadership
Semester
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:
Class Meetings:

COURSE DESCRIPTION:

Explores contemporary leadership issues facing higher education administrators, including the academic, financial, operational, and governance factors that shape contemporary American higher education.

PREREQUISITES:

None

COURSE OBJECTIVES:

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

- Identify processes and strategies to effectively address higher education leadership challenges
- Recognize challenges and pitfalls that commonly hinder higher education leaders and build connections to other higher education coursework.
- Synthesize leadership competencies with the structure and function of higher education
- Apply leadership theories and practices to real-world settings.

TEXTBOOKS:

1. Ruben, DeLisi, and Gigliotti (2021). *A guide for leaders in higher education*. Routledge Taylor & Francis Group.
2. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to

interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Week	Topics Covered	Assignment(s) Due
Module 1: Introduction and Course Overview		
Weeks 1-2:	Introductions and Course Overview Nature and Scope of Higher Education Leadership Introduction to Leadership Theories	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Syllabus QuizSign-up for Case Study Groups
	Required Readings: <ol style="list-style-type: none">Ruben, De Lisi, & Gigliotti, Part 1, Chapters 1-32025 Landscape of Higher Education Report (Education Dynamics – Linked in Canvas)Higher Education Faces Hurdles in 2024 (Linked in Canvas)Additional readings assigned in Canvas	
Module 2: Organization Structure and Culture		
Weeks 3-4:	Organization Structure and Culture Understanding Academic Culture Organizational Styles, Governance, & Operational Models	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Discussion BoardIdentify Case Study Institution
	Recommended Readings: <ol style="list-style-type: none">Ruben, De Lisi, & Gigliotti, Part 1, Chapters 4-5U.S. Higher Education Report, American Council on Education (Linked in Canvas)Higher Education Policy Agenda Report (Linked in Canvas)Additional readings assigned in Canvas	
Module 3: Academic Leadership		
Weeks 5-6:	Academic Leadership Structure and Function of Academia Faculty and Shared Governance	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Discussion BoardCase Study Update
	Recommended Readings: <ol style="list-style-type: none">Ruben, De Lisi, & Gigliotti, Part 2 <i>Leadership Concepts and Competencies</i>The American College President (Linked in Canvas)Competencies for the College Presidency (Linked in Canvas)Additional readings assigned in Canvas	
Module 4: Students and Campus Organizations		
Weeks 7-8:	Students and Campus Organizations Students and Changing Demographics Campus Organizations and Student Services	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Leadership InterviewCase Study Update
	Required Readings: <ol style="list-style-type: none">Top Issues in Student Affairs (NASPA, 2024)NASPA Policy and Practice Series (Linked in Canvas)Mental Health on College Campuses: Challenges and Solutions (Linked in Canvas)Additional readings assigned in Canvas	
Module 5: Funding and Financial Leadership		
Weeks 9-10:	Funding and Financial Leadership Funding Formulas and Budgeting Challenges Endowments and Fundraising Entrepreneurial Presidential Model	<i>Assignments due by Sunday, midnight:</i> <ul style="list-style-type: none">Discussion BoardCase Study Update

Week	Topics Covered	Assignment(s) Due
	Recommended Readings: <ol style="list-style-type: none">1. <i>National Profile of College Business Officers (NACUBO)</i>2. Selected chapters from the NACUBO College and University Business Administration Manual (Risk Mgmt, Debt Mgmt, Financial Services, and Endowments/Advancement)3. How Finance Leaders are Evolving Their Role in Higher Ed (Helios Foundation - Linked in Canvas)4. Additional readings assigned in Canvas	
Module 6: Policy, Governance, and External Stakeholders		
Weeks 11-12:	Strategic Planning in a Shifting Policy Landscape Governance Structures Balancing Internal and External Stakeholders	Assignments due by Sunday, midnight: <ul style="list-style-type: none">• Current Event Leadership Reflection• Case Study Update
	Recommended Readings: <ol style="list-style-type: none">1. Ruben, De Lisi, & Gigliotti, Part 3 <i>Chapters 13, 14, and 15</i>2. Additional readings assigned in Canvas	
Module 7: Managing Crisis and Responding to Change		
Weeks 13-14:	Crisis Leadership Responding to and Leading Change	Assignments due by Sunday, midnight: <ul style="list-style-type: none">• Discussion Board• Case Study Update
	Recommended Readings: <ol style="list-style-type: none">1. Ruben, De Lisi, & Gigliotti, Part 3, Chapter 172. Additional readings assigned in Canvas	
Module 8: AI, Emerging Technologies, and the Future of Higher Education		
Weeks 15-16	Artificial Intelligence and Technology Applications Emerging Issues	Assignments due by Sunday, midnight: <ul style="list-style-type: none">• Case Study Presentation
	Required Readings: <ol style="list-style-type: none">1. Ruben, De Lisi, & Gigliotti, Part 3 <i>Chapters 18, 19, and 20</i>2. EDUCAUSE 2024: The Risks and Rewards of Artificial Intelligence in Higher Education (Linked in Canvas)3. Additional readings assigned in Canvas	

Assignment Summary	Percentage
Syllabus Quiz	5%
Leadership Interview	15%
Discussion Boards	30%
Current Event Leadership Reflection	20%
Case Study Project	30%
Syllabus Quiz (5%): Students will complete a quiz in Canvas to confirm understanding of the syllabus and course expectations.	
Leadership Interview (15%): Students will complete an interview with a senior higher education leader about their perspectives on emerging issues in the field. Detailed assignment instructions and associated rubric are available in Canvas.	

Discussion Boards and Online Assignments (30%): Students will complete periodic discussion boards and other online assignments in Canvas to demonstrate application of course content, engage in academic dialogue with class peers, and share current higher education leaderships events.

Current Event Leadership Reflection (20%): Students will submit a short reflection paper related to a current event impacting higher education leaders. Detailed assignment instructions and associated rubric are available in Canvas.

Case Study Project (30%): Students will work in groups to complete a case study of a relevant higher education leadership issue. Detailed assignment instructions and associated rubric are available in Canvas.

Course 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:

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

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. Students can complete evaluations in three ways:

- The email they receive from GatorEvals,
- Their Canvas course menu under GatorEvals, or
- The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.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 well-being, 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 20942

Info

Request: EDH 6XXX Inquiry in College and University Teaching

Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Higher Education Administration program.

Submitter: Clifford Haynes cliffh@ufl.edu

Created: 1/9/2025 1:32:51 PM

Form version: 1

Responses

Recommended Prefix

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

Response:

EDH

Course Level

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

Response:

6

- 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:

Inquiry in College and University Teaching

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:

Inquiry Coll & Univ Teaching

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:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
No

If repeatable, # total repeatable credit allowed

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

Response:
6

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:
Apply the principles of Scholarship of Teaching and Learning (SOTL) to investigate, reflect on, and improve one's own teaching within the context of higher education.

Prerequisites

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

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.

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

Example:

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

Co-requisites

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

Response:

N/A

Rationale for Placement in the Curriculum

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

Response:

Graduate. This course will be offered as an elective for the online Ed.D. program and the on-campus Ph.D. program in Higher Education Administration. Its inclusion in the curriculum meets the Curriculum portion of Content Domain in the Council for the Advancement of Higher Education Programs (CAHEP) Guidelines for Higher Education Administration Preparation Programs at the Doctoral Degree Level, which is used to evaluate the doctoral program curriculum during program review.

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results.”*

Response:

All Items Included

Inquiry in College and University Teaching

EDH 6XXX: Section XXXX

Class Period: Day, Period, Time

Class Location: _____

Academic Term: Fall 20XX

3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Cliff Haynes, Ph.D., Clinical Associate Professor

E-mail: cliffh@coe.ufl.edu

Office Phone: 352-273-4310

Office Hours: Tuesdays from 1:30pm-4pm. Others by appointment. Meetings can be held in person, on the phone, or via Zoom.

Office: Norman Hall 2705J

PROGRAM COORDINATOR CONTACT INFORMATION:

Cliff Haynes, Clinical Associate Professor, cliffh@coe.ufl.edu, 352-273-4310

COURSE DESCRIPTION:

Apply the principles of Scholarship of Teaching and Learning (SOTL) to investigate, reflect on, and improve one's own teaching within the context of higher education.

COURSE OBJECTIVES:

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

- Find the literature and existing knowledge associated with the SOTL project.
- Develop assessment/measurement tool(s) that are aligned with the learning goals of the SOTL project.
- Analyze the data to draw evidence-based conclusions about the impact on student learning.
- Create a dissemination plan for the SOTL project findings.

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Chick, N. (Ed.). (2018). *SoTL in action: illuminating critical moments of practice*. Stylus Publishing.
- Bishop-Clark, C., Dietz-Uhler, B., & Nelson, C. E. (2012). *Engaging in the scholarship of teaching and learning: a guide to the process, and how to develop a project from start to finish*. Stylus Publishing.
- Yeo, M., Miller-Young, J.M., & Manarin, K. (2024). *SoTL research methodologies: a guide to conceptualizing and conducting the scholarship of teaching and learning*. Routledge.
- Additional course readings available on Canvas or via the university library.

Recommended

- McKinney, K. (2007). *Enhancing learning through the Scholarship of Teaching and Learning: The challenges and joys of juggling*. Jossey-Bass.

SCHEDULE

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

Week	Topic	Reading Due	Assignment(s) Due
1	Intro/What is SOTL?	Yeo et al. (2024)- Chapter 1	
2	Research Questions about Teaching	Yeo et al. (2024)- Chapter 2	
3		Bishop-Clark & Dietz-Uhler (2012) Chapter 1	Develop Your Research Questions
4	Searching the Literature	Chick (2018) Chapter 3	
5		Bishop-Clark & Dietz-Uhler (2012) Chapter 4	Concise Literature Review
6	Designing Your Study	Yeo et al. (2024)- Chapter 3 Bishop-Clark & Dietz-Uhler (2012) Chapter 5	
7		Yeo et al. (2024)- Part II (Read whichever chapter aligns with your chosen methodology)	
8		Chick (2018) Part Two	Research Design Concept Memo
9		Chick (2018) Chapter 7	IRB
10	Data Collection	No Class- Data Collection Weeks	
11		Individual Appointments with Instructor as Needed	
12	Analyzing Data	Yeo et al. (2024)- Part III (Read whichever chapter aligns with your chosen methodology)	
13		Bishop-Clark & Dietz-Uhler (2012) Chapter 7	Data Analysis Plan
14	Presenting and Publishing SOTL	Yeo et al. (2024)- Chapter 13 Chick (2018) Chapters 13 & 18	
15		Bishop-Clark & Dietz-Uhler (2012) Chapter 8	Dissemination Plan

COURSE AND UNIVERSITY POLICIES:**Attendance, Make-Up Exams and Assignments**

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

COURSE ASSIGNMENTS:**Develop Your Research Questions (25 points)**

You will write 1-2 paragraphs describing the general purpose of the project and how you will examine the phenomenon. Then you will list your Research Hypotheses/Research Questions [approximately ½ page and can be a bullet list].

Concise Literature Review (100 points)

You will write a short journal version of literature review on your topic. This assignment should be approximately 5-8 pages of written work, not including title page and references.

Research Design Concept Memo (50 points)

You will construct your methodology section. This section should include an overview of your larger methodological research design, data collection (and specific methods that will be used), and potential limitations. Really think about how your theoretical / conceptual framework influences every step in your design process and use the matrix to help lay out this section.

IRB (25 points)

You will complete the IRB listing yourself as the Principal Investigator (PI) and your instructor should be listed as your Faculty Mentor.

Data Analysis Plan (50 points)

After completing data collection, you will briefly identify and define which data analysis method(s) you will use in your study and why this selection is appropriate choice to answer your research questions. Provide some step-by-step descriptions here with some examples written in the text.

Dissemination Plan (50 points)

You will briefly indicate how the results will be disseminated locally and to the profession. How might you specifically use the results of your study in your daily work? How will you disseminate this work to key stakeholders, including your institution, the community, and other individuals, to affect change? What professional associations might you submit your findings to for publication(s) and/or presentation(s)

GRADING:

Assignment	Total Points	Percentage of Final Grade
Develop Your Research Questions	25	8.33%
Concise Literature Review	100	33.33%
Research Design Concept Memo	50	16.67%
IRB	25	8.33%
Data Analysis Plan	50	16.67%
Dissemination Plan	50	16.67%
TOTAL POSSIBLE POINTS	300	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)
 80.00-82.99% (B-)
 77.00-79.99% (C+)
 73.00-76.99% (C)
 70.00-72.99% (C-)
 67.00-69.99% (D+)
 63.00-66.99% (D)
 60.00-62.99% (D-)
 0-59.99% (E)

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

CAMPUS POLICIES:

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](https://disability.ufl.edu/students/get-started/)” webpage on the [Disability Resource Center site](https://disability.ufl.edu/students/get-started/) (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Student Honor Code

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions. See the [UF Conduct Code website](https://sccr.dso.ufl.edu/process/student-conduct-code/) (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor.

Software Use

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

Student Privacy

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

Synchronous Course Participation

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

In-Class Recording

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

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

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

CAMPUS RESOURCES:

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

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

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

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 21265

Info

Request: EDH 6XXX Introduction to Problems of Practice Inquiry

Description of request: The Higher Education Administration program area is requesting a new course be established.

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 2/17/2025 3:41:13 PM

Form version: 1

Responses

Recommended Prefix

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

Response:

EDH

Course Level

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

Response:

6

- 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 Problems of Practice Inquiry

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 Problems of Prac Inquiry

Delivery Method

Indicate the primary intended delivery method for this course.

Response:

PD - Primarily Distance Learning (80-99% of course content taught outside of classroom)

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

Effective Term

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

Response:

Earliest Available

Effective Year

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

Response:

Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:
Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Explores approaches to problems of practice inquiry in real-world higher education settings.

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 will be a required course for students in the Higher Education Ed.D. and an elective course for Higher Education Ph.D. students. It is intended for students in the first year of the Ed.D. program. Course content will introduce foundational concepts critical for success with the Dissertation in Practice (DiP) final project.

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](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.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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Response:

All Items Included



EDH 6XXX: Introduction to Problems of Practice Inquiry
Semester XXXX – Section XXXX(XXXXX)
3- credit course

INSTRUCTOR CONTACT INFORMATION:

Name:

Office:

E-mail:

Office Phone:

Office Hours:

Class Meetings/Delivery Format:

Asynchronously through Canvas, with one synchronous Zoom session for each course module.

PROGRAM COORDINATOR CONTACT INFORMATION:

Name:

Office:

E-mail:

Office Phone:

Office Hours:

COURSE DESCRIPTION:

Explores approaches to problems of practice inquiry in real-world higher education settings.

REQUIRED TEXTBOOKS:

- Everson, K., Hemmer, L., Torres, K., Tamim, S. (2024). *The Importance of the Dissertation in Practice (DiP): A Resource Guide*. Gorham, ME: Myers Education Press, LLC.

RECOMMENDED TEXTBOOKS:

- American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association. 7th edition

COURSE OBJECTIVES - By the end of this course, students will:

- **Build Foundational Knowledge:** Acquire an understanding of the foundational knowledge of research methods as they apply to problems of practice inquiry.
- **Apply Course Material:** Understand how to problems of practice research problems in higher education settings.
- **Link Content Between Courses:** Connect problems of practice research with other higher education coursework.
- **Synthesize Research with Practice:** Synthesize methods of inquiry and existing research to improve professional practice for higher education leaders.

Week	Topics Covered	Assignment(s) Due
Module 1: Introductions and Overview		
Week 1:	Introductions and Course Overview Big Questions: 1. What is a problem of practice? 2. How can we effectively address problems of practice within higher education?	<i>Assignments due:</i> Syllabus Quiz
	Required Readings: Everson et al Chapter 1 Additional readings in Canvas	
Module 2: Foundations of Practice-Based Inquiry		
Week 2:	Topics Covered During Week 2: <ul style="list-style-type: none">Identifying problems of practice within your local/system contextInquiry across functional areas: academic programs, student services, organization/governance, and finance	<i>Assignments due:</i> IRB Training or submission of previous certification
	Required Readings: Everson et al chapters 2 and 3 Additional readings in Canvas	
Week 3:	Topics Covered During Week 3: <ul style="list-style-type: none">Embracing the Scholarly-Practitioner MindsetKnowledge that Frames the DiPLeveraging your localized knowledge	<i>Assignments due:</i> Reflective Journal Check-in #1 Form Case Study Groups Submit partners and topic for final project
	Required Readings: Everson et al Chapters 4 and 5 Additional readings in Canvas	
Module 3: Practice-Based Inquiry Approaches and Formats		
Weeks 4:	Institutional Contexts and Conditions <ul style="list-style-type: none">Institutional Values and Core ConstructsPatterns of Action	<i>Assignments due:</i> Identify RQs and methodological plan for final project
	Required Readings: Everson et al Chapters 6-8 Additional readings in Canvas	
Weeks 5:	Practice-Based Case Study Approaches <ul style="list-style-type: none">Overview of case study methodologiesData source optionsCritical decisions in case study designChallenges with case study design and application	<i>Due this week:</i> Case studies in Practice-Based Inquiry Discussion Board
	Required Readings: Gray, <i>Doing Research in the Real World</i> , Part B, Section 6 Bhattacharya, <i>Fundamentals of Qualitative Research</i> , Unit 5, pages on Case Studies	
Week 6:	Action Research <ul style="list-style-type: none">Action research designApplications of action research to problems of practice	<i>Due this week:</i> Action research in Practice-Based Inquiry Discussion Board
	Required Readings Everson et al Chapter 12 Additional readings in Canvas	

Week	Topics Covered	Assignment(s) Due
Week 7:	Implementation and Improvement Science <ul style="list-style-type: none">Applying implementation and improvement science concepts to problem-based inquiry	<i>Due this week:</i> Purpose and Outcomes of Practice-Based Inquiry Discussion Board IRB Submission Data Collection Plan
	Required Readings: Everson et al Chapter 11 Additional readings in Canvas	
Week 8:	Mixed Methods Designs <ul style="list-style-type: none">Strategies for incorporating multiple methods	<i>Due this week:</i> Mixed Methods in Practice-Based Inquiry Discussion Board Reflective Journal #2 Check-in
	Required Readings: Gray, <i>Doing Research in the Real World</i> , Part E, Section 15	
Module 4: Study Design and Data Collection		
Week 9:	Study Design <ul style="list-style-type: none">Considerations in study design	<i>Due this week:</i> Data Analysis Plan
	Required Readings: Everson et al Chapters 9 and 10 Additional readings in Canvas	
Week 10-12:	Data Collection, Ethics, and Measures of Quality <ul style="list-style-type: none">Establishing a data collection planProtocolEngaging in Field Work	<i>Due this week:</i> Work on data collection for final project Reflective Journal #3 Check-in
	Required Readings: Gray, <i>Doing Research in the Real World</i> , Part D, Section 13	
Module 5: Data Analysis, Evaluation, and Application of Findings		
Week 13:	Analyzing and Synthesizing Data <ul style="list-style-type: none">Finalize problem of practice final projectsDeliver poster session presentations	<i>Due this week:</i> Reflective Journal #4 Check-in
	Bhattacharya, <i>Fundamentals of Qualitative Research</i> , Unit 7	
Week 14-16:	Developing Recommendations for Practice <ul style="list-style-type: none">Leveraging research to improve practiceEngaging in iterative design	<i>Due this week:</i> Finalize findings and compile results Poster Session Presentations
	Bhattacharya, <i>Fundamentals of Qualitative Research</i> , Unit 8 Gray, <i>Doing Research in the Real World</i> , Part D, Section 14	

ASSIGNMENTS AND GRADING SCHEME

All assignments are due Sunday at midnight of the assigned week.

Assignment Name & Description	Points or Percentage
Syllabus Quiz Students will complete an online quiz designed to assess their understanding of course expectations. This quiz can be completed multiple times. Only the highest grade will count; however, it must be completed by the due date. <i>This assignment supports UF Standards and Markers of Excellence for Online Education "the course is easy to use, provides clear information, saves time and frustration, connects the student with the instructor, and gives students a sense of the 'big picture'."</i>	10 points
IRB Training and Protocol Submission Students will first complete IRB training modules and then submit their class case study project through UF IRB. This assignment is intended to prepare students for the IRB step required for their future dissertation project. The exact nature and scope of the IRB submission process will vary based upon the planned project and current UF IRB processes at the time of submission.	30 points
Discussion Boards – Connecting Theory to Problems of Practice 7 discussion boards on various methods to engage in problem of practice inquiry	70 points
Problem of Practice Project Students will work in pairs to conduct a small research project that will include a project proposal, research questions, data collection, analysis, a poster session, and a post-project reflection exercise.	200 points
Reflective Journal Students will keep an individual reflective journal throughout the course and their problem of practice project. Four check-ins at 10 points each.	40 points
350 points	

Course 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:

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

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

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

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. Students can complete evaluations in three ways:

- The email they receive from GatorEvals,
- Their Canvas course menu under GatorEvals, or
- The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. 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).

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

- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. [Visit the UF Health Emergency Room and Trauma Center website.](#)
- *GatorWell Health Promotion Services:* For prevention services focused on optimal well-being, 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 20905

Info

Request: EDH 7XXX Advanced Theory of College Student Development

Description of request: The Higher Education Administration program is requesting a new course be established.

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 2/10/2025 8:23:49 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:

EDH

Course Level

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

Response:

7

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:

None

Course Title

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

Response:

Advanced Theory of College Student Development

Transcript Title

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

Response:

Adv. Theory of Coll Stud Dev

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:
Analyzes college student development theories and the application of those theories to improve research in contemporary student affairs. Includes critical analysis of the theoretical perspectives that describe college students' holistic growth and development to prepare scholar-practitioners to utilize theory in understanding, supporting, and advocating for students.

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:
EDH 6040

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 designed for second-year students in the Student Personnel in Higher Education (SPHE) M.Ed. degree program and Higher Education Administration Ed.D. and Ph.D. students who have completed prior coursework in student development theory. This course will be a required course for SPHE students and an elective course for doctoral students. We are requesting this as a 7000-level course because it builds on EDH 6040, which is a foundational student development theory course.

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](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.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

EDH 7XXX: Advanced Theory of College Student Development

Section XXXX (Course #XXXX)

INSTRUCTOR CONTACT INFORMATION:

Name:

Office:

E-mail:

Office Phone:

Office Hours:

Class Meetings:

COURSE DESCRIPTION:

Analyzes college student development theories and the application of those theories to improve research in contemporary student affairs. Includes critical analysis of the theoretical perspectives that describe college students' holistic growth and development to prepare scholar-practitioners to utilize theory in understanding, supporting, and advocating for students.

PREREQUISITES:

None

OPTIONAL TEXTBOOKS:

- Wilson, M.E. (Ed.). *ASHE reader series: Student development in college*. New York, NY: Pearson Learning Solutions. 2nd Edition*
- American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association. 7th edition
- Patton et al. (2016). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.

Note on the ASHE Text: This is an anthology of articles available through other publications.

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

- **Build Foundational Knowledge:** Students will be able to identify and describe how foundational theories of college student development theories apply to the practice of higher education administration.
- **Apply Course Material:** Students can apply student development theories to the design and delivery of contemporary student affairs practices on college and university campuses.
- **Link Content Between Courses:** Students will be able to connect foundational and emerging research in college student development with other higher education coursework.
- **Synthesize Research with Practice:** Students can synthesize foundational and emerging research in student development to improve professional practice.

Week	Topics Covered	Assignment(s) Due
Module 1: Introductions and Overview		
Weeks 1-2:	Introductions and Course Overview	Assignments due in class: <ul style="list-style-type: none">• Sign-up for student discussion groups• Discuss Readings• Optional - NASPA FL proposals
	Big Questions: 1. How does college effect students? 2. Why do we need student development theory?	
Required Readings: NPR Podcast – <i>Higher Ed: Why the College Major May Matter Less Than We’ve Always Thought</i> , October 14, 2018 Arnett, J.J. (2011). Emerging Adulthood: A Theory of Development from the Late Teens through the Twenties. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.149-164). Boston, MA: Pearson Learning Solutions. Baxter Magolda, M. (2009). The activity of meaning making: A holistic perspective on college student development. <i>Journal of College Student Development</i> . Optional Foundational Reading: Patton et al pp. 5-64		
Module 2: Social Identity Development		
Week 3:	Topics Covered During Week 2: <ul style="list-style-type: none">• Concept of Social Identity• Racial Identity• Ethnic Identity & Acculturation	<i>Discuss Week 2 Readings and the concept of social identity development</i>
	Required Readings: Torres,V., Jones, S.R., & Renn, K.A. (2011). Identity development in student affairs: Origins, current status, and new approaches. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.121-138). Boston, MA: Pearson Learning Solutions. Helms , J.E. and Cook, D.A. (2011). Models of Racial Oppression and Sociorace. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.165-188). Boston, MA: Pearson Learning Solutions. Phinney, J.S. (2011). Ethnic Identity in Adolescents and Adults: Review of Research. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.189-211). Boston, MA: Pearson Learning Solutions. Modir, S. and Kia-Keeting, M. (2018). Exploring the Middle Eastern American college student experience: Discrimination, adjustment, and coping. <i>Journal of College Student Development</i> , 59(5), 563-578. George Mwangi, C.A., Thelamour, B., Ezeofor, I., & Carpenter, A. (2018). “Black elephant in the room”: Black students contextualizing campus racial climate within US racial climate. <i>Journal of College Student Development</i> , 59(4), 456-474. Optional Foundational Reading: Patton et al pp. 65-155	
Week 4:	Student-Led Discussion Topic: Sexual and Gender Identity Development	No Assignments Due Discuss Readings
	Topics Covered During Week 3: <ul style="list-style-type: none">• Sexual Identity• Gender Identity Required Readings:	

Week	Topics Covered	Assignment(s) Due
	<p>Downing, N.E. and Rousch, K.L. (2011). From passive acceptance to active commitment: A model of feminist identity development for women. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.212-220). Boston, MA: Pearson Learning Solutions.</p> <p>David, T.L. (2011). Voices of gender role conflict: The social construction of college men's identity. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.221-232). Boston, MA: Pearson Learning Solutions.</p> <p>Bilodeau, B.L. and Renn, K.A. (2011). Analysis of LGBT identity development models and implications for practice. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.233-244). Boston, MA: Pearson Learning Solutions.</p> <p>Hoffman, R.M. (2011). Conceptualizing heterosexual identity development: Issues and challenges. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.245-252). Boston, MA: Pearson Learning Solutions.</p> <p>Woodford, M.R., Weber, G., Nicolazzo, Z., Hunt, R., Kulick, A., Coleman, T....Renn, K.A. (2018). Depression and attempted suicide among LGBTQ college students: Fostering resilience to the effects of heterosexism and cisgenderism on campus. <i>Journal of College Student Development</i>, 59(4), 421-438.</p> <p>Kyoung Ro, H. and Loya, K.I. (2015). The effect of gender and race intersectionality on student learning outcomes in engineering. <i>The Review of Higher Education</i>, 38(3), 359-396.</p> <p>Optional Foundational Reading: Patton et al pp. 156-195</p>	
Week 5:	<p><i>Student-Led Discussion Topic: Other Aspects of Identity Development</i></p> <ul style="list-style-type: none"> • Faith • Spirituality • Disability • Class • Intersectionality <p>Required Readings:</p> <p>Riddell, S., Tinklin, T., & Wilson, A. (2011). Disabled students in higher education: Negotiating identity. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.253-263). Boston, MA: Pearson Learning Solutions.</p> <p>Aries, E. and Seider, M. (2011). The role of social class in the formation of identity: A study of public and elite private college students. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp. 264-278). Boston, MA: Pearson Learning Solutions.</p> <p>Orbe, M. (2011). Negotiating multiple identities within multiple frames: An analysis of first-generation college students. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp. 279-291). Boston, MA: Pearson Learning Solutions.</p> <p>Means, D., Collier, J., Bazemore-James, C., Williams, B., Coleman, R., & Wadley, B. (2018). "Keep your spirit aligned": A case study on black, lesbian, gay, bisexual, and queer students defining and practicing spirituality. <i>Journal of College Student Development</i>, 59(5), 618-623.</p> <p>Vaccaro, A., Kimball, E.W., Newman, B.M., Moore, A., & Troiano, P.F. (2018). Narrating the self: A grounded theory model of emerging purpose for college students with disabilities. <i>Journal of College Student Development</i>, 59(1), 37-54.</p> <p>Foundational Reading: Patton et al pp. 196-280</p>	<p><i>No Assignments Due</i></p> <p><i>Discuss Readings</i></p>
Module 3: Psychosocial and Cognitive-Structural Identity Development		
Week 6:	<p><i>Student-Led Discussion Topic: Psychosocial Identity Development</i></p>	<p><i>Due this week:</i></p> <p><i>Discuss Readings</i></p>

Week	Topics Covered	Assignment(s) Due
	<p>Required Readings: Chickering, A. and Reisser, L. (2011). The seven vectors. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.139-148). Boston, MA: Pearson Learning Solutions. Perry, Jr., W.G. (2011). Patterns of development in thought and values of students in a liberal arts college: A validation of a scheme. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.1299-321). Boston, MA: Pearson Learning Solutions. Perry, Jr., W.G. (2011). Sharing in the costs of growth. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.321-324). Boston, MA: Pearson Learning Solutions. Foubert, J. Nixon, M, Sisson, S., & Barnes, A.C. (2005). A longitudinal study of Chickering and Reisser's vectors: Exploring gender differences and implications for refining the theory. <i>Journal of College Student Development</i>, 46(5), 461-471. Eliason, M. and Turalba, R. (2019). Recognizing oppression: College students' perceptions of identity and its impact on class participation. <i>The Review of Higher Education</i>, 42(3), 1257-1281. Cullaty, B. (2011). The role of parental involvement in the autonomy development of tradition-age college students. <i>The Journal of College Student Development</i>, 52(4), 425-439.</p> <p>Foundational Reading: Patton et al pp. 281-314</p>	
Week 7:	<p>Student-Led Discussion Topic (2):</p> <ul style="list-style-type: none"> • <i>Epistemological & Intellectual Development</i> • <i>Kohlberg's Theory of Moral Development</i> <p>Required Readings King, P.M. and Kitchener, K.S. (2011). Reflective judgement: Theory and research on the development of epistemic assumptions through adulthood. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.367-384). Boston, MA: Pearson Learning Solutions. Baxter Magolda, M.B. (2011). Evidence of a constructivty conceptualization of epistemological reflection. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.385-400). Boston, MA: Pearson Learning Solutions. Pizzolato, J.E. and Olson, A.B. (2016). Poverty and knowing: Exploring epistemological development in welfare-ro-work community college students. <i>The Review of Higher Education</i>, 39(4), 571-596. Mayhew, M., Seifert, T., Pascarella, E. (Jan/Feb, 2012). How the first year of college influences moral reasoning development for students in moral consolidation and moral transition. <i>Journal of College Student Development</i>, 53(1), 19-40</p> <p>Foundational Reading: Patton et al pp. 315-354</p>	<p>Due this week:</p> <p>Discuss Readings Annotated Bibliography</p>
Module 4: Integrative Theories		
Week 8:	<p>Student-Led Discussion Topic: Ecological Approaches to College Student Development</p> <p>Required Readings: Abes, E.S. (2011). Theoretical borderlands: Using multiple theoretical perspectives to challenge inequitable power structures in student development theory. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.463-476). Boston, MA: Pearson Learning Solutions. Solorzano, D.G., Villalpando, O., & Oseguera, L. (2011). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.477-492). Boston, MA: Pearson Learning Solutions.</p>	<p>Due this week:</p> <p>Discuss Readings</p>

Week	Topics Covered	Assignment(s) Due
	<p>Garvey, J., Matsumura, J., Silvis, J.A., Kiemele, R., Eagan, H., Chowdhury, P. (2018). Sexual borderlands: Exploring outness among bisexual, pansexual, and sexually fluid undergraduate students. <i>Journal of College Student Development</i>, 59(6), 666-680</p> <p>Strack, R.W., Aronson, R.E., Orsini, M.M., Seitz, C.M., & McCoy, R. (2018). Using photovoice to uncover campus issues and advocate change for black males. <i>Journal of College Student Development</i>, 59(4), 491-498.</p> <p>Foundational Reading: Evans et al (2010) pp. 157-175</p>	
Week 9:	<p>Student-Led Discussion Topic: Development of Self-Authorship</p>	<p>Due this week:</p> <p>Discuss Readings Student Interview Project</p>
	<p>Required Readings:</p> <p>Kegan, R. and Lahey, L. L. (2011). Reconceiving the challenge of change. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.74-84). Boston, MA: Pearson Learning Solutions.</p> <p>Abes, E.S, Jones, S.R., & McEwen, M.K. (2011). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.493-500). Boston, MA: Pearson Learning Solutions.</p> <p>Zaytoun, K. (2011). Beyond self-authorship: Fifth order and the capacity for social consciousness. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.493-500). Boston, MA: Pearson Learning Solutions.</p> <p>Barber, J.P., King, P.M., Baxter Magolda, M.B. (2013). Long strides on the journey toward self-authorship: Substantial developmental shifts in college students' meaning making. <i>Journal of College Student Development</i>, 84(6), 866-896.</p> <p>Foundational Reading: Patton et al (pp. 355-378)</p>	
Week 10:	<p>Student-Led Discussion Topic: Schlossberg's Transition Theory</p>	<p>Due this week:</p> <p>Discuss Readings</p>
	<p>Required Readings:</p> <p>Li, D. (2010). They need help: Transfer students from four-year to four-year institutions. <i>The Review of Higher Education</i>, 33(2), 207-238.</p> <p>Griffin, K.A. and Gilbert, C.K. (2015). Better transitions for troops: An application of Schlossberg's Transition Framework to analyses of barriers and institutional support structures for student veterans. <i>The Journal of Higher Education</i>, 86(1), 71-97.</p> <p>Wang, X. and Kennedy-Phillips, L. (2013). Focusing on the sophomores: Characteristics associated with the academic and social involvement of second-year college students. <i>Journal of College Student Development</i>, 54(5), 541-548.</p>	
Module 5: Connecting Theory to Practice		
Week 11:	<p>Student-Led Discussion Topic: Bridging Theories of College Student Development with Major Student Retention and Success Models (2)</p>	<p>Due this week:</p> <p>Discuss Readings</p> <p>Theoretical Framework Paper Draft Due (Doctoral Students Only)</p>

Week	Topics Covered	Assignment(s) Due
	Required Readings: Terenzini, P.T., Pascarella, E.T., Theophilides, C., Lorang, W.G. (1985). A replication of a path analytic validation of Tinto’s theory of college student attrition. <i>The Review of Higher Education</i> , 8(4), 319-340. Guiffrida, D.A. (2006). Toward a cultural advancement of Tinto’s theory. <i>The Review of Higher Education</i> , 29(4), 451-472. Sass, D.A., Castro-Villarreal, F., Wilkerson, S., Guerra, N., & Sullivan, J. (2018). A structural model for predicting student retention. <i>The Review of Higher Education</i> , 42(1), 103-135. Strayhorn, T.L. (2008). How college students’ engagement affects personal and social learning outcomes. <i>Journal of College & Character</i> , 10(2). Retrieved from: https://www.tandfonline.com/doi/pdf/10.2202/1940-1639.1071	
Weeks 12-13:	Theory in the Practice of Student Affairs	Due this week: Discuss Readings
	Parker, C. (2011). On modeling reality. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.505-512). Boston, MA: Pearson Learning Solutions. Strange, C.C.and King, P.M. (2011). The professional practice of student development. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp.513-524). Boston, MA: Pearson Learning Solutions. Ortiz, A. and Rhoads, R.A. (2011). Deconstructing whiteness as part of a multicultural educational framework: From theory to practice. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp. 525-536). Boston, MA: Pearson Learning Solutions. Baxter Magolda, M.B. (2011). Learning partnerships model: A framework for promoting self-authorship. M.E. Wilson (Ed.), <i>College Student Development Theory ASHE Reader Series</i> (pp. 537-551). Boston, MA: Pearson Learning Solutions. Silver Wolf, D.A., Perkins, J., Butler-Barnes, S.T., & Walker, Jr., T.A. (2017). Social belonging and college retention: Results from a quasi-experimental pilot study. <i>Journal of College Student Development</i> , 58(5), 777-782.	
Course Wrap-Up		
Weeks 14-15:	Final Class Meeting Reflection discssion – Interview Projects and Poster Sessions	

ASSIGNMENTS AND GRADING SCHEME

All assignments are due Sunday at midnight of the assigned week.

Assignment Name & Description	Points or Percentage
<p>Syllabus Quiz Students will complete an online quiz designed to assess their understanding of course expectations. This quiz can be completed multiple times. Only the highest grade will count; however, it must be completed by the due date. <i>This assignment supports UF Standards and Markers of Excellence for Online Education "the course is easy to use, provides clear information, saves time and frustration, connects the student with the instructor, and gives students a sense of the 'big picture'."</i></p>	5%
<p>Student-Led Discussion Groups Students will sign-up for a discussion group during the first class meeting. Each discussion group will have an assigned week and topic as follows:</p> <p>Week 3 – Gender and Sexual Identity Development Week 4 – Other Aspects of Identity Development Week 5 – Psychosocial Identity Development Week 6 – Intellectual and Moral Development Week 7 – Ecological Models Week 9 – Self-Authorship Week 10 – Transitions Week 11 – Student Success Models</p> <p>Student discussion groups will be responsible for developing “Big Questions” and leading their peers in a discussion of the associated theories, weekly readings, and reflections on research-practice connections. Each group will submit a discussion planning document before the session and a self-reflection after the session.</p>	15%
<p>Annotated Bibliography Students will submit an annotated bibliography of sources for their final project or paper as follows:</p> <p>SPHE students – 10 sources, including original publication for selected theory, model, or framework Doctoral students – 20 sources, including original publication for selected theory, model, or framework</p> <p>Annotated bibliographies must include the following for each source:</p> <ul style="list-style-type: none"> • Complete citation in APA 7 format • Brief summary of the source (2-3 sentences) • Discussion of why you selected this source and how you will use it in your final project or paper 	20%
<p>Student Interview Project Students will select a theoretical model/framework and interview an undergraduate student representative of the student population to which that theoretical model/framework should apply. Students will submit a brief paper, podcast, or presentation in which they compare the experiences and responses of their interviewee with the proposed model, identifying any points of synthesis or possible gaps not addressed by the model. Regardless of selected format, each project should include a strong research-to-practice discussion and recommendations for future research to expand understanding of the theoretical model/framework. Papers should be 5-7 pages in length (not counting title page or references), double-spaced, and comply with APA style guidelines. Podcasts and presentations should be 15-20 minutes. Presentations should be a video file (not ust a slide deck). The</p>	30%

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discussion should be grounded in relevant, scholarly literature and include recommendations for practice. <i>Refer to detailed rubric posted in Canvas.</i>	
Theoretical Framework Poster Session Students will present a poster session in which they will address the following: <ol style="list-style-type: none"> 1) Identify a theory, model, or framework we have discussed in class 2) Discussion of why you are interested in this topic or why you selected it 3) Critical analysis of the theory, model, or framework (including original research and evolution over time) 4) Gaps or limitations of the current research/literature on this topic 5) How it connects to current practice in student affairs and how you see yourself using it as you transition into the profession 6) Your recommendations for future work/direction 	40%

Students will not receive a grade for participation and engagement in the course; however, students are expected to contribute by actively engaging in the co-construction of knowledge. Participation and engagement include attending class sessions and contributing to discussions (both synchronously and asynchronously), connecting discussions (synchronous and asynchronous) to assigned and supplemental readings, posting meaningful content in optional forums as well as required forums, interacting with classmates in meaningful ways, and listening respectfully to others during discussions.

The following events will be considered excused absences/reasons for assignment extensions with appropriate documentation:

- **Required student participation in a University-sponsored event:** These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received before the event.
- **Religious Holidays:** Religious holidays are always excused; however, please notify the instructors *in writing within the first two weeks of class* so that appropriate accommodations may be made.
- **Medical Emergencies:** Medical emergencies are excused with appropriate documentation from a health care provider.
- **Family Emergencies:** These emergencies are only excused with written documentation from the Dean of Students Office

Course Grading Scale

93.00-100% (A)	83.00-86.99% (B)	73.00-76.99% (C)	63.00-66.99% (D)
90.00-92.99% (A-)	80.00-82.99% (B-)	70.00-72.99% (C-)	60.00-62.99% (D-)
87.00-89.99% (B+)	77.00-79.99% (C+)	67.00-69.99% (D+)	0-59.99% (E)

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

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:

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

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 when 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

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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. Students can complete evaluations in three ways:

- The email they receive from GatorEvals,
- Their Canvas course menu under GatorEvals, or
- The central portal at <https://my-uf1.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. 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 concerning 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

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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 19579

Info

Request: EGN 5XXX Mathematical Foundations for Data Science for Engineers I

Description of request: This is a new course request pertaining students in the MS in Applied Data Science (MSADS) degree program. Originally MSADS students would complete COT5615 as a core course in their first semester. However, COT5615 prioritizes numerical algorithms, employing the programming language Julia (refer to the email from the CISE consultation with the COT5615 instructor, and email from ECE consultation with instructor of EEE5544). In addition, COT5615 predominantly serves CS majors, functioning as a prerequisite for a variety of other courses in CISE. This misalignment with the target audience of MSADS puts them at a disadvantage.

The new course EGN5XXX delves into both the theory and applications of data science, offering a curriculum that aligns more effectively with subsequent coursework in the program, which students may not otherwise encounter.

Submitter: Catia Pinho Da Silva catiaspsilva@ece.ufl.edu

Created: 2/10/2025 9:13:35 AM

Form version: 7

Responses

Recommended Prefix

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

Response:
EGN

Course Level

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

Response:
5

Undergraduate students in 5000 level courses

Is this course intended for an audience including undergraduate students?

Response:
No

Rationale for 5000 level course request

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

Response:
This is a new course request pertaining students in the MS in Applied Data Science (MSADS) degree program. Originally MSADS students would complete COT5615 as a core course in their first semester. However, COT5615 prioritizes numerical algorithms, employing the programming language Julia (refer to the email from the CISE consultation with the COT5615 instructor, and email from ECE consultation with instructor of EEE5544). In addition, COT5615 predominantly serves CS majors, functioning as a prerequisite for a variety of other courses in CISE. This

misalignment with the target audience of MSADS puts them at a disadvantage.

The new course EGN5XXX delves into both the theory and applications of data science, offering a curriculum that aligns more effectively with subsequent coursework in the program, which students may not otherwise encounter.

Course Number

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

Response:
XXX

Lab Code

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

Response:
None

Category of Instruction

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

Response:
Introductory

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

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

Course Title

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

Response:
EGN5XXX Mathematical Foundations for Data Science for Engineers I

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:
Math for Data Science I

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:
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 first of a two-part series designed to equip students with the essential mathematical skills required in the rapidly evolving field of data science. This course lays a solid groundwork in the fundamentals of linear algebra, probability, and information theory, with a particular emphasis on their relevance and practical applications in data science.

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:

Undergraduate level statistics, linear algebra, and calculus.

Completing Prerequisites:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "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:

COT5615 prioritizes numerical algorithms, employing the programming language Julia (refer to the email from the CISE consultation with the COT5615 instructor, and email from ECE consultation with instructor of EEE5544). MSADS students will enroll in EGN5446 during their first semester, lacking formal programming exposure to Julia or Python at that time.

In addition, COT5615 predominantly serves CS majors, functioning as a prerequisite for a variety of other courses. This misalignment with the target audience of MSADS puts them at a disadvantage.

Furthermore, EGN5446 delves into both the theory and applications of data science, offering a curriculum that aligns more effectively with subsequent coursework in the program, which students may not otherwise encounter.

Course Objectives

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

Response:

Mathematical Foundations for data science is a course designed to explore three areas of mathematics that are critical to data science development and applications: linear algebra, probability theory, and information. In this course, you will learn some basic concepts in these three areas emphasizing the application of them in data science. Linear algebra:

- Remember how to operate basic linear algebra operations
- Understand basic linear algebra concepts that are useful to data science
- Analyze the usefulness of linear algebra to analyze large data sets.

Probability theory:

- Remember basic probability concepts
- Understand basic probability concepts and how they are useful to data science
- Analyze the use of probability and distributions in Data Science

Information metrics:

- Remember some information metrics
- Understand some information metrics
- Analyze information metrics and its use in modern data science

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:

- Linear algebra for data science (Sorin Mitran)
- Introduction to Probability for Data Science (Stanley H. Chan)
- Information Theory for Data Science (Changho Suh)
- Online Instructor Notes and Online Videos from multiple sources

Weekly Schedule of Topics

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

Response:

Week 1	Day 1	Intro to the course		Slides
Week 1	Day 2	Vectors and Matrices		Sorin Mitran/Chapter 1
Week 2	Day 1	Vectors and Matrices in Data Science	HW0	Sorin Mitran/Chapter 1
Week 2	Day 2	Linear Mappings		Sorin Mitran/Chapter 1
Week 3	Day 1	Vector Spaces	HW1	Sorin Mitran/Chapter 2
Week 3	Day 2	Vector Spaces		Sorin Mitran/Chapter 2
Week 4	Day 1	Data Information	HW2	Sorin Mitran/Chapter 3
Week 4	Day 2	Data Partitioning		Sorin Mitran/Chapter 3
Week 5	Day 1	Data Transformation	HW3	Sorin Mitran/Chapter 5
Week 5	Day 2	Data Efficiency		Sorin Mitran/Chapter 5
Week 6	Day 1	Exam Review	HW4	
Week 6	Day 2	Exam (Linear Algebra)		Exam I
Week 7	Day 1	Intro to Probability		Stanley Chan/Chapter 1
Week 7	Day 2	Discrete random variables		Stanley Chan/Chapter 2
Week 8	Day 1	Discrete random variables		Stanley Chan/Chapter 2
Week 8	Day 2	Continuous random variables	HW 5	Stanley Chan/Chapter 3
Week 9	Day 1	Continuous random variables		Stanley Chan/Chapter 3
Week 9	Day 2	Joint distributions	HW 6	Stanley Chan/Chapter 4
Week 10	Day 1	Joint distributions		Stanley Chan/Chapter 4
Week 10	Day 2	Applications of distributions in DS	HW 7	Slides
Week 11	Day 1	Exam review		
Week 11	Day 2	Exam (Probability)		Exam 2
Week 12	Day 1	Information theory (intro)		Changho Suh/ Chapter 1.1
Week 12	Day 2	Information theory (intro)		Changho Suh/ Chapter 1.1
Week 13	Day 1	Entropy	HW 8	Changho Suh/ Chapter 1.2
Week 13	Day 2	Mutual information and KL divergence		Changho Suh/
Chapter 1.3				
Week 14	Day 1	Mutual information and KL divergence	HW 9	Changho Suh/
Chapter 1.3				
Week 14	Day 2	Applications to data science		Changho Suh/ Chapter 1.3
Week 15	Day 1	Applications to data science	HW 10	Slides
Week 15	Day 2	Exam review		
Final's week		N/A	Exam (Information theory)	Exam 3

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	Percentage of Final Grade
Homework	25%
Linear Algebra Test	25%
Probability Test	25%
Information Theory Test	25%

Instructor(s)

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

Response:

Laura Cruz Castro, PhD

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 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 athttps://gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals,*

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

Response:

Yes

Mathematical Foundations for Data Science for Engineers I

EGN 5XXX, 3 credit hours

Class Periods: N/A

Location: N/A

Academic Term: N/A

Instructor:

Laura Cruz Castro, PhD

Email Address

Office Phone Number

Office Hours: Days of week, hours available, office location

Teaching Assistant/Peer Mentor/Supervised Teaching Student

Please contact through the Canvas website

TBA: Name, email address, office location, office hours

Course Description

EGN 5XXX, 3 credit hours

Mathematical Foundations for Data Science for Engineers I is the first of a two-part series designed to equip students with the essential mathematical skills required in the rapidly evolving field of data science. This course lays a solid groundwork in the fundamentals of linear algebra, probability, and information theory, with a particular emphasis on their relevance and practical applications in data science. Students will delve into the core principles of these mathematical domains, exploring how they underpin various data science methodologies and techniques. By focusing on both theory and application, the course aims to provide a comprehensive understanding of the mathematical tools necessary for proficient data science practice, ensuring that students are well-prepared to tackle real-world data challenges. This course is ideal for engineers and other technical professionals seeking to enhance their data science capabilities through a robust mathematical foundation.

Grading Scheme: Letter Grade

Prerequisite

Undergraduate level statistics, linear algebra, and calculus.

Course Objectives

Mathematical Foundations for data science is a course designed to explore three areas of mathematics that are critical to data science development and applications: linear algebra, probability theory, and information. In this course, you will learn some basic concepts in these three areas emphasizing the application of them in data science.

Linear algebra:

- Remember how to operate basic linear algebra operations
- Understand basic linear algebra concepts that are useful to data science
- Analyze the usefulness of linear algebra to analyze large data sets.

Probability theory:

- Remember basic probability concepts
- Understand basic probability concepts and how they are useful to data science
- Analyze the use of probability and distributions in Data Science

Information metrics:

- Remember basic information metrics such as entropy, mutual information and KL divergence
- Understand basic information metrics such as entropy, mutual information and KL divergence
- Analyze information metrics and its use in modern data science

Materials and Supply Fees

Required Textbooks and Software

- Linear algebra for data science (Sorin Mitran)
- Introduction to Probability for Data Science (Stanley H. Chan)
- Information Theory for Data Science (Changho Suh)
- Online Instructor Notes and Online Videos from multiple sources
- Python

Recommended Materials

- None

Course Schedule

Week	Date	Topic	HW	Exam	Book/Chapter/Materials
Week 1	Day 1	Intro to the course			Slides
Week 1	Day 2	Vectors and Matrices			Sorin Mitran/Chapter 1
Week 2	Day 1	Vectors and Matrices in Data Science	HW0		Sorin Mitran/Chapter 1
Week 2	Day 2	Linear Mappings			Sorin Mitran/Chapter 1
Week 3	Day 1	Vector Spaces	HW1		Sorin Mitran/Chapter 2
Week 3	Day 2	Vector Spaces			Sorin Mitran/Chapter 2
Week 4	Day 1	Data Information	HW2		Sorin Mitran/Chapter 3
Week 4	Day 2	Data Partitioning			Sorin Mitran/Chapter 3
Week 5	Day 1	Data Transformation	HW3		Sorin Mitran/Chapter 5
Week 5	Day 2	Data Efficiency			Sorin Mitran/Chapter 5
Week 6	Day 1	Exam Review	HW4		
Week 6	Day 2	Exam (Linear Algebra)		Exam I	
Week 7	Day 1	Intro to Probability			Stanley Chan/Chapter 1
Week 7	Day 2	Discrete random variables			Stanley Chan/Chapter 2
Week 8	Day 1	Discrete random variables			Stanley Chan/Chapter 2
Week 8	Day 2	Continuous random variables	HW 5		Stanley Chan/Chapter 3
Week 9	Day 1	Continuous random variables			Stanley Chan/Chapter 3
Week 9	Day 2	Joint distributions	HW 6		Stanley Chan/Chapter 4
Week 10	Day 1	Joint distributions			Stanley Chan/Chapter 4
Week 10	Day 2	Applications of distributions in DS	HW 7		Slides
Week 11	Day 1	Exam review			
Week 11	Day 2	Exam (Probability)		Exam 2	
Week 12	Day 1	Information theory (intro)			Changho Suh/ Chapter 1.1
Week 12	Day 2	Information theory (intro)			Changho Suh/ Chapter 1.1
Week 13	Day 1	Entropy	HW 8		Changho Suh/ Chapter 1.2
Week 13	Day 2	Mutual information and KL divergence			Changho Suh/ Chapter 1.3
Week 14	Day 1	Mutual information and KL divergence	HW 9		Changho Suh/ Chapter 1.3

Week 14	Day 2	Applications to data science			Changho Suh/ Chapter 1.3
Week 15	Day 1	Applications to data science	HW 10		Slides
Week 15	Day 2	Exam review			
Final's week	N/A	Exam (Information theory)		Exam 3	

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is encouraged but not required. Excused absences from tests must be in compliance with university policies in the Graduate Catalog and require appropriate documentation.

(<https://gradcatalog.ufl.edu/graduate/regulations/>)

Evaluation of Grades

Assignment	Percentage of Final Grade
Homework	25%
Linear Algebra Test	25%
Probability Test	25%
Information Theory Test	25%
	100%

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

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

Students Requiring Accommodations

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

Course Evaluation

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

Mathematical Foundations for Data Science for Engineers I, EGN5446

Dr. Laura Cruz Castro, Fall 2024

Page 3

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/>.

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/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Commitment to a Safe and Inclusive Learning Environment

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

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

- Your academic advisor or Graduate Program Coordinator
- Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@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>

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: <http://www.counseling.ufl.edu/cwc>, 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](mailto:title-ix@ufl.edu), 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 Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

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

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

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

Student Complaints Campus: <https://care.dso.ufl.edu>.

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

Course|New for request 20177

Info

Request: EGN 6XXX Mathematical Models for Riverine, Estuarine and Coastal Geomorphology
Description of request: I kindly ask for a course number for EGN 6934 Mathematical models for riverine, estuarine and coastal geomorphology
Submitter: Alberto Canestrelli alberto.canestrelli@essie.ufl.edu
Created: 7/26/2024 8:41:00 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:
EGN

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:

Mathematical models for riverine, estuarine and coastal geomorphology

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:

Math models geomorphology

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:
Spring

Effective Year

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

Response:
2025

Rotating Topic

Select "Yes" if the course 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:

4

Course Description

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

Response:

This 3-credit hour course will focus on describing and understanding morphodynamic models used for studying and predicting the evolution of rivers, estuaries, and coasts. The students will learn the basics of numerical discretization and how to code a 1D numerical model in Fortran. Students will also learn how to compute morphodynamic evolution with a popular model named Delft3D. The course will follow an approach by which we will start from the 3D equations for morphodynamic evolution and then

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:

In today's scientific and engineering landscape, proficiency in programming and coding numerical models is indispensable. Morphodynamic models are fundamental tools used in predicting and analyzing how in aquatic environments change their shape as a function of natural and man-driven forcings. Therefore, the ability to create, understand, and implement Morphodynamic models is critical for addressing complex environmental challenges in estuarine and coastal regions. This course equips students with the skills necessary to develop and apply numerical models, providing a strong foundation in computational techniques essential for modern coastal, estuarine, and riverine research. This course will prepare students for advanced research, professional practice, and contribute to their overall competency in the field of coastal engineering. This type of course is currently missing in the Coastal Engineering curriculum.

Course Objectives

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

Response:

By the end of the course, students will have a solid understanding of:

- The mathematical models used to predict the morphodynamic tendencies of a system, with a specific focus on long-term equilibrium.
- The dominant processes for a specific morphological system and which ones can be neglected.
- The best model to use for a specific problem (e.g., when a 3D model is necessary and when it is excessive).
- How to code simple morphodynamic models from scratch in Fortran.
- How to use the popular Delft3D model to compute long term morphodynamic evolution

Course Textbook(s) and/or Other Assigned Reading

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

Response:

None

Weekly Schedule of Topics

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

Response:

Week 1: Introduction: why do we study geomorphology?

Week 1: Week Factors that affect variations in sea level and ground elevation.

Week 2: Recall of unsteady mathematical models for riverine, estuarine, and coastal hydrodynamics.

Week 2: Recalling uniform and steady flow concepts, as well as steady water surface profiles

Week 3: Programming in Fortran

Week 4: Modeling of sediment transport in a water stream: general concepts

Week 5: Suspended transport for cohesive and non-cohesive sediments. Bedload transport.

Week 6: 3D advection-diffusion equation with deposition and erosion, and 2D Exner equation. Description of different approaches and common simplifications.

Week 7: 1D modeling (unsteady and unsteady)

Week 8: PROJECT 1: Fortran code for 1D morphodynamic evolution of river debouching into the sea.

Week 9: Bed forms and their impact on bed friction.

Week 9: Definition of morphodynamic equilibrium and its importance.

Week 10: PROJECT 2: Delft3D model of a Dutch estuary and adjacent coast.

Week 11: Equilibrium slope of a river with constant grain size (fixed banks).

Week 11: Longitudinal equilibrium profile of a river with widening or narrowing cross section (fixed banks).

Week 12: Bank erosion and the equilibrium cross section of a straight river.

Week 12: Equilibrium cross-section at a river bend.

Week 13: The physics of river meandering.

Week 13: Modeling sediment transport and morphodynamics with multiple grain sizes: the active layer concept and stratigraphic bookkeeping.

Week 14: The long term longitudinal equilibrium of an estuary.

Week 14: The equilibrium cross section of a tidal channel.

Week 14: What flanks tidal channels and creeks? The morphodynamic evolution of tidal flats and salt marshes.

Week 15: River mouth bars and modes of river delta progradation into a basin.

Week 15: Moving to the coast: the long term cross sectional evolution of a uniform beach.

Week 15: Coastline evolution models

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:

Two assignments and two Projects will be completed for this class. See below the contribution from each to final grade.

Assignment

Total Points

Percentage of Final Grade

Two Assignments 100 total

30%

Project 1

133

40%

Project 2 100

30%

Grading policy:

Percent	Grade	Grade Points
94 - 100	A	4.00
90 - 93	A-	3.67
87 - 89	B+	3.33
83 - 86	B	3.00
80 - 82	B-	2.67
77 - 79	C+	2.33
73 - 76	C	2.00
70 - 72	C-	1.67
67 - 69	D+	1.33
63 - 66	D	1.00
60 - 62	D-	0.67
0 - 60	E	0.00

Late work: for each assignment/project turned in late, 2% will be removed from the final grade. If it is more than 5 days late, 5% will be removed. For 10 days or more, 20% will be removed.

Instructor(s)

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

Response:

Alberto Canestrelli

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 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< a href="https://gatorevals.ua.ufl.edu/students/">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< a href="https://ufl.bluer.com/ufl/"*

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

Response:

Yes

Mathematical models for riverine, estuarine and coastal geomorphology

EGN 6934

Class Periods: Monday and Wednesday, Period 7-8 (1:55 pm-3:50 pm)

Location: Not yet known

Academic Term: Spring 2025

Instructor:

Name: Alberto Canestrelli

Email Address: alberto.canestrelli@essie.ufl.edu

Office Phone Number: +1-352-294-7583

Office Hours: Monday 4-5 pm Weil Hall 575J

Teaching Assistant

None

Course Description

This 3-credit hour course will focus on describing and understanding morphodynamic models used for studying and predicting the evolution of rivers, estuaries, and coasts. The students will learn the basics of numerical discretization and how to code a 1D numerical model in Fortran. Students will also learn how to compute morphodynamic evolution with a popular model named Delft3D. The course will follow an approach by which we will start from the 3D equations for morphodynamic evolution and then simplify them into 2D and 1D models.

Course Pre-Requisites / Co-Requisites

None, but it is strongly suggested to have attended Mathematical analysis 1 and 2, have a good math background, and have a basic knowledge of programming in any language. Students who do not have any programming knowledge will have trouble with the programming projects for this class, and are suggested to contact me beforehand. Such students are welcome to attend the class. I will provide them with a getting-started manual for programming with exercises. These students will have to read it and perform the exercises over the first 4 weeks.

Course Objectives

By the end of the course, students will have a solid understanding of:

- The mathematical models used to predict the morphodynamic tendencies of a system, with a specific focus on long-term equilibrium.
- The dominant processes for a specific morphological system and which ones can be neglected.
- The best model to use for a specific problem (e.g., when a 3D model is necessary and when it is excessive).
- How to code simple morphodynamic models from scratch in Fortran.
- How to use the popular Delft3D model to compute long term morphodynamic evolution

Materials and Supply Fees

None

Required Textbooks and Software

None

Recommended Materials

Course Title, Prefix, and Number

Course Instructor and Academic Term

Page 1

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Roelvink, D. (2011), A Guide to Modeling Coastal Morphology, World Scientific Editions, ISBN-13: 978-9814304252.

Savenije, H. H. G. (2012). "Salinity and tides in alluvial estuaries" (2nd ed.). New York: Elsevier. ISBN: 9780080461618.

Slingerland, R., and L. Kump (2011), Mathematical Modeling of Earth's Dynamical Systems. A Primer, 231 pp., Princeton Univ. Press, Princeton. ISBN: 9780691145143.

Course Schedule

Week 1: Introduction: why do we study geomorphology?

Week 1: Week Factors that affect variations in sea level and ground elevation.

Week 2: Recall of unsteady mathematical models for riverine, estuarine, and coastal hydrodynamics.

Week 2: Recalling uniform and steady flow concepts, as well as steady water surface profiles

Week 3: Programming in Fortran

Week 4: Modeling of sediment transport in a water stream: general concepts

Week 5: Suspended transport for cohesive and non-cohesive sediments. Bedload transport.

Week 6: 3D advection-diffusion equation with deposition and erosion, and 2D Exner equation. Description of different approaches and common simplifications.

Week 7: 1D modeling (unsteady and unsteady)

Week 8: PROJECT 1: Fortran code for 1D morphodynamic evolution of river debouching into the sea.

Week 9: Bed forms and their impact on bed friction.

Week 9: Definition of morphodynamic equilibrium and its importance.

Week 10: PROJECT 2: Delft3D model of a Dutch estuary and adjacent coast.

Week 11: Equilibrium slope of a river with constant grain size (fixed banks).

Week 11: Longitudinal equilibrium profile of a river with widening or narrowing cross section (fixed banks).

Week 12: Bank erosion and the equilibrium cross section of a straight river.

Week 12: Equilibrium cross-section at a river bend.

Week 13: The physics of river meandering.

Week 13: Modeling sediment transport and morphodynamics with multiple grain sizes: the active layer concept and stratigraphic bookkeeping.

Week 14: The long term longitudinal equilibrium of an estuary.

Week 14: The equilibrium cross section of a tidal channel.

Week 14: What flanks tidal channels and creeks? The morphodynamic evolution of tidal flats and salt marshes.

Week 15: River mouth bars and modes of river delta progradation into a basin.

Week 15: Moving to the coast: the long term cross sectional evolution of a uniform beach.

Week 15: Coastline evolution models

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required. A hybrid or recorded lecture might be available if the student has a valid justification.

Late work: for each assignment/project turned in late, 2% will be removed from the final grade. If it is more than 5 days late, 5% will be removed. For 10 days or more, 20% will be removed.

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

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Assignments	100 total	30%
Project 1	133	40%

Project 2	100	30%
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Grading Policy

Grade	Scale	Grade	Scale
A	94-100%	C	73-76%
A-	90-93%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

More information on UF grading policy may be found at:

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

Students Requiring Accommodations

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

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.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
- HWCoe 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 20491

Info

Request: EGN 6951 Integrated Product and Process Design G1

Description of request: Course proposal for a graduate level multidisciplinary project design course.

Submitter: Edward Latorre asst-director@ippd.ufl.edu

Created: 11/7/2024 11:07:41 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:

EGN

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:

951

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:
Integrated Product and Process Design G1

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:
IPPD G1

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2025

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *<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 first part of a two-semester-course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

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:
18 credits of graduate course work approved

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:

Multidisciplinary project design course for graduate students from the college of engineering. The course sequence mimics the undergraduate courses EGN 4951 IPPD 1, and EGN 4952 IPPD 2. The course sequence is currently requested for the curriculums of two graduate programs: M.S. in Applied Data Science & M.S. in Artificial Intelligence Systems. As with the undergraduate courses, the graduate course syllabus allows for other graduate programs to add the course to their curriculum without major changes required to the syllabus.

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](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.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

IPPD G1

EGN 6951 Section XXXXX

Class Periods: T | Period 8 – 10 (3:00PM – 6:00 PM)

Location: XXX XXXX

Academic Term: Fall 2025

Instructor:

Dr. Edward Latorre-Navarro, IPPD Director

director@ippd.ufl.edu

(352) 846-3354

Office Hours: Wed 9am to 12pm or with appointment, online through Teams or in person at NSC 202.

Course Assistant:

Please contact through the Canvas website or at course@ippd.ufl.edu

- TBA, course@ippd.ufl.edu, TBA

IPPD Staff: Available at NSC 202 and NSC 313, from 8 AM to 5 PM, except on class days (Tuesdays) when office hours will be from 8 AM to 12 PM. Appointments and walk-ins are welcome. Appointments recommended for longer tasks.

Course Description

Credits: 3 hours for Fall and 3 hours for Spring. The first part of a two-semester-course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

Course Pre-Requisites / Co-Requisites

Requisites are unique for each academic program. Consult your program documentation and academic advisor for more information. Approval from your program's Graduate Coordinator is required to enroll.

Enrollment procedure for the IPPD program

- Students must apply to the program through the IPPD Graduate Student Application form available through our website <http://ippd.ufl.edu>.
- Each student application will be evaluated by the Graduate Academic Advisor from the students' department to verify student eligibility based on the academic standing and course requisites as established by the curriculum. This evaluation is followed with further evaluation by the Graduate Faculty Coordinator of the respective program. These two evaluations certify that the student is eligible to participate in IPPD to fulfill the design requirement courses of their respective academic program.
- From the pool of eligible students, IPPD will accept, waitlist or deny students based on the need of the available projects for the year. Accepted and waitlisted students are expected to attend the first day of class, during the drop-add period, to describe their interest in the projects. Finally, IPPD faculty will select students for each project based on project needs and student preferences. Waitlisted students are not guaranteed project placement but are invited given the fluidity in this project placement process.
- Students who are not placed in a project or who reject participation are responsible for enrolling in the appropriate course of their academic program.

Course Objectives

- **Apply effective product and process design elements on a real-life project:** Function & Producibility; Cost (within budget); Schedule; Reliability; Customer Preference; Product Life Cycle.

- **Execute successfully in multidisciplinary teams:** four to seven student members, faculty coach, and sponsor liaisons from multiple fields; Classroom & laboratory experiences; Practical project development experience; Professional team experience.
- **Demonstrate professionalism:** Leadership, management and people skills; Multi-criterion decision-making techniques; Effective business meetings with remote clients; Professional presentation and writing skills; Professional communication.
- **Complete your academic program's objectives:** This course is replacing your academic program's project course requirement. During the Fall Semester each student will submit to their Graduate Faculty Coordinator a Design Expectations Form, to verify that the student's proposed work for the Spring Semester will comply with the expectations.

Materials and Supply Fees

None

Required Textbooks and Software

All required lecture materials are provided through Canvas (provided at no additional charge to IPPD students), including our IPPD developed manuals:

1. IPPD Engineering Design Handbook
Our core manual details the deliverables for the IPPD course, expectations for assignments, and details on the IPPD course. It covers the entirety of the integrated design process, from concept evaluation to manufacturing plans and business cases.
2. IPPD Engineer's Professional Primer
Serves as a reference for the soft skills necessary to be an effective engineer. This manual also contains information on mandatory training programs required for all IPPD students.
3. IPPD Administrative Manual
Explains common administrative functions of the IPPD program, such as purchasing and travel procedures, laboratory safety policies, and other interactions between IPPD staff and students.

Recommended Materials

The following textbook will be used for lectures. Students are encouraged to obtain this book or a similar reference. Previous versions are acceptable.

- Product Design and Development
- Ulrich, Karl T., Eppinger, Steve D., and Yang, Maria C.
- 7th Edition, 2020
- ISBN10: 1260043657

Required Computer

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

Software

Students will be added to the course MS Teams channel, which will be required for events, evaluations and storage.

Lab Work

Some projects will require teams to work on hardware developments at locations inside or outside our UF campus. Inside locations include the HWLEE Prototyping Laboratory, the IPPD Prototyping Laboratory at NSC 313, our conference rooms at the Reed Laboratory Building and other UF teaching and research laboratories.

Outside locations include sponsor facilities and off-campus locations for project research and development. All required outside travel will be managed by IPPD personnel following UF travel policies.

Course Schedule

Students must follow the detailed weekly schedule on Canvas. The following schedule order is subject to change.

Week 1:	IPPD intro, IPPD Staff presentations, Project Pitch presentations, Door Code Assignments
Week 2:	Scope of Work, Deliverables, Team Name and Logos, Stakeholders
Week 3:	Concept Design, Generation, Selection and Scoring
Week 4:	Preliminary Design Review (PDR) intro, Concept Selection & Concept Testing, Elevator Pitch
Week 5:	Concept Scoring, System Architecture, Project Management and Roadmap, Project Business Case
Week 6:	Peer Review of the Preliminary Design Review (PR-PDR)
Week 7:	Professional Development Workshops (PDW)
Week 8:	Prototyping, Advanced Project Management, Test Planning, Design Report
Week 9:	Prototyping, Design of Experiments, Preparing for Prototype Evaluation
Week 10:	Ethics, Development Plans, Preparing for PID
Week 11:	Prototype Inspection Day (PID)
Week 12:	Preparing for PR-SLDR & SLDR events
Week 13:	Peer Review of the System Level Design Review (PR-SLDR) & SLDR draft due
Week 14:	System Level Design Review (SLDR)
Week 15:	Signed SLDR Report submission deadline one week after SLDR

Important Dates

Saturday* in September **Six Sigma Quality Workshop (9:00am – 3:30pm, Reitz Union)**

**Date subject to local Gator football games*

Last class meeting day **Final presentations with IPPD sponsors (3:00pm, Reitz Union)**

Attendance Policy, Class Expectations, and Make-Up Policy

- Attendance in class and team-related activities is an element of professionalism. Attendance is required for all lectures and events. Attendance will be taken on every occasion.
- Attendance may be taken in three forms:
 - Canvas Quiz
 - Sign-in sheet
 - Visual inspection
- Students may miss (unexcused) 1 class meeting without penalty. Each absence beyond 1 will reduce the overall grade by 1 percentage point.
- Absences will be excused under the following conditions if you have alerted course@ippd.ufl.edu and your coach, and received a confirmation of the approved excuse:
 - 24 hours ahead of time that you have a legitimate, unavoidable absence such as an exam conflict for a higher-numbered academic course, an interview, an official academic event or UF official sporting event (include the confirmation email of your participation in the event)
 - A verifiable medical or family emergency
 - Travel for a student conference—provided all excuse request forms are filled out and approved by your coach and the IPPD director 30 days prior to travel
 - Team has project team travel that has been pre-approved by the IPPD director
 - Need to come to class late or leave early for a reason stated above or reasonable emergency
 - Missed homework, quizzes or reports due to excused absences will be dealt on an individual basis.
- Excuses will not be provided for team evaluation events. Contact the Director in case of emergency.

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/>

Class Expectations

- Follow the syllabus and weekly schedule.
- Check e-Learning for class updates, assignments, announcements, lessons, calendar, and resources.
- Use the Git as instructed (uploads, and naming of folders and/or files).
- Backup all materials related to your in-class and out-of-class activities on your team's SharePoint drive.
- Electronic devices may be used in class only for class-related activities. When an IPPD staff asks you to put your device away, please do so.
- Due to the agreements with IPPD sponsors, students must sign the UF IPPD NDA/IP agreement and therefore recording the lecture is not allowed using any type of media. If you wish to record a portion or need special accommodations, please contact the instructor.

Canvas: Communications and File Management

- Canvas is used extensively in the IPPD course. Be sure to subscribe to the course notifications. You are responsible for following the site updates and communications from the IPPD staff, coach, teammates, and liaison engineer(s).
- Emails to IPPD staff, coach, and liaison engineers must be written both respectfully and professionally.
- Emails on behalf of the team must include all team members as recipients. (CC recommended)
- Emails, announcements, feedback, and any type of communication may occur outside business hours. Due to the time constraints of the project, you are expected to respond within 24 hours during academic days.
- Each student is responsible for reviewing the coach, instructor, and liaison feedback after grade submission for each assignment.
- All assignments and quizzes are posted to the Canvas E-learning platform. All graded items are open at the start of the semester and close 10-days after the assignment is due, each day costing a 10% penalty. New submissions will not be accepted after this 10-day period. See the Late Assignment Policy in this syllabus for more details.
- Each assignment has specific instructions on what and where to upload assignments for grading. Check each assignment on canvas for special instructions.
- Applicable templates, logos and example documents are located in each assignment page.
- File should be named according to the instructions given in the IPPD Engineering Design Handbook or the assignment page when applicable.
- Platforms for file storage and sharing (Must use **ONLY** these options for any project-related file storage)
 - IPPD SharePoint
 - IPPD GitHub
 - Mandatory for teams that have any software coding in their project
 - Optional for all other teams
 - All course related email must be sent through the UF email services only
 - Use SharePoint links to share documents with the liaison engineers.

Evaluation of Grades

Throughout the fall and spring terms, students are required to complete several course evaluations. The evaluations are distributed in the form of automated emails and completed on SharePoint. There are between 6 and 10 evaluations each term which cover peer feedback for teammates, coaches, the instructor, and IPPD staff.

- Students must complete each requested evaluation.
- The feedback given in these evaluations will not be used explicitly for a student's or team's grade. It is used for process improvement and to identify teams which are struggling.
- Evaluations are graded as a single assignment on canvas. Each survey is equally weighed in the assignment.
- Evaluations which have not been completed within one week of the notification email being sent will be assigned a score of zero.
- Each missed evaluation or survey beyond 1 will result in a 1% reduction in the final grade.

Grade Composition

This course is project-based, and therefore has no traditional exams. Students are evaluated on the quality and progress of their project, both as a team and as an individual. The total makeup of a student's grade is reflected in the assignment categories and weights on the Canvas e-learning site. IPPD faculty and the faculty coach are responsible for the grade a student receives in the class:

- **IPPD Instructor:** IPPD faculty track all items submitted to the Canvas e-learning platform and the course Teams channel, including but not limited to attendance, quizzes, response memos, status reports, group assignments, completion of evaluations and forms, posters, videos, reports, presentations, end-of-term final checklists. IPPD faculty also assesses all major deliverable reports for quality of the content and presentation. IPPD faculty may meet with students at set and unannounced points throughout the semester to provide performance feedback as needed. Grades are posted within two weeks of the assignment.
- **Faculty Team Coach:** The project coach assigns the team and individuals a grade at one or more points during the semester based on the quality of the project as well as input from the liaison engineer and team performance peer reviews. The individual and team grades are not necessarily the same, and no individual's grade may be higher than the coach's overall team grade for that term. The coach may elect to hold individual performance discussions at the end of each semester or other times as they see fit.
- **Door Code Assignments** are named by the fact that students will not gain access to the IPPD lab door code and course development software suite until these assignments are completed. Completion by all students is required before the second week of class. These assignments include signing the IPPD Legal Agreement on sponsor intellectual property, laboratory safety guidelines, UF Training Programs on harassment and safety, the UF-At-Risk training for students and other quizzes on IPPD program procedures.

The following table breaks down each component on the student's final grade, which can also be found on Canvas.

Evaluator	Category	Percent of Final Grade
<i>Instructor</i>	Door Code Assignments*	0%*
	Course Contributions (individual grade)	5%
	Weekly Status Memos (team grade)	5%
	Quizzes and Individual Assignments	5%
	Project Notebook (individual grade)	5%
	Group Assignments and Response Memos	10%
	Preliminary Design Review (team grade)	5%
	Prototype Inspection Review (team grade)	5%
	System Level Design Review (team grade)	5%
<i>Coach</i>	Coach Individual Assessment based on participation in meetings and events, coach approved reports & formal presentations	30%
	Coach Team Assessment based on project assessment throughout the semester and on final project deliverables	25%
Total		100%

*Door code assignments include the IPPD Non-Disclosure Agreement, teamwork trainings and safety trainings, which are mandatory for all students during the first week of the semester. Students who fail to complete these assignments during the first week must be removed from the course.

Grading Policy

The following grading scale is applied, generally, to all graded work for IPPD.

Grade	Criteria
A	outstanding grade—must demonstrate initiative, be self-motivated, and go beyond what is asked for in the program. Your performance in a real-world job would exceed standards and warrant raise in pay, or advancement, and/or awards. You exhibit strong developmental growth with mentorship and teamwork.
B	above-average grade—requires that all assignments are completed on time, done with care, and done correctly. Your performance in a real-world job would achieve performance standards of your job but not exceed. You are responding to mentorship and teamwork to meet requirements.
C	average grade—awarded for work that is on time but demonstrates a lack of initiative. Your performance in a real-world job lacks timeliness, following guidelines to meet deadlines, and would require constant instructions, job performance evaluation, and possible job probation. You are having difficulty responding to mentorship and teamwork to meet requirements.
D	below-average grade—awarded for work that is late, only partly fulfills the requirements, and demonstrates no initiative. Your performance in a real-world job has unacceptable performance, does not meet deadlines, unprofessional practices, unwilling to work with others, and lacks effort for improvement and would result in demotion, job probation, suspension from projects, and possible termination of job. You do not involve yourself with the provided mentorship and teamwork to meet requirements.
E	failing grade—given for work that is missed and does not fulfill the requirements of the assignment. Your performance in a real-world job would achieve termination of job due to extreme unprofessionalism and performance insufficiencies. You are not interested in provided mentorship and teamwork.

The following scale is used for assigning letter grades at the end of the semester.

Percent	Grade	Grade Points	Percent	Grade	Grade Points
91.9 - 100	A	4.00	70- 74.2	C	2.00
88.5 - 91.8	A-	3.67	66.7- 69.9	C-	1.67
85.2 - 88.4	B+	3.33	63.3- 66.6	D+	1.33
81.8 - 85.1	B	3.00	60- 63.2	D	1.00
78.7 - 81.7	B-	2.67	56.7- 59.9	D-	0.67
74.3 - 78.6	C+	2.33	< 56.7	E	0.00

General Grading Notes

- Grades will not be curved; however, grades across teams will be compared and monitored for consistency. "-" and "+" grades will be assigned
- If the project is not complete at the end of the term, responsible team members, up to and including the entire team, are subject to incomplete/failing grades; examples of incomplete projects include unfinished

or unprofessional final documentation, partially completed, untested or non-functional final prototypes, project data files that have not been organized for proper archiving, and incomplete final project checklists. Incomplete grades will be updated as soon as the work is finalized.

- Students participating on project teams that fail to produce an acceptable prototype in the Fall semester cannot earn an A for the semester.
- A grade of B- or lower will not be a qualifying grade for graduate courses.

More information on UF grading policy may be found at:

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

Design Reports

- The final reports will be written throughout the semester through a series of short submissions that also include the Minor Reports. Students will receive feedback from the IPPD faculty and the coaches, and are responsible for composing the final reports from these segments. A draft of the final report is due before the final of each semester. The final version of the report is due no later than the UF Registrar's assigned day of the final exam. **Failure to obtain a minimum grade of 85% on the final report will result in an Incomplete (I*) grade for the whole team.**
(<https://registrar.ufl.edu/catalog1011/policies/regulationgrades.html#incomplete>)
- Revisions and iterations of the final report are highly encouraged at least three business days before the due date, in order to guarantee the 85% grade. Be sure to allow enough time for the revision cycles before this due date.
- All written reports MUST be completed using the template(s) provided on Canvas. Reports have unique templates, so check the assignment on Canvas for the template specific to that report.
- Any reports submitted not using the specified template or preapproved for an exception, will not be graded and the standard late assignment penalty will apply until an appropriate copy is submitted to canvas.
- Feedback for all design reports is provided by IPPD faculty.
- For deliverables which are given to the sponsor, you may be required to address comments and resubmit a copy of the deliverable for further review by IPPD staff.

Course Contributions

The course instructor will provide a grade based on the impact and number of participations you had during class, as described the first day of class.

Participations include:

- Contributing to the lectures with information or questions
- Contributing to the guest lectures with appreciated questions and feedback
- Contributing to the peer presentations during lecture with appreciated questions and feedback
- Posting information or questions on the Canvas discussion board and Teams General channel. Bonus points could be given if the contribution elicits positive reactions from the course instructors. Online contributions may be done at any time, 24/7, until the end of the semester.

To help you keep track, this grade will be updated after at the end of each month.

Each weekly contribution will be graded up to 5 points as described in the rubric provided in the course Canvas website.

Late Assignment Policy

- Penalties are given for all unexcused late submissions.
- Time Penalties for assignments submitted past the due date and time.

Time after due time	Penalty
First 24 hours after due time	10%
Every 24 hours thereafter	10%
Maximum Penalty	100%

- A Late Assignment Submission Request form is available on Canvas. This form is to be used in the event that a team knows of extenuating circumstance that will prevent them from submitting an assignment on-time. The following examples are justification for the acceptance of a late submission request:
 - The sponsor company has delayed a meeting or review of a major deliverable
 - A significant change in scope which requires a major rework of a previously completed project deliverable
 - Unavoidable delays in project work, such as lack of laboratory space, instrumentation availability, or other material needs which are not controlled by the team
 - An illness of a team member, coach, or liaison which delays a major milestone or meeting
 - Late Assignment Requests may be made for both group and individual assignments.
 - Information needed on the request includes: (1) Current assignment information, (2) Explanation on why extension is needed, (3) Proposed new due date.
 - Forms MUST be submitted at least 2 business days prior to the assignment due date/time. Forms submitted within 48 hours of the due date will not be considered. University of Florida policy for excused absences will still apply after this point.
 - The instructor will decide if a circumstance warrants the late submission request and notify the team if an adjusted due date was set for that team or individual on canvas, or if the request was denied.

Legal Policies: Seeking Outside Help on Projects

- You must contact your coach before seeking help from non-UF personnel. Examples include (but are not limited to): a professional expert in the topic field, off-campus fabrication businesses, off-the-shelf manufacturers or technical support agents, friends, family members, professional acquaintances, or internet message boards (even anonymous ones).
- Violations of the Non-Disclosure Agreement you signed at the beginning of Fall Semester (or as required by your sponsor company) may be punishable under University, local, state, federal, or international law. Potential punishment may include:
 - Basic Academic Penalties:
 - Terminated from IPPD class
 - Office of Student Conduct and Conflict Resolution hearing
 - Registration holds
 - Suspension from the University:
 - Prohibition from enrolling during suspension
 - Ineligibility to take classes or transfer credits to or from any public university.
 - Forced University re-enrollment
 - Law Enforcement:
 - Arrest, imprisonment, or investigation by local, state, or federal police.
 - Community service or fines

Professional Responsibilities Expected of You:

- Attend all extracurricular scheduled team meetings and contribute to team activities outside of normal class time.
- Respect the requests of IPPD staff at all times, especially in the IPPD labs and around tools and equipment.
- Unprofessional behavior is unacceptable during any IPPD activities. You may be able to solve some problems at the team level. However, you can report unresolved unprofessional behavior of a team member, liaison, IPPD staff, vendor, and people you come in contact with during IPPD activities to your coach prior to engaging the IPPD Director. If you are having problems with your coach, contact the IPPD Director.
- Report cases of unprofessional behavior of IPPD peers outside your team to IPPD staff or the Director.
- Speak professionally to IPPD staff, instructors, team members, coaches, and liaisons.
- Obey administrative guidance on travel, purchasing, safety, or other topics covered in the New Engineer's Professional Primer or Administration Manual at all times.
 - All team travel costs are managed by IPPD; understand your budget for your prototype does not include travel costs.

- Keep tabs on your team prototype budget as you go. An Excel sheet will be posted on your team SharePoint site.

IPPD Professionalism Committee

Teams or team members that underperform or whose negative behaviors impact the success of the team or IPPD program will be contacted initially by their Coach for an in-person meeting to attempt to resolve any issues. In some cases, the IPPD director or staff may intervene if they observe troubling behavior or a lack of progress by a team or individual and hold an aside to try and address the issue. Teams or students who do not respond appropriately to the Coach and/or the IPPD Director will be referred to the IPPD Professionalism Committee. The IPPD Professionalism Committee may be comprised of IPPD faculty members, the team member's Coach, the IPPD Director, and a Counseling and Wellness Center member who will meet and formalize a plan for behavioral and professional improvement for the student or team. If the improvement plan goals are not met, then the Termination Policy will be put into effect.

Termination Policy:

- The Termination Committee is comprised of the same people as the Professionalism Committee. IPPD has a detailed procedure for terminating students whose participation or lack of participation on the project team jeopardizes the ability of the project team to successfully meet the academic goals of the IPPD program and/or the sponsored project goals.
- Detrimental team member behaviors include, but are not limited to, lack of participation in team activities, refusal to complete required deliverables on time, insubordination toward the current team leader, project coach, project sponsor, liaison engineer, IPPD Director or an IPPD staff member, unprofessional conduct during project travel, extremely poor team member evaluations, and poor attendance.
- Students who exhibit these behaviors or embody these characteristics will meet with their project coach and be provided with a written description of the unacceptable actions/behaviors and an action plan for correcting the unacceptable behavior. Progress on the action plan will be monitored and if satisfactory progress is made, then the student may continue with IPPD. Otherwise, the coach will collect peer feedback and consult with the IPPD Director to determine a course of action. The offending student will meet with the coach and IPPD Director to determine if the student can continue with IPPD. Fall semester: If the student is terminated, then the student will receive an appropriate grade, up to and including a failing grade, and will not be allowed to register for the following IPPD semester, nor have access to any of the IPPD facilities or project team resources. Spring semester: If a student is terminated, then the student will receive a failing grade and will have access to IPPD facilities and project team resources revoked.
- The complete termination policy will be available in the IPPD Professional Manual available on the IPPD e-Learning site.

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 only with previous approval from the IPPD instructor, due to the established NDA/IP agreement between the students and UF. The purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use,

(2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

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

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

Software Use

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

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

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

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

Sexual Discrimination, Harassment, Assault, or Violence

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

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

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

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

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

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

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

Course|New for request 20494

Info

Request: EGN 6952 Integrated Product and Process Design G2

Description of request: Course proposal for a graduate level multidisciplinary project design course.

Submitter: Edward Latorre asst-director@ippd.ufl.edu

Created: 11/7/2024 10:27:39 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:

EGN

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:

952

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:
Integrated Product and Process Design G2

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:
IPPD G2

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2026

Rotating Topic

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

Response:

No

Repeatable Credit?

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

Response:

No

Amount of Credit

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

Response:

3

S/U Only?

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

Response:

No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Concludes a two-semester course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

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:
EGN6951

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:

Multidisciplinary project design course for graduate students from the college of engineering. The course sequence mimics the undergraduate courses EGN 4951 IPPD 1, and EGN 4952 IPPD 2. The course sequence is currently requested for the curriculums of two graduate programs: M.S. in Applied Data Science & M.S. in Artificial Intelligence Systems. As with the undergraduate courses, the graduate course syllabus allows for other graduate programs to add the course to their curriculum without major changes required to the syllabus.

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](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.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.bluer.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

IPPD G2

EGN 6952 Section XXXXX

Class Periods: T | Period 8 – 10 (3:00PM – 6:00 PM)

Location: XXX XXXX

Academic Term: Spring 2025

Instructor:

Dr. Edward Latorre-Navarro, IPPD Director

director@ippd.ufl.edu

(352) 846-3354

Office Hours: Wed 9am to 12pm or with appointment, online through Teams or in person at NSC 202.

Course Assistant:

Please contact through the Canvas website or at course@ippd.ufl.edu

- TBA, course@ippd.ufl.edu, TBA

IPPD Staff: Available at NSC 202 and NSC 313, from 8 AM to 5 PM, except on class days (Tuesdays) when office hours will be from 8 AM to 12 PM. Appointments and walk-ins are welcome. Appointments recommended for longer tasks.

Course Description

Credits: 3 hours for Fall and 3 hours for Spring. Concludes a two-semester course sequence where multidisciplinary teams of students partner with industry sponsors to design and build authentic products and processes on time and within budget. Working along industry liaisons and a faculty coach, students gain practical experience in teamwork and communication, problem solving and engineering design, and develop leadership, management and people skills. Student evaluations are based on teamwork and the quality of their project work.

Course Pre-Requisites / Co-Requisites

This course is the continuation of EGN 6951. Both must be taken in sequence during the same academic year.

Course Objectives

- **Apply effective product and process design elements on a real-life project:** Function & Producibility; Cost (within budget); Schedule; Reliability; Customer Preference; Life Cycle Engineering.
- **Function successfully in multidisciplinary teams:** 4-7 student members, faculty coach, and sponsor liaison; Classroom & laboratory experience as a two semesters sequence totaling 6-credit; Students, coaches, sponsors, liaisons from different fields; Practical project experience; Teamwork; Professional practice experience.
- **Exercise Professionalism (please, check out the Expectations section of this syllabus):** Leadership, management and people skills; Multi-criterion decision-making techniques; Effective business meetings with remote clients; Professional presentation and writing skills; Professional communication
- **Meet Discipline Project Course Objectives:** This course is replacing your academic program's project course requirement. During the Fall Semester each student will submit to their Undergraduate Faculty Coordinator a Design Expectations Form to verify the student's work will comply with expectations.

Materials and Supply Fees

None

Required Textbooks and Software

All required lecture materials are provided through Canvas (provided at no additional charge to IPPD students), including our IPPD developed manuals:

1. IPPD Engineering Design Handbook

Our core manual details the deliverables for the IPPD course, expectations for assignments, and details on the IPPD course. It covers the entirety of the integrated design process, from concept evaluation to manufacturing plans and business cases.

2. IPPD Engineer's Professional Primer

Serves as a reference for the soft skills necessary to be an effective engineer. This manual also contains information on mandatory training programs required for all IPPD students.

3. IPPD Administrative Manual

Explains common administrative functions of the IPPD program, such as purchasing and travel procedures, laboratory safety policies, and other interactions between IPPD staff and students.

Recommended Materials

The following textbook will be used for lectures. Students are encouraged to obtain this book or a similar reference. Previous versions are acceptable.

- Product Design and Development
- Ulrich, Karl T., Eppinger, Steve D., and Yang, Maria C.
- 7th Edition, 2020
- ISBN10: 1260043657

Required Computer

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

Software

Students will be added to the course MS Teams channel, which will be required for events, evaluations and storage.

Lab Work

Some projects will require teams to work on hardware developments at locations inside or outside our UF campus. Inside locations include the HWLEE Prototyping Laboratory, the IPPD Prototyping Laboratory at NSC 313, our conference rooms at the Reed Laboratory Building and other UF teaching and research laboratories.

Outside locations include sponsor facilities and off-campus locations for project research and development. All required outside travel will be managed by IPPD personnel following UF travel policies.

Course Schedule

Students must follow the detailed weekly schedule on Canvas. The following schedule order is subject to change.

Week 1:	IPPD 1 review, SLDR review, IPPD 2 intro, Leadership in Engineering Series I
Week 2:	Project work, Project Plan update, Final Design Review (FDR) intro, FDR report outline
Week 3:	Project Design Review, Design for X, Prototype Testing Assessment I
Week 4:	Qualification Review Board 1 (QRB1)
Week 5:	QRB 1 review, Leadership in Engineering Series II
Week 6:	Project work, QRB 2 preparation
Week 7:	Inclusion, Diversity & Implicit Bias, Risk Management, Prototype Testing Assessment II
Week 8:	Qualification Review Board 2 (QRB2)
Week 9:	QRB 2 review, Storytelling, Project Storyboard, Tech Demo Plan
Week 10:	Leadership in Engineering Series III, Project Demo Video
Week 11:	Prototype Inspection Day (PID)
Week 12:	Leadership in Engineering Series IV, PID review, Final event & deliverables review, Effective poster presentations, Project Demo Video reviews
Week 13:	Peer Review of the Final Design Review (PR-FDR)
Week 14:	Final Design Review (FDR)
Week 15:	FDR Report & Deliverables submission deadline (as stated by UF Registrar scheduled final)

Important Date

Week 3 & Week 7
Week 11 class meeting
Week 14 meeting day

QRB 1 & QRB 2 respectively (3:00pm, assigned classrooms)
Showcase of nearly completed project (3:00pm, Reitz Union)
Final presentations with IPPD sponsors (3:00pm, Reitz Union)

Attendance Policy, Class Expectations, and Make-Up Policy

- Attendance in class and team-related activities is an element of professionalism. Attendance is required for all lectures and events. Attendance will be taken on every occasion.
- Attendance may be taken in three forms:
 - Canvas Quiz
 - Sign-in sheet
 - Visual inspection
- Students may miss (unexcused) 1 class meeting without penalty. Each absence beyond 1 will reduce the overall grade by 1 percentage point.
- Absences will be excused under the following conditions if you have alerted course@ippd.ufl.edu and your coach, and received a confirmation of the approved excuse:
 - 24 hours ahead of time that you have a legitimate, unavoidable absence such as an exam conflict for a higher-numbered academic course, an interview, an official academic event or UF official sporting event (include the confirmation email of your participation in the event)
 - A verifiable medical or family emergency
 - Travel for a student conference—provided all excuse request forms are filled out and approved by your coach and the IPPD director 30 days prior to travel
 - Team has project team travel that has been pre-approved by the IPPD director
 - Need to come to class late or leave early for a reason stated above or reasonable emergency
 - Missed homework, quizzes or reports due to excused absences will be dealt on an individual basis.
- Excuses will not be provided for team evaluation events. Contact the Director in case of emergency.

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/>

Class Expectations

- Follow the syllabus and weekly schedule.
- Check e-Learning for class updates, assignments, announcements, lessons, calendar, and resources.
- Use the Git as instructed (uploads, and naming of folders and/or files).
- Backup all materials related to your in-class and out-of-class activities on your team's SharePoint drive.
- Electronic devices may be used in class only for class-related activities. When an IPPD staff asks you to put your device away, please do so.
- Due to the agreements with IPPD sponsors and the UF IPPD NDA/IP agreement students signed in IPPD 1, recording the lecture is not allowed using any type of media. If you wish to record a portion or need special accommodations, please contact the instructor.

Canvas: Communications and File Management

- Canvas is used extensively in the IPPD course. Be sure to subscribe to the course notifications. You are responsible for following the site updates and communications from the IPPD staff, coach, teammates, and liaison engineer(s).
- Emails to IPPD staff, coach, and liaison engineers must be written both respectfully and professionally.
- Emails on behalf of the team must include all team members as recipients. (CC recommended)
- Emails, announcements, feedback, and any type of communication may occur outside business hours. Due to the time constraints of the project, you are expected to respond within 24 hours during academic days.

- Each student is responsible for reviewing the coach, instructor, and liaison feedback after grade submission for each assignment.
- All assignments and quizzes are posted to the Canvas E-learning platform. All graded items are open at the start of the semester and close 10-days after the assignment is due, each day costing a 10% penalty. New submissions will not be accepted after this 10-day period. See the Late Assignment Policy in this syllabus for more details.
- Each assignment has specific instructions on what and where to upload assignments for grading. Check each assignment on canvas for special instructions.
- Applicable templates, logos and example documents are located in each assignment page.
- File should be named according to the instructions given in the IPPD Engineering Design Handbook or the assignment page when applicable.
- Platforms for file storage and sharing (Must use **ONLY** these options for any project-related file storage)
 - IPPD SharePoint
 - IPPD GitHub
 - Mandatory for teams that have any software coding in their project
 - Optional for all other teams
 - All course related email must be sent through the UF email services only
 - Use SharePoint links to share documents with the liaison engineers.

Evaluation of Grades

Throughout the fall and spring terms, students are required to complete several course evaluations. The evaluations are distributed in the form of automated emails and completed on SharePoint. There are between 6 and 10 evaluations each term which cover peer feedback for teammates, coaches, the instructor, and IPPD staff.

- Students must complete each requested evaluation.
- The feedback given in these evaluations will not be used explicitly for a student's or team's grade. It is used for process improvement and to identify teams which are struggling.
- Evaluations are graded as a single assignment on canvas. Each survey is equally weighed in the assignment.
- Evaluations which have not been completed within one week of the notification email being sent will be assigned a score of zero.
- Each missed evaluation or survey beyond 1 will result in a 1% reduction in the final grade.

Grade Composition

This course is project-based, and therefore has no traditional exams. Students are evaluated on the quality and progress of their project, both as a team and as an individual. The total makeup of a student's grade is reflected in the assignment categories and weights on the Canvas e-learning site. IPPD faculty and the faculty coach are responsible for the grade a student receives in the class:

- IPPD Instructor: IPPD faculty track all items submitted to the Canvas e-learning platform and the course Teams channel, including but not limited to attendance, quizzes, response memos, status reports, group assignments, completion of evaluations and forms, posters, videos, reports, presentations, end-of-term final checklists. IPPD faculty also assesses all major deliverable reports for quality of the content and presentation. IPPD faculty may meet with students at set and unannounced points throughout the semester to provide performance feedback as needed. Grades are posted within two weeks of the assignment unless otherwise noted.
- Faculty Team Coach: The project coach assigns the team and individuals a grade at one or more points during the semester based on the quality of the project as well as input from the liaison engineer and team performance peer reviews. The individual and team grades are not necessarily the same, and no individual's grade may be higher than the coach's overall team grade for that term. The coach may elect to hold individual performance discussions at the end of each semester or other times as they see fit.

The following table breaks down each component on the student's final grade, which can also be found on Canvas.

Evaluator	Category	Percent of Final Grade
<i>Instructor</i>	Class Contributions (individual grade)	5%
	Weekly Status Memos (team grade)	2%
	Quizzes and Individual Assignments	3%
	Group Assignments	3%
	Project Notebook (individual grade)	5%
	QRB 1 & 2 (team grade)	3%, 4%
	Prototype Inspection Review (team grade)	5%
	Final Design Review (team grade)	15%
<i>Coach</i>	Coach Individual Assessment based on participation in meetings and events, coach approved reports & formal presentations	30%
	Coach Team Assessment based on project assessment throughout the semester and on final project deliverables	25%
Total		100%

Grading Policy

The following grading scale is applied, generally, to all graded work for IPPD.

Grade	Criteria
A	outstanding grade—must demonstrate initiative, be self-motivated, and go beyond what is asked for in the program. Your performance in a real-world job would exceed standards and warrant raise in pay, or advancement, and/or awards. You exhibit strong developmental growth with mentorship and teamwork.
B	above-average grade—requires that all assignments are completed on time, done with care, and done correctly. Your performance in a real-world job would achieve performance standards of your job but not exceed. You are responding to mentorship and teamwork to meet requirements.
C	average grade—awarded for work that is on time but demonstrates a lack of initiative. Your performance in a real-world job lacks timeliness, following guidelines to meet deadlines, and would require constant instructions, job performance evaluation, and possible job probation. You are having difficulty responding to mentorship and teamwork to meet requirements.

D	below-average grade—awarded for work that is late, only partly fulfills the requirements, and demonstrates no initiative. Your performance in a real-world job has unacceptable performance, does not meet deadlines, unprofessional practices, unwilling to work with others, and lacks effort for improvement and would result in demotion, job probation, suspension from projects, and possible termination of job. You do not involve yourself with the provided mentorship and teamwork to meet requirements.
E	failing grade—given for work that is missed and does not fulfill the requirements of the assignment. Your performance in a real-world job would achieve termination of job due to extreme unprofessionalism and performance insufficiencies. You are not interested in provided mentorship and teamwork.

The following scale is used for assigning letter grades at the end of the semester.

Percent	Grade	Grade Points	Percent	Grade	Grade Points
91.9 - 100	A	4.00	70- 74.2	C	2.00
88.5 - 91.8	A-	3.67	66.7- 69.9	C-	1.67
85.2 - 88.4	B+	3.33	63.3- 66.6	D+	1.33
81.8 - 85.1	B	3.00	60- 63.2	D	1.00
78.7 - 81.7	B-	2.67	56.7- 59.9	D-	0.67
74.3 - 78.6	C+	2.33	< 56.7	E	0.00

General Grading Notes

- Grades will not be curved; however, grades across teams will be compared and monitored for consistency. “-” and “+” grades will be assigned
- If the project is not complete at the end of the term, responsible team members, up to and including the entire team, are subject to incomplete/failing grades; examples of incomplete projects include unfinished or unprofessional final documentation, partially completed, untested or non-functional final prototypes, project data files that have not been organized for proper archiving, and incomplete final project checklists. Incomplete grades will be updated as soon as the work is finalized.
- Students participating on project teams that fail to produce an acceptable prototype cannot earn an A for the semester.
- A grade of B- or lower will not be a qualifying grade for graduate courses.

More information on UF grading policy may be found at:

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

Design Reports

- Qualification Review Board (QRB) are mid-project evaluation events where teams submit documentation and complete a presentation that includes a detailed discussion of the status of the milestones. For any shortcomings in development, the team must include an updated project plan and describe how these changes impact the project goals. The proposed revisions must be included in the document and presentation.
- The final reports will be written throughout the semester through a series of short submissions that also include the Minor Reports. Students will receive feedback from the IPPD faculty and the coaches, and are responsible for composing the final reports from these segments. A draft of the final report is due by week 13 of the semester. The final version of the report is due no later than the UF Registrar’s assigned day of the final exam. **Failure to obtain a minimum grade of 85% on the final report will result in an Incomplete (I*)**

grade for the whole team.

(<https://registrar.ufl.edu/catalog1011/policies/regulationgrades.html#incomplete>)

- Revisions and iterations of the final report are highly encouraged at least three business days before the due date, in order to guarantee the 85% grade. Be sure to allow enough time for the revision cycles before this due date.
- All written reports MUST be completed using the template(s) provided on Canvas. Reports have unique templates, so check the assignment on Canvas for the template specific to that report.
- Any reports submitted not using the specified template or preapproved for an exception, will not be graded and the standard late assignment penalty will apply until an appropriate copy is submitted to canvas.
- Feedback for all design reports is provided by IPPD faculty.
- For deliverables which are given to the sponsor, you may be required to address comments and resubmit a copy of the deliverable for further review by IPPD staff.

Course Contributions

The course instructor will provide a grade based on the impact and number of participations you had during class, as described the first day of class.

Participations include:

- Contributing to the lectures with information or questions
- Contributing to the guest lectures with appreciated questions and feedback
- Contributing to the peer presentations during lecture with appreciated questions and feedback
- Posting information or questions on the Canvas discussion board and Teams General channel. Bonus points could be given if the contribution elicits positive reactions from the course instructors. Online contributions may be done at any time, 24/7, until the end of the semester.

To help you keep track, this grade will be updated after at the end of each month.

Each weekly contribution will be graded up to 5 points as described in the rubric provided in the course Canvas website.

Late Assignment Policy

- Penalties are given for all unexcused late submissions.
- Time Penalties for assignments submitted past the due date and time.

Time after due time	Penalty
First 24 hours after due time	10%
Every 24 hours thereafter	10%
Maximum Penalty	100%

- A Late Assignment Submission Request form is available on Canvas. This form is to be used in the event that a team knows of extenuating circumstance that will prevent them from submitting an assignment on-time. The following examples are justification for the acceptance of a late submission request:
 - The sponsor company has delayed a meeting or review of a major deliverable.
 - A significant change in scope which requires a major rework of a previously completed project deliverable.
 - Unavoidable delays in project work, such as lack of laboratory space, instrumentation availability, or other material needs which are not controlled by the team.
 - An illness of a team member, coach, or liaison which delays a major milestone or meeting.
 - Late Assignment Requests may be made for both group and individual assignments.
 - Information needed on the request includes: (1) Current assignment information, (2) Explanation on why extension is needed, (3) Proposed new due date.
 - Forms MUST be submitted at least 2 business days prior to the assignment due date/time. Forms submitted within 48 hours of the due date will not be considered. University of Florida policy for excused absences will still apply after this point.
 - The instructor will decide if a circumstance warrants the late submission request and notify the team if an adjusted due date was set for that team or individual on canvas, or if the request was denied.

Legal Policies: Seeking Outside Help on Projects

- You must contact your coach before seeking help from non-UF personnel. Examples include (but are not limited to): a professional expert in the topic field, off-campus fabrication businesses, off-the-shelf manufacturers or technical support agents, friends, family members, professional acquaintances, or internet message boards (even anonymous ones).
- Violations of the Non-Disclosure Agreement you signed at the beginning of Fall Semester (or as required by your sponsor company) may be punishable under University, local, state, federal, or international law. Potential punishment may include:
 - Basic Academic Penalties:
 - Terminated from IPPD class
 - Office of Student Conduct and Conflict Resolution hearing
 - Registration holds
 - Suspension from the University:
 - Prohibition from enrolling during suspension
 - Ineligibility to take classes or transfer credits to or from any public university.
 - Forced University re-enrollment
 - Law Enforcement:
 - Arrest, imprisonment, or investigation by local, state, or federal police.
 - Community service or fines

Professional Responsibilities Expected of You:

- Attend all extracurricular scheduled team meetings and contribute to team activities outside of normal class time.
- Respect the requests of IPPD staff at all times, especially in the IPPD labs and around tools and equipment.
- Unprofessional behavior is unacceptable during any IPPD activities. You may be able to solve some problems at the team level. However, you can report unresolved unprofessional behavior of a team member, liaison, IPPD staff, vendor, and people you come in contact with during IPPD activities to your coach prior to engaging the IPPD Director. If you are having problems with your coach, contact the IPPD Director.
- Report cases of unprofessional behavior of IPPD peers outside your team to IPPD staff or the Director.
- Speak professionally to IPPD staff, instructors, team members, coaches, and liaisons.
- Obey administrative guidance on travel, purchasing, safety, or other topics covered in the Engineer's Professional Primer or Administration Manual at all times.
 - All team travel costs are managed by IPPD; understand your budget for your prototype does not include travel costs.
 - Keep tabs on your team prototype budget as you go. An Excel sheet will be posted on your team SharePoint site.

IPPD Professionalism Committee

Teams or team members that underperform or whose negative behaviors impact the success of the team or IPPD program will be contacted initially by their Coach for an in-person meeting to attempt to resolve any issues. In some cases, the IPPD director or staff may intervene if they observe troubling behavior or a lack of progress by a team or individual and hold an aside to try and address the issue. Teams or students who do not respond appropriately to the Coach and/or the IPPD Director will be referred to the IPPD Professionalism Committee. The IPPD Professionalism Committee may be comprised of IPPD faculty members, the team member's Coach, the IPPD Director, and a Counseling and Wellness Center member who will meet and formalize a plan for behavioral and professional improvement for the student or team. If the improvement plan goals are not met, then the Termination Policy will be put into effect.

Termination Policy:

- The Termination Committee is comprised of the same people as the Professionalism Committee. IPPD has a detailed procedure for terminating students whose participation or lack of participation on the project team jeopardizes the ability of the project team to successfully meet the academic goals of the IPPD program and/or the sponsored project goals.

- Detrimental team member behaviors include, but are not limited to, lack of participation in team activities, refusal to complete required deliverables on time, insubordination toward the current team leader, project coach, project sponsor, liaison engineer, IPPD Director or an IPPD staff member, unprofessional conduct during project travel, extremely poor team member evaluations, and poor attendance.
- Students who exhibit these behaviors or embody these characteristics will meet with their project coach and be provided with a written description of the unacceptable actions/behaviors and an action plan for correcting the unacceptable behavior. Progress on the action plan will be monitored and if satisfactory progress is made, then the student may continue with IPPD. Otherwise, the coach will collect peer feedback and consult with the IPPD Director to determine a course of action. The offending student will meet with the coach and IPPD Director to determine if the student can continue with IPPD. Fall semester: If the student is terminated, then the student will receive an appropriate grade, up to and including a failing grade, and will not be allowed to register for the following IPPD semester, nor have access to any of the IPPD facilities or project team resources. Spring semester: If a student is terminated, then the student will receive a failing grade and will have access to IPPD facilities and project team resources revoked.
- The complete termination policy will be available in the IPPD Professional Manual available on the IPPD e-Learning site.

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.bluer.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 only with previous approval from the IPPD instructor, due to the established NDA/IP agreement between the students and UF. The purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services.

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

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

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

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

Software Use

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

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

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

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

Sexual Discrimination, Harassment, Assault, or Violence

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

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

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

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

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

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

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

Course|New for request 20654

Info

Request: EGS 6XXX A.I. Ethics for Technology Leaders

Description of request: Create a permanent number for this elective graduate course. The course was successfully instructed by Sonja Schmer-Galunder, Professor of Practice and Glenn and Deborah Renwick Leadership Professor in A.I. and Ethics, in Fall 2024 semester under the college's graduate special topics course number EGN6933. Professor Schmer-Galunder is expected to continue course instruction for the foreseeable future.

Submitter: William Mcelroy mcelrowj@eng.ufl.edu

Created: 2/18/2025 8:15:40 AM

Form version: 7

Responses

Recommended Prefix

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

Response:

EGS

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:

A.I. Ethics for Technology Leaders

Transcript Title

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

Response:

AI Ethics for Tech. Leaders

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

Response:
No

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.

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.

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.

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.

- *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:

The course will be held over 3 periods with synchronous virtual attendance for most of the class sessions.

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:

As future technology leaders, students completing this elective course will be able to identify, analyze and evaluate ethical considerations in developing and deploying AI systems. Students learn core concepts of AI ethics and apply them to real-world scenarios. AI's global impact and navigating complex issues while respecting diverse values are examined. A major focus is on AI safety and beneficial AI development, providing current knowledge on social issues.

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:

Graduate student status. Course registration priority will be given to MS students enrolled in the MSADA and MSAIS programs. Preferably, students will have completed an undergraduate course in engineering ethics and/or AI 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).
- 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 elective graduate course equips future technology leaders to understand the ethical considerations of developing and deploying AI systems - computational systems that use large datasets to train predictive models and act on their outputs. Students learn about critical core concepts of AI ethics and learn to apply them to real-world scenarios where leaders may face ethical challenges. The course also looks at the impact of AI within a global context, and how to navigate complex issues while respecting diverse social and cultural values. Further, a big focus of the course is on AI safety. Educating graduate students about beneficial and safe AI may be one of the most important topics of today, and this course aims to provide up-to-date knowledge on current social issues. At the conclusion of the course, students will be able to:

- Analyze AI systems' technical foundations and evaluate their societal implications through multiple theoretical frameworks. Critique AI's effects on social structures, economic systems, and human behavior.
- Evaluate AI's differential impacts across global markets, diverse societies, and local communities. Synthesize ethical frameworks to formulate and defend complex technological decisions.
- Apply philosophical and ethical frameworks to align AI systems with human values. Analyze historical case studies of technological challenges, examining their impacts on individual and societal wellbeing. Evaluate ambiguous real-world scenarios through varied socio-cultural lenses.
- Analyze value tradeoffs in AI development, particularly regarding safety, responsibility, and transparency. Create ethical frameworks for AI development and deployment. Design strategies to influence organizational and public policy toward beneficial AI outcomes.

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

AI Ethics for Technology Leaders

EGN 6933/#25417

Class Periods: Wednesdays, Periods 9,10,11, 4.05-7.05PM

Location: remote/zoom

Academic Term: Spring 2025

Instructor:

Sonja Schmer-Galunder
s.schmergalunder@ufl.edu

415.604.6293

Office Hours: Thursdays, 4.30-5.30PM ET, MALA, room 4021 and zoom: <https://ufl.zoom.us/j/98717368862>

Teaching Assistant/Peer Mentor/Supervised Teaching Student:

Please contact through the Canvas website

- Divyansh Singh, Divyansh.singh@ufl.edu, Mondays, 3.30-5.30PM ET, MALA student village or zoom: <https://ufl.zoom.us/my/divyanshmeetingroom>

Course Description

As future technology leaders, students completing this elective course will be able to identify, analyze and evaluate ethical considerations in developing and deploying AI systems. Students learn core concepts of AI ethics and apply them to real-world scenarios. AI's global impact and navigating complex issues while respecting diverse values are examined. A major focus is on AI safety and beneficial AI development, providing current knowledge on social issues.

Course Pre-Requisites / Co-Requisites

Graduate student status. Course registration priority will be given to MS students enrolled in the MSADA and MSAIS programs. Preferably, students will have completed an undergraduate course in engineering ethics and/or AI systems.

Course Objectives

We live in what is perhaps the most exciting but also challenging period in human history. AI is reshaping the world, bringing both opportunities and challenges for technology leaders. You learn to navigate the ethical decisions you may have to make by introducing you to important domains related to harms and risks, AI safety, accountability, fairness, transparency, explainability and social impact. You learn to:

- Analyze AI systems' technical foundations and evaluate their societal implications through multiple theoretical frameworks. Critique AI's effects on social structures, economic systems, and human behavior.
- Evaluate AI's differential impacts across global markets, diverse societies, and local communities. Synthesize ethical frameworks to formulate and defend complex technological decisions.
- Apply philosophical and ethical frameworks to align AI systems with human values. Analyze historical case studies of technological challenges, examining their impacts on individual and societal wellbeing. Evaluate ambiguous real-world scenarios through varied socio-cultural lenses.
- Analyze value tradeoffs in AI development, particularly regarding safety, responsibility, and transparency. Create ethical frameworks for AI development and deployment. Design strategies to influence organizational and public policy toward beneficial AI outcomes.

Materials and Supply Fees

None

Practical Considerations for online participation and structure of class:

1. This is a 3-hour class and paying attention for that long may be difficult for some. Therefore, we will take 2 15-min breaks (most likely every 45 min)
2. We will have breakout sessions where each student will be grouped together with other students for group discussions ranging from 15-30 min depending on the complexity of the assignment.

3. We will have several guest lectures from industry technology leaders come to class. This is a great opportunity for all students to learn from and make connections with industry. [Here](#) is last semester's list of speakers.

Required Textbooks and Software

- Ethics, Technology, and Engineering: An Introduction, Ibo van de Poel, Lamber Royakkers, March, 2011, 1st or 2nd edition, 1st edition is available online: <https://cdn.prexams.com/6229/BOOK.pdf>
ISBN: 978-1-444-39571-6 (if course notes derived from various published sources are used, provide information above for each source)

Recommended Materials (preliminary)

- BBC Newsnight: "The trolley problem and ethics of driverless cars" – <https://www.youtube.com/watch?v=FypPSJfCRFk> (5 minutes)
- Awad, Edmond, Sohan Dsouza, Richard Kim, Jonathan Schulz, Joseph Henrich, Azim Shariff, Jean-François Bonnefon, and Iyad Rahwan. "The moral machine experiment." *Nature* 563, no. 7729 (2018): 59-64, <https://core.ac.uk/download/pdf/231922494.pdf> & <https://www.moralmachine.net/>
- Wiener, Norbert. "Some Moral and Technical Consequences of Automation (1960)." (2021), <https://www.cs.umd.edu/users/gasarch/BLOGPAPERS/moral.pdf>
- Yong, Ed. "A Popular Algorithm Is No Better at Predicting Crimes Than Random People," *The Atlantic*, January 17, 2018. (1200 words, 5 min) <https://www.theatlantic.com/technology/archive/2018/01/equivant-compas-algorithm/550646/>.
- Larson, Jeff, Mattu, Surya, Kirchner, Lauren and Angwin, Julia "How we Analyzed the COMPAS Recidivism Algorithm", ProPublica, 2016 <https://www.propublica.org/article/how-we-analyzed-the-compas-recidivism-algorithm>
- Gebru, T., Morgenstern, J., Vecchione, B., Vaughan, J. W., Wallach, H., Iii, H. D., & Crawford, K. (2021). Datasheets for datasets. *Communications of the ACM*, 64(12), 86-92. <https://dl.acm.org/doi/pdf/10.1145/3458723>
- Raghavan, B. and Schneier, B. "Seeing Like a Data Structure": <https://www.belfercenter.org/publication/seeing-data-structure>
- Satariano, Adam, and Paul Mozur. "The People Onscreen Are Fake. The Disinformation Is Real." *The New York Times*, February 7, 2023. <https://www.nytimes.com/2023/02/07/technology/artificial-intelligence-training-deepfake.html>.
- Crawford, Kate, and Vladan Joler. "Anatomy of an AI System." *Anatomy of an AI System* (2018). <https://anatomyof.ai/> and NEW! <https://calculatingempires.net/> (Use the audio-guide to explore the map!)
- Winner, Langdon. "Do artifacts have politics?." In *Computer Ethics*, pp. 177-192. Routledge, 2017. <https://faculty.cc.gatech.edu/~beki/cs4001/Winner.pdf>
- Atari, Mohammad, Mona J. Xue, Peter S. Park, Damián Blasi, and Joseph Henrich. "Which humans?." (2023), https://hmpa.hms.harvard.edu/sites/projects.iq.harvard.edu/files/culture_cognition_coevol_lab/files/which_humans_09222023.pdf
- Hoffman, Mia, "The EU AI Act: A Primer," Center for Security and Emerging Technology, September 26, 2023. <https://cset.georgetown.edu/article/the-eu-ai-act-a-primer/>
- Roose, Kevin. "Bing's A.I. Chat: 'I Want to Be Alive. 🤖,'" February 16, 2023. <https://www.nytimes.com/2023/02/16/technology/bing-chatbot-transcript.html>
- Chiang, Ted, "ChatGPT is a blurry JPEG of the Web," *The New Yorker*, Feb 9, 2023. <https://www.newyorker.com/tech/annals-of-technology/chatgpt-is-a-blurry-jpeg-of-the-web> (3300 words, 15 minutes)
- Robinson-Early, Nick, "AI's 'Oppenheimer moment': autonomous weapons enter the battlefield", *The Guardian*, July 2024, <https://www.theguardian.com/technology/article/2024/jul/14/ais-oppenheimer-moment-autonomous-weapons-enter-the-battlefield>
- Russell, Stuart. "If We Succeed." *Daedalus: AI and Society*, Spring 2022. <https://www.amacad.org/publication/if-we-succeed>

- Kasirzadeh, A. (2024). Two Types of AI Existential Risk: Decisive and Accumulative. arXiv preprint, <https://arxiv.org/pdf/2401.07836>
- World Economic Forum, "The Future of Jobs Report", <https://www.weforum.org/publications/the-future-of-jobs-report-2023/>
- Graeber, D. "On the Phenomenon of Bullshit Jobs: A Work Rant. <https://web.archive.org/web/20180807024932/http://strikemag.org/bullshit-jobs/>
- Behrend, Tara S., Daniel M. Ravid, and Cort W. Rudolph. "Technology and the changing nature of work." Journal of Vocational Behavior (2024): 104028, https://www.sciencedirect.com/science/article/pii/S0001879124000691?casa_token=gUXe962I8ZwAAA

Required Computer

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

Course Schedule

Week	Topic	Description
1	Introductions & Goal Setting	In this session we will introduce the course, study materials, course structure, grading, motivation and goals. Students will learn about the course objectives, meet each other, instructors and learn basic definitions, concepts and terminology.
2	AI Ethics Theoretical Concepts	We talk about AI Ethics as a field and why it is important. We discuss various theories relevant to the ethical development and use of technology and AI.
3	Theoretical Concepts and Ethical Decision Making	We continue talking about theoretical concepts, including non-western theories and start applying them to use cases. How does this work out in the real world? We learn how to evaluate and analyze ethical problems.
4	What is Artificial Intelligence?	We look at the historical context of artificial intelligence and discuss what it means to be intelligent.
5	AI Safety	In this session we will discuss different types of harms and risks from AI and how to ensure we build systems that are guaranteed safe. Are there situations where the risk is too high?
6	Bias: Human vs. Algorithmic	We learn about various types of biases. Why are AI systems biased and what can we do about it? How can we measure bias? How can we mitigate biases and improve fairness?
7	Data and Data Annotations	We discuss types of data used for AI systems including representation, bias, consent, processing, etc. We learn about public and private data and ethical questions related to data annotation.
8	Privacy and Regulation	We learn about the ethical questions related to privacy and privacy protection. We discuss existing regulatory frameworks, and their pros and cons.
9	Misinformation, Deep Fakes, Human Robots and Trust	We will talk about mis- and disinformation, deep fakes, human-like robots and the role of trust. How can we create an information environment that is trustworthy?
10	Society: The Politics of Algorithms	We discuss the importance of global when developing and designing AI systems, including geopolitical considerations and threats to national security.
11	Culture: Human diversity in AI systems	How can we preserve human diversity? Which human is reflected in AI systems? Is AI a form of collective intelligence? We learn about the role of cultural diversity in AI.
12	Large Language Models	We talk about the ethics of Large Language Models and agentic AI,, their opportunities and risks, including societal and environmental risks.

13	The Future of AI and the Job Market	Will AI lead to unemployment? What opportunities and challenges are ahead? How can we integrate AI in our work for our benefits?
14	Final Paper Presentations	Students will present projects they have been working on throughout the semester. The goal of the project is to show how ethical consideration will make AI development more fair, beneficial and safe.
15	Final Paper Presentations	Students will present projects they have been working on throughout the semester. The goal of the project is to show how ethical consideration will make AI development more fair, beneficial and safe.

Attendance Policy, Class Expectations, and Make-Up Policy

Scheduling Conflicts:

Please notify us by email (divyansh.singh@ufl.edu) by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, interviews, or other activities). We will try our best to help you with making accommodations but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

Attendance:

Attendance is required and will be checked on zoom. One absence per semester does not affect your grade. This includes doctor appointments, family emergencies, recruiting sessions, etc. If you have a second absence for a reason beyond your control, please email the Teaching Assistant and cc the instructor (s.schmergalunder@ufl.edu). 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/>

Cheating:

Anyone caught cheating will receive a failing grade and will also be reported to the University Office of Student Conduct.

Plagiarism/Self-plagiarism/Use of AI tools:

You must be original in composing your work in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted coursework) without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism, self-plagiarism, and how to avoid it, see, for example: https://gradadvance.graduateschool.ufl.edu/media/gradadvancegraduateschoolufl.edu/OGPD_Plagiarism_Workshop_20221019.pdf

Note that cheating on exams and plagiarism are examples of violations in the realm of ethics and integrity. Honesty, integrity, and ethical behavior are of great importance in all facets of life.

Grading Policy

Class Participation (30%): All students need to attend class each week. If you cannot attend, please contact the TA (cc the instructor) immediately by email. Everyone is expected to participate verbally every class session, coming prepared, having done all assigned readings/media, and contributing thoughtful ideas to all class discussions. Students are expected to be prepared for cold calls during class. In-class assignments will also count towards class participation. In each class, you will have the chance to work on use cases in small teams during breakout rooms. It is important that each student has their camera and microphone on and participates throughout the breakout session.

Quizzes (15%): We will administer a quiz prior to class each week. The questions are related to the reading material and media you should understand before each class.

In-Class Presentation (25%): Each student will present “AI News” once during the semester. This is a 5-10 min news update meant to look at current developments in AI through an ethical lens.

Final Paper and Final Paper presentations (15% and 15%): Each student should work on a final paper. There are several important datelines to keep in mind: 1) a paper abstract and draft outline, the final paper submission (one week prior to final presentations) and presentation. The presentation should not be longer than 10 min, with 5 min questions.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Class Participation	100	30%
Quizzes	100	15%
In-class presentations	100	25%
Final Paper	100	15%
Final Presentation	100	15%
		100%

Grading Scale

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

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recording

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

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

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

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

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

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

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

Software Use

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

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:

Health and Wellness

U Matter, We Care:

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

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

Sexual Discrimination, Harassment, Assault, or Violence

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

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

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

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

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

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

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

Course|New for request 20737

Info

Request: ENG 7XXX Prospectus and Dissertation in the Humanities

Description of request: We are applying to add a new course that assists students prepare for the qualifying exams by providing support and training.

Submitter: Gillian Lord-Ward glord@ufl.edu

Created: 2/14/2025 9:30:09 AM

Form version: 9

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:

ENG

Course Level

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

Response:

7

Course Number

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

Response:

XXX

Lab Code

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

Response:

None

Category of Instruction

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

Response:

Advanced

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

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

Course Title

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

Response:

Prospectus and Dissertation in the Humanities

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:

Prospectus & Diss Humanities

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Fall

Effective Year

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

Response:
2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
Yes

Multiple Offerings in a Single Semester

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

Response:
No

If repeatable, # total repeatable credit allowed

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

Response:
6

Amount of Credit

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

Response:

S/U Only?

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

Response:

Yes

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Seminar

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week *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:

Provides guidance and structure for students who have completed their course work and are preparing for their qualifying exams and writing their dissertation prospectus. Teaches research methods and writing, as well as skills in project and time management.

Co-requisites

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

Response:
None.

Prerequisites

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

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

Response:
None. Students are expected to be studying for their qualifying exams or writing their dissertation, but there is no specific prerequisite.

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 Graduate Coordinator assessed time to candidacy and time to degree and found that a non-trivial number of students slowed their progress to degree (got stuck) between finishing course work and taking their qualifying exams. This course is designed to provide skills, structure, and support to students to assist them in writing their dissertation prospectus and exam materials. The course will also provide equivalent support for students writing their dissertations. As yet no ABD students have enrolled in the class but we have designed the course to address their needs and objectives with a substantial amount of material about the dissertation itself, postdocs, and grant,

project management and time management which are all equally pertinent to ABD students.

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

At the conclusion of the semester, students will be able to

- Articulate the central argument of their dissertation and its contribution to current scholarship in writing and oral presentation
- Practice skills in project and time management that allow them to complete their dissertation and maintain life work balance
- Describe the process and requirements for successfully completing qualifying exams and submitting dissertations at the University of Florida
- Identify grant and fellowship opportunities and write effective applications

Student Learning Outcomes

In the course of the semester, students will

- Reduce stress and resistance to writing and research.
- Delineate goals for their large-scale project
- Write a semester plan for completing their large-scale research and writing project (usually the proposal and exam materials.)
- Set and maintain weekly goals to complete their semester plan.
- Identify fellowships and grants to support their research and writing.
- Evaluate dissertation and grant proposals.
- Find and assess the latest scholarship in their specialization, including dissertations.
- Present their dissertation to audience of their peers
- Establish a method for maintaining bibliographic references.
- Complete a draft of their dissertation prospectus and a dissertation chapter or annotated bibliography.

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:

No textbooks are assigned.

This is a writing course; most of the work for the class comprises writing a dissertation prospectus and a sample chapter and making work plans and tracking and assessing progress. Readings comprise 1) the prospectuses (and other exam materials), dissertations, and grant proposals written by the students and alumni who come as invited speakers to the class; 2) draft prospectuses and dissertation chapters of their colleagues in the class; and three recent dissertations in their field which they will identify.

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:

We will modify the syllabus and activities to fit students' needs if we think it necessary and to accommodate natural disasters. Therefore, the assignments are all tentative. All changes will be made to benefit students. The amount of work will not be increased and time for completing

assignments will not be decreased.

Week	Date	Topic(s)	Resources and Assignments
------	------	----------	---------------------------

1	8/28	Course Overview/diverse goals and assignments	
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Intro to NCFDD

The Case for the Daily Writing

Making a weekly plan

2	9/4	Every Semester Needs a Plan	
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Accountability meeting

Semester plan

Assessing Guidelines for Dissertation prospectuses

Weekly Plan and Report

Daily Writing

3	9/11	Demystifying the Qualifying Exam & Proposal	
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In-class

Panel discussion of the Qualifying Exam

Guest speakers:

With Kaylee Lamb

Lillian Martinez

Karen Libby

Accountability meeting

Speakers: (4:15 pm)

Due: Weekly Report and Plan #2

Read presenters' exam materials.

Be ready to discuss.

Weekly Plan and Report

Daily Writing

4	9/18	Time Management & Resistance	
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Accountability meeting

Overview of NCFDD time management strategies

Exercise on Resistance

Weekly Plan and Report

Daily Writing

5	9/25	Demystifying the Dissertation and the Defense	
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Accountability meeting

Discussion of Dissertations

In class Assignment to introduce the formatting requirements and deadlines for completing a dissertation

Tips for writing dissertation: Other universities:

<https://writingcenter.unc.edu/tips-and-tools/dissertation-strategies/>

Find three dissertations in your field.

- read the abstract for all three.
- skim the introduction.
- read or look through one you find most compelling "like a mercenary" to fill out a form of questions (we need to define

Weekly Plan and Report

Daily Writing

6	10/2	Demystifying Dissertations II: Advice from recent graduates	
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Guest Speakers:

Lauren Cox

Madison Jones

Corinne Matthews

Accountability Meeting Read and assess dissertations written by guest speakers
Weekly Plan and Report
Daily Writing

7 10/9 Writing week
Accountability Meeting Weekly Plan and Report
Daily Writing

8 10/16 Workshop of prospectuses/drafts
Assess and adjust the semester Plan
Accountability Meeting
Writing Project due
Weekly Plan and Report
Daily Writing

9 10/23 Time tracking
Bibliographic software
Accountability Meeting
Weekly Plan and Report

Daily Writing
10 10/30 Grant Opportunities
4:15-5:00 pm
Guest Speakers (Zoom)
Britanny Hollister, Director of Postdoctoral Affairs and Prestigious Awards, UF grad school

Sara Agnelli, Associate Director, Center for the Humanities and the Public Sphere

Accountability meeting

Assignment: Track time every 30 minutes and turn in pie chart and reflection of the outcome.
Weekly Plan and Report
Daily Writing

11 11/6 Experience and Advice, Grants and Fellowships:

Guest Speakers:
Kimberly Williams (Zoom)
Sayantika Chakraborty
Read and assess sample grant applications

Weekly Plan and Report
Daily Writing

12 11/13 Research Presentations Weekly Plan and Report
Daily Writing

13 11/20 Research presentations
Weekly Plan and Report
Daily Writing

14 11/27 No class Thanksgiving

15 12/4 Research presentations
Weekly Plan and Report
Daily Writing

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:

Final grades correlate to the following scale.

Grade	Grade Points
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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
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E	= 59
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This class conforms to UF grades and grade policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Assignments

1. Semester plan due 9/4 (6% or 60 points)

2. Adjusted Plan due 10/16 (6% or 60 points)

3. Attendance and Participation which includes (14 Weeks 14% or 140 points total 10 points per class)

Full credit for attending class and participating in the accountability meeting. Students will receive 5 points credit if they attend but do not participate in the accountability meeting.

4. One conference with instructor 1% or 10 points

5. Weekly report and Plan (14 Assignments 20 points each)

Each week due at noon on the day of class 28% / 280 points,

6. Research and Writing Project Draft due 10/16 (15% or 150 points)

Each student will define the writing project. It is likely to include a dissertation proposal, a dissertation chapter, annotated bibliography.

7. Research and Writing Final draft due 12/11 (20 % or 200 points)

9 Research presentation on 12/4 and 12/5 (10% or 100 points)

Each student will present the research and writing they have completed. The presentation will be 15-20 minutes and will be open to the public and publicized to the English Department.

11/13; 11/20, 12/4 or earlier if chosen by the student 10%/100 points

Instructor(s)

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

Response:

Leah Rosenberg

Sean Grass

Attendance & Make-up

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

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

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

Response:

Yes

Accommodations

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

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

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

Response:

Yes

UF Grading Policies for assigning Grade Points

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

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

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

Response:

Yes

Course Evaluation Policy

Course Evaluation Policy

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

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

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/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
LIT 6934
PROSPECTUS & DISSERTATION
Fall 2024

Wednesdays Periods 9-11 (4:05-7:05) in Turlington 2336

Instructor Name: Leah Rosenberg
Office Hours: Monday-Thursday 3-5 and by appt. in 4012c
Phone Number: 353 294 2848
Email Address: rosenber@ufl.edu

Course Overview

Provides guidance and structure for students who have completed their course work and are preparing for their qualifying exams and writing their dissertation prospectus. Teaches research methods and writing, as well as skills in project and time management. (3 credits.)

Course Objectives

At the conclusion of the semester, students will be able to

- Articulate the central argument of their dissertation and its contribution to current scholarship in writing and oral presentation
- Practice skills in project and time management that allow them to complete their dissertation and maintain life work balance
- Describe the process and requirements for successfully completing qualifying exams and submitting dissertations at the University of Florida
- Identify grant and fellowship opportunities and write effective applications

Student Learning Outcomes

In the course of the semester, students will

- Reduce stress and resistance to writing and research.
- Delineate goals for their large-scale project
- Write a semester plan for completing their large-scale research and writing project (usually the proposal and exam materials.)
- Set and maintain weekly goals to complete their semester plan.
- Identify fellowships and grants to support their research and writing.
- Evaluate dissertation and grant proposals.
- Find and assess the latest scholarship in their specialization, including dissertations.
- Present their dissertation to audience of their peers
- Establish a method for maintaining bibliographic references.
- Complete a draft of their dissertation prospectus and a dissertation chapter or annotated bibliography.

Assignments	Due date	Percentage/points
Semester plan	9/4	6% or 60 points
Adjusted Plan	10/16	6% or 60 points
Conference with the instructor	First three weeks	1% or 10 points
Attendance and Participation which includes (14 Weeks) 10 points per class: Students receive full credit for attending class and Participating in weekly accountability meeting. If the student attends but does not participate in the accountability meeting, the credit is reduced to 5 points.	Each class 10 pts/each conf	14%/ 140 points,
Weekly report and Plan (14 Assignments)	Each week due at noon on the day of class	28% / 280 points, 20 points per plan/report
Research and Writing Project First Draft It is likely to include a dissertation proposal, a dissertation chapter, and/or annotated bibliography.	due 16 October	15% 150 Points first draft
Final Draft of Research and writing Project	Final due date 11 December	20% 200 points final draft

Research presentation Each student will present the research and writing they have completed. The presentation will be 15-20 minutes and will be open to the public and publicized to the English Department.	12/4 and 12/5	10%/100 points
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Activities

At the beginning of the semester, the students will each develop a strategic plan for the semester. Each week we will develop a plan for the following week designed to help us meet short and long-term goals. Each week we will hold an "accountability meeting" in which students discuss their successes and challenges in completing their plan. Students who wish to have feedback on their exam materials will divide into pairs, so that everyone also gets individualized feedback on their writing. The instructor will also provide feedback. This course aims to support students in preparing for exams.

Course Materials and Technology

This is a writing course; most of the work comprises writing their dissertation prospectus and a sample chapter and making work plans and tracking and assessing progress. Readings comprise 1) the prospectuses (and other exam materials), dissertations, and grant proposals written by the students and alumni who come as invited speakers to the class; 2) draft prospectuses and dissertation chapters of their colleagues in the class; and three recent dissertations in their field which they will identify.

Students will read short texts on websites such as guidance and requirements for dissertation prospectuses at other English departments and watch be on the National Council for Faculty Diversity and Development website on topics such as making a semester plan.

Please also bring your laptop or tablet to class as we will be making plans, writing, and reading during class on certain days.

Course Schedule

We will modify the syllabus and activities to fit students' needs if we think it necessary and to accommodate natural disasters. Therefore, the assignments are all tentative. All changes will be made to benefit students. The amount of work will not be increased and time for completing assignments will not be decreased.

Week	Date	Topic(s)	Resources and Assignments
1	8/28	Course Overview/diverse goals and assignments Intro to NCFDD The Case for the Daily Writing Making a weekly plan Preparing Questions for panelists Brainstorm finding sources, building lists	Link to set up your membership at NCFDD https://www.ncfdd.org/join (go to activate your institutional membership) Link to Dissertation Success Program https://www.facultydiversity.org/dissertation-success-members The Five D's (4 minutes) https://www.ncfdd.org/hhchapter4 Note link to Dissertation Success Discussion forum: https://www.ncfdd.org/dsweek02 Link to Webinar on Daily Writing practice with Anthony Ocampo https://www.facultydiversity.org/webinars/daily-writing23
2	9/4	Every Semester Needs a Plan Accountability meeting Semester plan Assessing Guidelines for Dissertation prospectuses	Weekly Plan and Report Daily Writing
3	9/11	Demystifying the Qualifying Exam & Proposal In-class Panel discussion of the Qualifying Exam Guest speakers: With Kaylee Lamb Lillian Martinez Karen Libby Accountability meeting Speakers: (4:15 pm)	Due: Weekly Report and Plan #2 Read presenters' exam materials. Be ready to discuss. Weekly Plan and Report Daily Writing

Week	Date	Topic(s)	Resources and Assignments
4	9/18	Time Management & Resistance Accountability meeting Overview of NCFDD time management strategies Exercise on Resistance	Weekly Plan and Report Daily Writing
5	9/25	Demystifying the Dissertation and the Defense Accountability meeting Discussion of Dissertations In class Assignment to introduce the formatting requirements and deadlines for completing a dissertation UF specifics: https://graduateschool.ufl.edu/media/gradufledu/pdf/td-guide.pdf . Tips for writing dissertation: Other universities: https://writingcenter.unc.edu/tips-and-tools/dissertation-strategies/	Find three dissertations in your field. <ul style="list-style-type: none"> • read the abstract for all three. • skim the introduction. • read or look through one you find most compelling "like a mercenary" to fill out a form of questions (we need to define + Weekly Plan and Report Daily Writing

Week	Date	Topic(s)	Resources and Assignments
6	10/2	Demystifying Dissertations II: Advice from recent graduates Guest Speakers: Lauren Cox Madison Jones Corinne Matthews Accountability Meeting	Read and assess dissertations written by guest speakers Weekly Plan and Report Daily Writing
7	10/9	Writing week Accountability Meeting	Weekly Plan and Report Daily Writing
8	10/16	Workshop of prospectuses/drafts Assess and adjust the semester Plan Accountability Meeting	Writing Project due Weekly Plan and Report Daily Writing
9	10/23	Time tracking Bibliographic software Accountability Meeting	Weekly Plan and Report Daily Writing
10	10/30	Grant Opportunities <u>4:15-5:00 pm</u> Guest Speakers (Zoom) Britanny Hollister, Director of Postdoctoral Affairs and Prestigious Awards, UF grad school Sara Agnelli, Associate Director, Center for the Humanities and the Public Sphere Accountability meeting	Assignment: Track time every 30 minutes and turn in pie chart and reflection of the outcome. Weekly Plan and Report Daily Writing

Week	Date	Topic(s)	Resources and Assignments
11	11/6	Experience and Advice, Grants and Fellowships: Guest Speakers: Kimberly Williams (Zoom) Sayantika Chakraborty	Read and assess sample grant applications Weekly Plan and Report Daily Writing
12	11/13	Research Presentations	Weekly Plan and Report Daily Writing
13	11/20	Research presentations	Weekly Plan and Report Daily Writing
14	11/27	No class Thanksgiving	
15	12/4	Research presentations	Weekly Plan and Report Daily Writing

This course will use [Grades and Grading Policies of University of Florida](#)

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/>

Attendance

I will take attendance in class each class period.

Students may miss one class without adversely influencing their final grade. After that students will lose 10 points per class that they miss.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies.

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

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.

Student 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.ua.ufl.edu/students/>.

Final grades correlate to the following scale. Grades will be rounded to the nearest whole number.

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

This class conforms to UF **grades and grade policies**:

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

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.

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

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

Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Campus Wellness Resources

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-392-1575, or visit the [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](#).

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. You may also 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.

Campus 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: Visit the [Career Connections Center website](#), or call 352-392-1601 for career assistance and counseling services.

Library Support: Visit the [UF Libraries homepage](#) to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Visit the [Teaching Center website](#), or call 352-392-2010 for help with general study skills and tutoring.

Writing Studio: Visit the [Writing Studio website](#), or call 352-846-1138 for help brainstorming, formatting, and writing papers.

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

Course|New for request 20076

Info

Request: EOC 6XXX Coastal Storms: Processes and Impacts

Description of request: Advanced analysis of extreme water levels and waves from coastal storms, focusing on storm-independent components (astronomical tides and mean water levels) and storm-induced components (storm surge, rainfall-driven levels, and wave runup).

Submitter: Maitane Olabarrieta Lizaso maitane.olabarrieta@essie.ufl.edu

Created: 1/7/2025 12:20:17 PM

Form version: 10

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:

EOC

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:

Coastal Storms: Processes and Impacts

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:

Coastal Storms

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

Online, On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:

Lecture

Weekly Contact Hours

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

Response:

3

Course Description

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

Response:

Extreme water levels and waves caused by coastal storms rank among the most significant hazards threatening coastal communities. This hands-on course explores storm-independent water level components, such as astronomical tides and mean water levels, and storm-induced components, including storm surge, rainfall-driven water levels, and wave runup. Students select a historical tropical cyclone that impacted the Florida coast and analyze the different contributions to total water levels.

Co-requisites

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

Response:

N/A

Prerequisites

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Understanding of basic wave mechanics and data analysis techniques. Programming experience in Python and/or MATLAB.

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 study of coastal storms is integral to the Coastal and Oceanographic Engineering field. Coastal storms, including hurricanes, tropical storms, and nor'easters, significantly impact coastal regions, influencing shoreline erosion, sediment transport, water quality, infrastructure stability, and threatening lives. Understanding the dynamics of these storms and their effects on coastal environments is essential for engineers tasked with designing resilient coastal structures and implementing effective coastal management strategies. With the increasing frequency and intensity of coastal storms due to climate change, it is crucial for graduate students to be well-versed in the mechanisms driving these changes. The "Coastal Storms" course will provide students with the knowledge to anticipate and mitigate the impacts of climate change, including rising sea levels and more severe storm surges. This preparation is vital for future engineers who will be at the forefront of developing sustainable solutions to protect coastal communities and ecosystems. Coastal storm impacts involve atmospheric science, oceanography, geology, and engineering. The "Coastal Storms" course will adopt an interdisciplinary approach, incorporating insights from these various fields to give students a comprehensive understanding of storm dynamics and their consequences. This holistic perspective is crucial for developing integrated solutions that address the complex challenges of coastal storms.

The course will include practical components such as modeling storm surges, assessing structural

vulnerabilities, and designing mitigation measures. These hands-on experiences will equip students with the technical skills needed to apply theoretical knowledge in real-world scenarios. Students will learn to analyze and solve problems related to coastal storm impacts by engaging in projects and case studies, making them more effective and adaptable professionals.

Offering the "Coastal Storms" course aligns with the overarching goals of the Coastal and Oceanographic Engineering program at UF, which aims to produce graduates who are capable of addressing the pressing issues facing coastal regions. The course will enhance the curriculum by providing a focused study on one of the most critical challenges in the field, ensuring that graduates are well-prepared to contribute to the resilience and sustainability of coastal environments.

The demand for professionals skilled in managing coastal storm impacts is growing, driven by the needs of government agencies, private sector firms, and non-profit organizations involved in coastal management and disaster response. By offering the "Coastal Storms" course, UF will better prepare its graduates to meet these demands, increasing their employability and the program's reputation as a coastal and oceanographic engineering education leader.

The "Coastal Storms" course will also create opportunities for research and innovation. Students will be encouraged to engage in cutting-edge research projects, contributing to advancing knowledge in coastal storm dynamics and mitigation strategies. This research will benefit the academic community and provide practical solutions that can be implemented in coastal regions worldwide.

Place in the Curriculum:

The "Coastal Storms" course will be positioned as an advanced elective within the Coastal and Oceanographic Engineering graduate program. It will build on foundational courses in coastal processes, fluid mechanics, and environmental engineering, offering specialized knowledge that complements the core curriculum. This course will serve as a critical component of the program, bridging the gap between theoretical understanding and practical application and preparing students to tackle the challenges posed by coastal storms with confidence and expertise.

By integrating the "Coastal Storms" course into the curriculum, the UF Coastal and Oceanographic Engineering graduate program will strengthen its commitment to producing highly skilled engineers who are equipped to address the evolving challenges of coastal and oceanographic environments.

Course Objectives

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

Response:

The goals of this course are:

- To identify different types of extreme storms.
- To define the total water levels.
- To evaluate the hydrodynamic processes affecting coastal total water levels: Wave runoff, storm surge and compound floods, meteotsunamis, astronomic tides, mean water levels
- To analyze water level measurements from NOAA tide gauges and USGS gauges.
- To learn how wind-waves develop and propagate in extreme storms, including:
- Derive and interpret the wave action balance equation.
- Process NDBC buoy data.
- Interpret the evolution of the different wave bulk parameters.
- Interpret the evolution of the directional wave spectra.
- Evaluate possible types of impacts of coastal extreme storms.

Course Textbook(s) and/or Other Assigned Reading

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

Response:

Recommended textbook:

Paolo Ciavola and Giovanni Coco, *Coastal Storms: Processes and Impacts*. Wiley Blackwell, 2017

Weekly Schedule of Topics

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

Response:

- I. INTRODUCTION (Module 1, week 1)
- II. REVIEW OF LINEAR WAVE THEORY (Module 2, week 2)
- III. REVIEW OF WAVE ANALYSIS (Module 3, week 3)
- IV. SALLENGER'S COASTAL IMPACT REGIME AND TOTAL WATER LEVEL DEFINITION (Module 4, week 4)
- V. WAVE RUNUP I: WAVE SET-UP (Module 5, week 5)
- VI. WAVE RUNUP II: INFRAGRAVITY WAVES (Module 6, week 6)
- VII. WAVE RUNUP III: WAVE SWASH (Module 7, week 7)
- VIII. STORM-SURGE AND COMPOUND FLOODS (Module 8, week 8)
- IX. METEOTUNAMIS (Module 9, week 9)
- X. ASTRONOMIC TIDES AND MEAN WATER LEVEL (Module 10, week 10)
- XI. COASTAL STORM IMPACTS (Module 11, weeks 11 and 12)
- XII. FINALIZING THE COURSE PROJECT (weeks 13 and 14)
- XIII. PROJECT PRESENTATIONS (week 15)

Grading Scheme

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

Response:

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Assignments (10)	5 each 50%	
Final project report		
		25 %
Final project presentation		25 %

There will be 10 homework assignments and one final project. The final project will involve selecting two storms that impacted the Florida East Coast and the West Coast and analyzing all the components that contributed to the total water levels. Deliverables include a project report and presentation. Evaluation based on clarity, accuracy, and adherence to the following rubric:

Rubric:

1. Project Report (25 points)
 - Introduction (5 points)
 - o Clear introduction of the two selected storms and their relevance. (2.5 points)
 - o Context on why the Florida East Coast and West Coast were chosen for analysis. (2.5 points)
 - Data Collection and Methodology (5 points)
 - o Comprehensive description of the data sources used (e.g., tide gauges, atmospheric models,

- or historical records). (2.5 points)
- o Detailed explanation of the methods used to analyze the components contributing to total water levels. (2.5 points)
- Analysis of Components (7.5 points)
- o Accurate identification and discussion of the components contributing to total water levels (e.g., tides, storm surge, rainfall, wind-driven waves). (5 points)
- o Insightful analysis comparing the East and West Coast storms. (2.5 points)
- Results and Discussion (5 points)
- o Clear presentation of findings with graphs, charts, or tables. (2.5 points)
- o Discussion of the implications of the results, including differences between the two coasts. (2.5 points)
- Conclusion and References (2.5 points)
- o Concise conclusion summarizing key findings and their significance. (1.5 points)
- o Properly formatted references citing all data sources and literature. (1 points)
- 2. Presentation (25 points)
- Creativity and Critical Thinking (10 points)
- o Innovative approaches to analyzing and presenting the data. (5 points)
- o Demonstrated understanding of the complexities of total water levels and their components. (5 points)
- Content and Organization (5 points)
- o Logical structure with clear objectives, methods, results, and conclusions. (2.5 points)
- o Smooth transitions between sections and effective use of time. (2.5 points)
- Delivery (10 points)
- o Use of clear, professional, and engaging slides. (2.5 points)
- o Appropriate visuals such as graphs, charts, or maps to support the narrative. (2.5 points)
- o Confident and clear verbal delivery with good pacing. (2.5 points)
- o Effective engagement with the audience, including eye contact and voice projection. (2.5 points)

Instructor(s)

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

Response:

Maitane Olabarrieta Lizaso

Attendance & Make-up

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

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

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

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

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

Response:

Yes

Coastal Storms: processes and impacts

EOC 6XXX Section: 0001

Class hours: TR 3rd period (9:35 AM– 10:25 AM) and R 4th period (10:40 AM – 11:30 AM)

Office hours: to be determined

Location: to be determined

Academic Term: Spring 2025

Instructor

Maitane Olabarrieta Lizaso

Maitane.olabarrieta@essie.ufl.edu

352-294-7812

Office address: Weil Hall 575G

Office hours

Drop-in hours are given below. At other times voice mail or email messages might be left. Appointments outside the office may be made when I am available. Please email me previously for appointments.

DROP-IN HOURS
Thursdays 3:00-4:00 pm

Course Description

Extreme water levels and waves caused by coastal storms rank among the most significant hazards threatening coastal communities. This hands-on course explores storm-independent water level components, such as astronomical tides and mean water levels, and storm-induced components, including storm surge, rainfall-driven water levels, and wave runup. Students select a historical tropical cyclone that impacted the Florida coast and analyze the different contributions to total water levels.

Course Pre-Requisites / Co-Requisites

Understanding of basic wave mechanics and data analysis techniques. Programming experience in Python and/or MATLAB.

Course Objectives

The goals of this course are:

- To identify different types of extreme storms.
- To define total water levels.
- To evaluate the hydrodynamic processes affecting coastal total water levels:
 - Wave runup
 - Storm surge and compound floods

- Meteotsunamis
- Astronomic tides
- Mean water levels
- To analyze water level measurements from NOAA tide gauges and USGS gauges.
- To learn how wind-waves develop and propagate in extreme storms, including:
 - Derive and interpret the wave action balance equation.
 - Analyze NDBC buoy data.
 - Interpret the evolution of the different wave bulk parameters.
 - Interpret the evolution of the directional wave spectra.
- Evaluate possible types of impacts of coastal extreme storms.

Recommended Materials

- Title: Coastal Storms: Processes and Impacts.
- Author: Paolo Ciavola and Giovanni Coco,
- Publication date and edition: Wiley Blackwell, 2017
- ISBN number: 978-1-118-93710-5

Course Schedule

- I. **INTRODUCTION** (Module 1, week 1)
 - a. Introduction to coastal extreme storms.
 - b. General nomenclature.
- II. **REVIEW OF LINEAR WAVE THEORY** (Module 2, week 2)
 - a. Linear wave dispersion relation.
 - b. Wave shoaling and refraction.

[Assignment 1 \(due in two weeks\)](#)

- III. **REVIEW OF WAVE ANALYSIS** (Module 3, week 3)
 - a. Introduction.
 - b. Statistical analysis.
 - c. Spectral analysis.

[Assignment 2 \(due in two weeks\)](#)

- IV. **TOTAL WATER LEVEL DEFINITION** (Module 4, week 4)
 - a. Sallenger's coastal impact regimes
 - b. Total water level definitions:
 - i. Storm-induced components:

1. Storm surge
2. Rain-induced water levels and compound floods
3. Meteotsunamis
4. Wave runup
- ii. Non-Storm induced components:
 1. Mean water level
 2. Astronomic tides

Assignment 4 (due in two weeks)

- V. **WAVE-RUNUP I: wave set-up** (Module 5, week 5)
- a. Wave set-up and set down.
 - b. Wave runup parameterizations.
 - c. How to compute wave runup from National Buoy Center observations

Assignment 5 (due in two weeks)

- VI. **WAVE-RUNUP II: Infragravity waves** (Module 6, week 6)
- a. Infragravity waves
- VII. **WAVE-SWASH III: Wave swash** (Module 7, week 7)
- a. Wave swash

Assignment 6 (due in two weeks)

- VIII. **STORM SURGE AND COMPOUND FLOODS** (Module 8, week 8)
- a. Storm surge
 - b. Rain-induced water levels and compound floods
 - c. How to access and process USGS gauge information

Assignment 7 (due in two weeks)

- IX. **METEOTSUNAMIS** (Module 9, week 9)
- a. Meteotsunamis
 - b. How to access and process NOAA tide gauge information
 - c. Atmospheric radar reflectivity analysis

Assignment 8 (due in two weeks)

- X. **ASTRONOMIC TIDES AND MEAN WATER LEVEL** (Module 10, week 10)
- a. Mean water level
 - b. Astronomic tides
 - c. Analyzing storm independent water level components

Assignment 9 (due in two weeks)

- XI. **Coastal storm impacts** (Module 11, weeks 11 and 12)
 - a. Coastal erosion
 - b. Impacts on infrastructure
 - c. Water quality

[Assignment 10 \(due in two weeks\)](#)

- XII. **Finalizing the course project** (weeks 13 and 14)

- XIII. **Project presentations** (week 15)

Critical Dates

[Graduate School Academic Calendars < University of Florida \(ufl.edu\)](#)

Classes Begin	January 13
Classes End	April 23
Degree Status Available (on ONE.UF ⁴)	May 2 – 4
Final Grades Available (transcript view, on ONE.UF ⁴)	May 7
Faculty Course Evaluations Available to Instructors (on GatorEvals ¹)	May 7
Holidays (no classes)	May 8
	January 20: Martin Luther King Jr. Day
	March 17 - 22: Spring Break

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Assignments (10)	5 each (50 total)	50%
Final project report	25	25 %
Final project presentation	25	25 %
		100%

There will be 10 homework assignments and one final project, which will be defended during the week of April 26 to May 2.

The final project will involve selecting two storms that impacted the Florida East Coast and the West Coast and analyzing all the components that contributed to the total water levels. **The project report is due on April 18th. Project presentations will be done during April 26-May 2**, during the week of the final examinations. Deliverables include a project report and presentation. Evaluation based on clarity, accuracy, and adherence to the following rubric:

Rubric:

1. Project Report (25 points)

- **Introduction (5 points)**
 - Clear introduction of the two selected storms and their relevance. (2.5 points)
 - Context on why the Florida East Coast and West Coast were chosen for analysis. (2.5 points)
- **Data Collection and Methodology (5 points)**
 - Comprehensive description of the data sources used (e.g., tide gauges, atmospheric models, or historical records). (2.5 points)
 - Detailed explanation of the methods used to analyze the components contributing to total water levels. (2.5 points)
- **Analysis of Components (7.5 points)**
 - Accurate identification and discussion of the components contributing to total water levels (e.g., tides, storm surge, rainfall, wind-driven waves). (5 points)
 - Insightful analysis comparing the East and West Coast storms. (2.5 points)
- **Results and Discussion (5 points)**
 - Clear presentation of findings with graphs, charts, or tables. (2.5 points)
 - Discussion of the implications of the results, including differences between the two coasts. (2.5 points)
- **Conclusion and References (2.5 points)**
 - Concise conclusion summarizing key findings and their significance. (1.5 points)
 - Properly formatted references citing all data sources and literature. (1 points)

2. Presentation (25 points)

- **Creativity and Critical Thinking (10 points)**
 - Innovative approaches to analyzing and presenting the data. (5 points)
 - Demonstrated understanding of the complexities of total water levels and their components. (5 points)
- **Content and Organization (5 points)**
 - Logical structure with clear objectives, methods, results, and conclusions. (2.5 points)
 - Smooth transitions between sections and effective use of time. (2.5 points)
- **Delivery (10 points)**
 - Use of clear, professional, and engaging slides. (2.5 points)
 - Appropriate visuals such as graphs, charts, or maps to support the narrative. (2.5 points)
 - Confident and clear verbal delivery with good pacing. (2.5 points)
 - Effective engagement with the audience, including eye contact and voice projection. (2.5 points)

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

More information on UF grading policy may be found at:

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

Attendance Policy, Class Expectations, and Make-Up Policy

Appropriate classroom demeanor is expected of all students. A faculty member may remove any student from a class if the student exhibits uncivil conduct, which includes behavior that is disinterested, disengaged, disrespectful, disruptive, defiant, or disturbing. Cell phones and text messaging during class is not permitted. A student who is participating in this behavior during class will be asked to leave.

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/>

Late Submission Policy

Timely submission of assignments and projects is important for maintaining the flow of the course. However, we understand that emergencies and unforeseen circumstances can arise. The following guidelines apply to late submissions:

1. Late Submission Without Penalty

- If you encounter an emergency or unforeseen circumstance that impacts your ability to submit on time, please notify the instructor as soon as possible, preferably before the due date, if feasible.
- Documentation of the situation may be required to waive any penalties.

2. Late Submission With Penalty

- Submissions made after the due date without documented emergencies will incur a **10% deduction per day**, up to a maximum of 5 days late.
- Assignments submitted more than 5 days late will receive a score of zero unless prior arrangements have been made considering extenuating circumstances.

3. Final Deadline for Submissions

- No assignments will be accepted beyond the final day of the semester unless explicitly outlined in an extended course policy.

4. Special Considerations

- Students experiencing ongoing challenges are encouraged to reach out to the instructor and/or university support services for assistance. Our goal is to provide reasonable accommodations while ensuring academic integrity.

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.bluer.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
- HWCoe 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:

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).

Counseling and Wellness Center:

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

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.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or

<http://www.police.ufl.edu/>.

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

Career Resource 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, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

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

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

Course|New for request 20169

Info

Request: EOC 6XXX Hydrodynamic Models for Estuarine and Coastal Waters

Description of request: Please create course number for EOC 6934 – "Hydrodynamic models for estuarine and coastal waters"

Submitter: Alberto Canestrelli alberto.canestrelli@essie.ufl.edu

Created: 7/26/2024 5:12:37 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:

EGN

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

Undergraduate students in 5000 level courses

Is this course intended for an audience including undergraduate students?

Response:

No

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:
Hydrodynamic models for estuarine and coastal waters

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:
Hydro models estuary and coast

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:
4

Course Description

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

Response:
This 3-credit hour course will focus on describing and understanding hydrodynamic models used for studying and predicting processes in estuaries and coastal areas. Students will learn the basics of numerical discretization and how to code a 1D numerical model in Fortran. The course will follow an approach that starts with the 3D hydrodynamic equations (Navier-Stokes equations) and then simplifies them into the 2D and 1D shallow water equations, both steady and unsteady.

Co-requisites

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

Response:
None

Prerequisites

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

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

Response:
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:

In today's scientific and engineering landscape, proficiency in programming and coding numerical models is indispensable. Hydrodynamic models are fundamental tools used in predicting and analyzing water movement, sediment transport, and pollutant dispersion in aquatic environments. Therefore, the ability to create, understand, and implement hydrodynamic models is critical for addressing complex environmental challenges in estuarine and coastal regions. This course equips students with the skills necessary to develop and apply numerical models, providing a strong foundation in computational techniques essential for modern coastal and estuarine research. This course will prepare students for advanced research, professional practice, and contribute to their overall competency in the field of environmental engineering. This type of course is current missing in the Coastal Engineering curriculum.

Course Objectives

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

Response:

By the end of the course, students will have a solid understanding of:

- The general principles of hydrodynamics in estuarine and coastal waters.
- How to select the most appropriate model for a specific problem, recognizing that more complex models (e.g., 3D models) are not always necessary.
- Identifying dominant processes for a given scenario and determining which processes can be reasonably neglected.
- Coding simple numerical models from scratch, achieved through a project assignment.

Course Textbook(s) and/or Other Assigned Reading

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

Response:

None

Weekly Schedule of Topics

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

Response:

Week 1: Introduction: the importance of numerical models.

Week 1-2: The 3D general case: the Navier Stokes equations.

Week 2: Different approaches for turbulence closure.

Week 3: 3D shallow water equations.

Week 4: Stratification, baroclinic and barotropic flow.

Week 4: Coriolis force.

Week 5-6: Derivation of the 2D and 1D shallow water equations. Discussion of the importance of each term of the relevant system of partial differential equations.

Week 7: Some analytical solutions of the 1D shallow water equations.

Week 7-8: Introduction to numerical methods for solving Ordinary Differential Equations (ODE) and Partial Differential equations (PDE).

Week 9: Introduction to Fortran programming

Week 10: Project 1: implementation of a 1D steady state shallow water model in Fortran (if time allows: MPI code parallelization).

Week 11: Tidal propagation in a 1D channel.

Week 12: The simplest model: the box model (Zero-D).

Week 13: coupling wind waves with Shallow water models

Week 14: Project 2: setting up a 2D model with Delft3D

Week 15: How to choose the best model: a trade-off between computational time and accuracy of the results. Concluding remarks.

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:

Two assignments and two Projects will be completed for this class. See below the contribution from each to final grade.

Assignment

Total Points

Percentage of Final Grade
Two Assignments 100 total

30%
Project 1

133

40%
Project 2 100

30%

Grading policy:

Percent	Grade	Grade Points
94 - 100	A	4.00
90 - 93	A-	3.67
87 - 89	B+	3.33
83 - 86	B	3.00
80 - 82	B-	2.67
77 - 79	C+	2.33
73 - 76	C	2.00
70 - 72	C-	1.67
67 - 69	D+	1.33
63 - 66	D	1.00
60 - 62	D-	0.67
0 - 60	E	0.00

Late work: for each assignment/project turned in late, 2% will be removed from the final grade. If it is more than 5 days late, 5% will be removed. For 10 days or more, 20% will be removed.

Instructor(s)

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

Response:
Alberto Canestrelli

Attendance & Make-up

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

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

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

target="_blank"><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

Hydrodynamic models for estuarine and coastal waters

EGN 6934

Class Periods: Monday and Wednesday, Period 7-8 (1:55 pm-3:50 pm)

Location: Not yet known

Academic Term: Fall 2025

Instructor:

Name: Alberto Canestrelli

Email Address: alberto.canestrelli@essie.ufl.edu

Office Phone Number: +1-352-294-7583

Office Hours: Monday 3:50-4:50 Weil Hall 575J

Teaching Assistant: None

Course Description

Establishes foundational knowledge in hydrodynamic models that analyze and predict estuarine and coastal processes. Students will learn how to derive the 3D Navier-Stokes equations and to simplify them into 2D and 1D shallow-water equations for steady and unsteady conditions. Students will learn basics of numerical discretization techniques and apply these concepts by coding from scratch a 1D numerical model in Fortran. Students will learn to create a 2D model of an estuary using the software Delf3D.

Course Pre-Requisites / Co-Requisites

None, but it is strongly suggested to have attended Mathematical analysis 1 and 2, have a good math background, and have a basic knowledge of programming in any language. Students who do not have any programming knowledge will have trouble with the programming projects for this class, and are suggested to contact me beforehand. Such students are welcome to attend the class. I will provide them with a getting-started manual for programming with exercises. These students will have to read it and perform the exercises over the first 4 weeks.

Course Objectives

By the end of the course, the students will have a good understanding of:

- Explain hydrodynamic processes occurring in estuarine and coastal environments.
- Select appropriate numerical models for specific estuarine and coastal engineering problems.
- Apply numerical methods to develop 1D and 2D hydrodynamic models.
- Evaluate and compare model predictions against analytical and field data.
- Construct and validate numerical solutions to hydrodynamic equations.
- Assess trade-offs between computational efficiency and accuracy in hydrodynamic modeling (aka 3D models are not always better and can be overkill)

Materials and Supply Fees

None

Required Textbooks and Software

Required Textbooks and Software

No textbooks are required. All course content will be provided through instructor-prepared lecture notes and slides, which outlines the main physical equations, theorems, approaches, and key concepts. The detailed

mathematical derivations of equations will be conducted interactively during class, with the instructor writing on the board and engaging students in the step-by-step development of mathematical formulations. Students will be required to take notes of the mathematical derivations.

Recommended Materials

Chanson, H. (2004). "The hydraulics of open channel flow: an introduction." Butterworth Heinemann, 2nd edition, Oxford, UK, ISBN-13: 978-0750659789.

Savenije, H. H. G. (2012). "Salinity and tides in alluvial estuaries" (2nd ed.). New York: Elsevier. ISBN: 9780080461618.

Roelvink, D. (2011), A Guide to Modeling Coastal Morphology, World Scientific Editions, ISBN-13: 978-9814304252.

Pope, S. (2000). Turbulent Flows. Cambridge: Cambridge University Press. ISBN: 9780521598866.

Course Schedule

Week 1: Introduction: the importance of numerical models.

Week 1-2: The 3D general case: the Navier Stokes equations.

Week 2: Different approaches for turbulence closure.

Week 3: 3D shallow water equations.

Week 4: Stratification, baroclinic and barotropic flow.

Week 4: Coriolis force.

Week 5-6: Derivation of the 2D and 1D shallow water equations. Discussion of the importance of each term of the relevant system of partial differential equations.

Week 7: Some analytical solutions of the 1D shallow water equations.

Week 7-8: Introduction to numerical methods for solving Ordinary Differential Equations (ODE) and Partial Differential equations (PDE).

Week 9: Introduction to Fortran programming (if time allows: MPI parallelization).

Week 10: Project 1: the students will code a 1D steady state shallow water model in Fortran using the methods learned in class to solve an ODE. An analytical solution will be provided from which the students will compute the error and verify the order of the scheme

Week 11: Tidal propagation in a 1D channel.

Week 12: The simplest model: the box model (Zero-D).

Week 13: coupling wind waves with Shallow water models

Week 14: How to create a model with Delft3D

Week 14: Project 2: setting up a 2D model of a real estuary with Delft3D. The students will create the computational grid, prescribe boundary conditions, initialize the bathymetry and run the computation to predict how offshore prescribed tides propagate inside the estuary.

Week 15: How to choose the best model: a trade-off between computational time and accuracy of the results. Concluding remarks.

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required. A hybrid or recorded lecture might be available if the student has a valid justification.

Late work: for each assignment/project turned in late, 2% will be removed from the final grade. If it is more than 5 days late, 5% will be removed. For 10 days or more, 20% will be removed.

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

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Assignments	100 total	30%
Project 1	133	40%
Project 2	100	30%

Grading Policy

Letter Grade	Percentage (%)
A	94–100
A-	90–93.99
B+	87–89.99
B	84–86.99
B-	80–83.99
C+	77–79.99
C	74–76.99
C-	70–73.99
D	60–69.99
E	Below 60

More information on UF grading policy may be found at:

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

Students Requiring Accommodations

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

Course Evaluation

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

In-Class Recording

Course Title, Prefix, and Number
Course Instructor and Academic Term

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
- HWCoe 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](mailto:title-ix@ufl.edu), 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 20077

Info

Request: EOC 6XXXC Python Programming for Coastal Oceanography

Description of request: Fundamental and advanced Python programming techniques to analyze and visualize coastal and oceanographic data. Practical exercises and projects will emphasize real-world applications, including data collection, processing, analysis, and modeling of coastal phenomena.

Submitter: Maitane Olabarrieta Lizaso maitane.olabarrieta@essie.ufl.edu

Created: 1/7/2025 12:53:25 PM

Form version: 12

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:

EOC

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:

C

Category of Instruction

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

Response:

Introductory

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

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

Course Title

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

Response:

Python Programming for Coastal Oceanography

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:

Python for Oceanography

Degree Type

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

Response:

Graduate

Delivery Method(s)

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

Response:

Online, On-Campus

Co-Listing

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

Response:

No

Effective Term

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

Response:
Spring

Effective Year

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

Response:
2026

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:

Fundamental and advanced Python programming techniques to analyze and visualize coastal and oceanographic data. Practical exercises and projects will emphasize real-world applications, including data collection, processing, analysis, and modeling of coastal phenomena.

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:

Prior knowledge of Python programming and fundamental concepts in oceanography is recommended.

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 coastal and oceanographic engineering field increasingly relies on computational tools for data analysis, modeling, and visualization. Python has emerged as a powerful and versatile programming language widely adopted in scientific research due to its readability, extensive libraries, and community support. This course is designed to equip graduate students with the necessary programming skills to handle and analyze large datasets, develop models, and create visualizations specific to coastal and oceanographic studies. By integrating Python programming with domain-specific applications, the course aims to enhance students' technical capabilities and prepare them for advanced research and professional practice.

"Python Programming for Coastal Oceanography" is a core course in the Coastal and Oceanographic Engineering graduate program at the University of Florida. It is intended for students in their first or second year of the program who have a foundational understanding of coastal engineering principles but may have limited programming experience. This course complements other technical and theoretical courses by providing practical, hands-on experience with data analysis and computational methods. It serves as a foundational course for more advanced courses in numerical modeling, data assimilation, and coastal system analysis, ensuring that students are well-prepared to utilize computational tools in their subsequent studies and 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:

1. To develop proficiency in Python programming for coastal oceanography applications.
2. To learn key oceanographic principles and their relevance to coastal environments.
3. To explore various datasets and tools used in coastal oceanography.
4. To apply Python for data analysis, visualization, and modeling in coastal oceanography.
5. To develop a coastal oceanography/engineering project using Python.

Course Textbook(s) and/or Other Assigned Reading

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

Response:

- Textbooks:
 - o "Intro to Python for Computer Science and Data Science" by Paul Deitel and Harvey Deitel. Pearson editorial.
 - o

"Observation Using Python: A Practical Programming Guide" by Rebekah B. Esmaili. American Geophysical Union editorial.

- Laptop: Within the course, we will install PyCharm.

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: Introduction to Coastal Oceanography (week 1)
- Module 2: Basic Python concepts and syntax (week 2)
- Module 3: Effective coding practices (Week 3)
- Module 4: Array-Oriented programming (Week 4)
- Module 5: Intro to Data Science: pandas Series and DataFrames (Weeks 5 and 6)
- Module 6: Data Visualization (Week 7)
- Module 7: Reading, processing, and plotting NOAA's tide gauge observations (Week 8)
- Module 8: Reading, processing, and plotting NDBC's observations (Week 9)
- Module 9: Reading, processing, and plotting weather data (Week 10)
- Module 10: Intro to Machine Learning: Classification, Regression and Clustering (Weeks 11 and 12)
- Module 11: How to create a Graphical User interface (Weeks 13 and 14)
- Course Project Presentations (Week 15)

Grading Scheme

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

Response:

Evaluation of Grades [400 points total]

- Assignments and Homework: There will be 10 homework assignments [50 %, 200 points total]
 - o Assignment 1: [20 points]
 - o Assignment 2: [20 points]
 - o Assignment 3: [20 points]
 - o Assignment 4: [20 points]
 - o Assignment 5: [20 points]
 - o Assignment 6: [20 points]
 - o Assignment 7: [20 points]
 - o Assignment 8: [20 points]
 - o Assignment 9: [20 points]
 - o Assignment 10: [20 points]

- Midterm Project: [25%, 100 points total] - Collaborative project focusing on analyzing a given coastal dataset using Python techniques covered up to mid-semester. Deliverables include a project report and presentation. Evaluation based on clarity, accuracy, and adherence to the following rubric.

Midterm Project Rubric (100 points)

1. Project Report (50 points)

- Introduction and Objectives (10 points): Clear explanation of the dataset and project goals.
- Data Analysis and Methodology (20 points): Accurate and effective application of Python techniques covered in class.
- Results and Discussion (15 points): Clear presentation of results with insightful interpretation.
- Formatting and References (5 points): Well-organized report with proper citations.

2. Presentation (50 points)

- Content (20 points): Clear explanation of objectives, methods, and findings.
- Visual Aids (10 points): Effective use of charts, graphs, or visuals.
- Delivery (15 points): Confident and engaging delivery.
- Q&A (5 points): Thoughtful responses to questions.

- Final Project: [25%, 100 points total] - Individual project where students design, execute, and present a coastal data analysis or modeling project using Python. Deliverables include a comprehensive project report and final presentation. Evaluation based on creativity, technical execution, and rubric adherence.

Final Project Rubric (100 points)

1. Project Report (60 points)

- Introduction and Objectives (10 points): Clear articulation of the problem and purpose of the analysis/modeling.
- Methodology (20 points): Innovative and technically sound application of Python for coastal data analysis/modeling.
- Results and Discussion (20 points): Comprehensive interpretation of findings with well-supported conclusions.
- Formatting and References (10 points): Professional presentation and proper citations.

2. Presentation (40 points)

- Content (15 points): Logical organization with clear objectives, methods, and findings.
- Visual Aids (10 points): Use of visuals to effectively communicate data and results.
- Delivery (10 points): Confident, clear, and engaging.
- Q&A (5 points): Thoughtful and accurate responses to questions.

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	400
87.0 - 89.9	A-	367
84.0 - 86.9	B+	333
81.0 - 83.9	B	300
78.0 - 80.9	B-	267
75.0 - 79.9	C+	233
72.0 - 74.9	C	200
69.0 - 71.9	C-	167

66.0 - 68.9 D+	133
63.0 - 65.9 D	100
60.0 - 62.9 D-	067
0 - 59.9 E	000

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Instructor(s)

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

Response:
Maitane Olabarrieta Lizaso

Attendance & Make-up

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

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

Response:
Yes

Accommodations

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

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

Response:
Yes

UF Grading Policies for assigning Grade Points

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

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

Python programming for coastal oceanography

EOC 6XXXC Section: 0001

Class hours: MW 3rd period (9:35 AM– 10:25 AM) and W 4th period (10:40 AM – 11:30 AM)

Office hours: to be determined

Location: to be determined.

Academic Term: Spring 2026

Instructor

Maitane Olabarrieta Lizaso

Maitane.olabarrieta@essie.ufl.edu

352-294-7812

Office address: Weil Hall 575G

Office hours

Drop-in hours are given below. At other times voice mail or email messages might be left. Appointments outside the office may be made when I am available. Please email me previously for appointments.

DROP-IN HOURS
Thursday 4:00-5:00 pm

Course Description

Fundamental and advanced Python programming techniques to analyze and visualize coastal and oceanographic data. Practical exercises and projects will emphasize real-world applications, including data collection, processing, analysis, and modeling of coastal phenomena. By course end, students will be equipped to solve complex coastal oceanography problems using Python.

Prerequisites: Prior knowledge of fundamental concepts in oceanography is recommended.

Course Objectives:

1. To develop proficiency in Python programming for coastal oceanography applications.
2. To learn key oceanographic principles and their relevance to coastal environments.
3. To explore various datasets and tools used in coastal oceanography.
4. To apply Python for data analysis, visualization, and modeling in coastal oceanography.
5. To develop a coastal oceanography/engineering project using Python.

Required Materials:

- **Textbooks:**
 - "Intro to Python for Computer Science and Data Science" by Paul Deitel and Harvey Deitel. Pearson editorial.
 - "Observation Using Python: A Practical Programming Guide" by Rebekah B. Esmaili. American Geophysical Union editorial.
- **Laptop:** Within the course, we will install PyCharm or Visual Studio.

Course Schedule

- **Module I: Introduction to Coastal Oceanography (week 1)**
 - Coastal zones and their significance
 - Key processes in coastal oceanography
 - PyCharm/ Visual Studio installation
- **Module 2: Basic Python concepts and syntax (week 2)**
 - Variables and assignment statements
 - Rules for naming variables: names are critical so use names reflecting the variables we are working with.
 - Variable types: Integer, floats, strings. We need to understand the type.
 - Arithmetic's
 - Standard operations: arithmetic's
 - Print function
 - Getting Input from the User
 - If statement
 - Objects and dynamic Typing
 - Exercises

[Assignment 1 \(due in two weeks\)](#)

- **Module 3: Effective coding practices (Week 3)**
 - Developing a workflow
 - Reproducible and sharable data science

[Assignment 2 \(due in two weeks\)](#)

- **Module 4: Array-Oriented programming (Week 4)**
 - NumPy

[Assignment 3 \(due in two weeks\)](#)

- **Module 5: Intro to Data Science: pandas Series and DataFrames (Weeks 5 and 6)**
 - Pandas
 - netCDF
 - xarray

[Assignment 4 \(due in two weeks\)](#)

- **Module 6: Data Visualization (Week 7)**
 - Matplotlib
 - CartoPy and Seaborn
 - Plotting coastal and oceanographic data

[Assignment 5 \(due in two weeks\)](#)

- **Module 7: Reading, processing, and plotting NOAA's tide gauge observations (Week 8)**
 - Utide
 - Time series filters

[Assignment 6 \(due in two weeks\)](#)

- **Module 8: Reading, processing, and plotting NDBC's observations (Week 9)**
 - Wafo
 - Plotting directional wave spectra

[Assignment 7 \(due in two weeks\)](#)

- **Module 9: Reading, processing, and plotting weather data (Week 10)**
 - MetPy[Assignment 8 \(due in two weeks\)](#)
- **Module 10: Intro to Machine Learning: Classification, Regression and Clustering (Weeks 11 and 12)**
 - Introduction to Machine Learning
 - Classification techniques
 - Simple and multiple linear regression
 - Unsupervised Machine Learning[Assignment 9 \(due in two weeks\)](#)
- **Module 11: How to create a Graphical User interface (Weeks 13 and 14)**
[Assignment 10 \(due in two weeks\)](#)
- **Course Project Presentations (Week 15)**

Evaluation of Grades [400 points total]

- Assignments and Homework: [50%, 200 points total]

There will be 10 homework assignments

- Assignment 1: [20 points]
- Assignment 2: [20 points]
- Assignment 3: [20 points]
- Assignment 4: [20 points]
- Assignment 5: [20 points]
- Assignment 6: [20 points]
- Assignment 7: [20 points]
- Assignment 8: [20 points]
- Assignment 9: [20 points]
- Assignment 10: [20 points]
-
- Midterm Project: [25%, 100 points total] - Collaborative project focusing on analyzing a given coastal dataset using Python techniques covered up to mid-semester. Deliverables include a project report and presentation. Evaluation based on clarity, accuracy, and adherence to the following rubric.

Midterm Project Rubric (100 points)

1. Project Report (50 points)

- **Introduction and Objectives (10 points):** Clear explanation of the dataset and project goals.
- **Data Analysis and Methodology (20 points):** Accurate and effective application of Python techniques covered in class.
- **Results and Discussion (15 points):** Clear presentation of results with insightful interpretation.
- **Formatting and References (5 points):** Well-organized report with proper citations.

2. Presentation (50 points)

- **Content (20 points):** Clear explanation of objectives, methods, and findings.

- **Visual Aids (10 points):** Effective use of charts, graphs, or visuals.
 - **Delivery (15 points):** Confident and engaging delivery.
 - **Q&A (5 points):** Thoughtful responses to questions.
- **Final Project: [25%, 100 points total]** - Individual project where students design, execute, and present a coastal data analysis or modeling project using Python. Deliverables include a comprehensive project report and final presentation. Evaluation based on creativity, technical execution, and rubric adherence.

Final Project Rubric (100 points)

1. Project Report (60 points)

- **Introduction and Objectives (10 points):** Clear articulation of the problem and purpose of the analysis/modeling.
- **Methodology (20 points):** Innovative and technically sound application of Python for coastal data analysis/modeling.
- **Results and Discussion (20 points):** Comprehensive interpretation of findings with well-supported conclusions.
- **Formatting and References (10 points):** Professional presentation and proper citations.

2. Presentation (40 points)

- **Content (15 points):** Logical organization with clear objectives, methods, and findings.
- **Visual Aids (10 points):** Use of visuals to effectively communicate data and results.
- **Delivery (10 points):** Confident, clear, and engaging.
- **Q&A (5 points):** Thoughtful and accurate responses to questions.

Grading Policy

Percent	Grade	Grade Points
90.0 - 100.0	A	400
87.0 - 89.9	A-	367
84.0 - 86.9	B+	333
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75.0 - 79.9	C+	233
72.0 - 74.9	C	200
69.0 - 71.9	C-	167
66.0 - 68.9	D+	133
63.0 - 65.9	D	100
60.0 - 62.9	D-	067
0 - 59.9	E	000

More information on UF grading policy may be found at:

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

Late Submission Policy

Timely submission of assignments and projects is important for maintaining the flow of the course. However, we understand that emergencies and unforeseen circumstances can arise. The following guidelines apply to late submissions:

1. Late Submission Without Penalty

- If you encounter an emergency or unforeseen circumstance that impacts your ability to submit on time, please notify the instructor as soon as possible, preferably before the due date, if feasible.
- Documentation of the situation may be required to waive any penalties.

2. Late Submission With Penalty

- Submissions made after the due date without documented emergencies will incur a **10% deduction per day**, up to a maximum of 5 days late.
- Assignments submitted more than 5 days late will receive a score of zero unless prior arrangements have been made considering extenuating circumstances.

3. Final Deadline for Submissions

- No assignments will be accepted beyond the final day of the semester unless explicitly outlined in an extended course policy.

4. Special Considerations

- Students experiencing ongoing challenges are encouraged to reach out to the instructor and/or university support services for assistance. Our goal is to provide reasonable accommodations while ensuring academic integrity.

Critical Dates

[Graduate School Academic Calendars < University of Florida \(ufl.edu\)](#)

Classes Begin	January 13
Classes End	April 23
Degree Status Available (on ONE.UF ⁴)	May 2 – 4
Final Grades Available (transcript view, on ONE.UF ⁴)	May 7
Faculty Course Evaluations Available to Instructors (on GatorEvals ¹)	May 7
Holidays (no classes)	May 8
	January 20: Martin Luther King Jr. Day

Attendance Policy, Class Expectations, and Make-Up Policy

Appropriate classroom demeanor is expected of all students. A faculty member may remove any student from a class if the student exhibits uncivil conduct, which includes behavior that is disinterested, disengaged, disrespectful, disruptive, defiant, or disturbing. Cell phones and text messaging during class is not permitted. A student who is participating in this behavior during class will be asked to leave.

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.bluer.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
- HWCoe 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:

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).

Counseling and Wellness Center:

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

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.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or

<http://www.police.ufl.edu/>.

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

Career Resource 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, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<https://writing.ufl.edu/writing-studio/>.

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

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

Course|New for request 21037

Info

Request: GEO 6XXX Terrorism and Space Seminar

Description of request: This course is currently taught as an undergraduate course (GEO4024C) and graduate course (Special Topics GEO6938). The purpose of this request is to create a new course for the graduate section (GEOXXX).

Changes have been made to differentiate the new graduate course from the undergraduate course.

Submitter: Olivier Walther owalther@ufl.edu

Created: 2/5/2025 9:37:16 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:

GEO

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:

C

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:

Terrorism and Space Seminar

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:

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:

Critically discusses the dual concerns for geography as an influence on and a source of terrorism. Presents the origins of contemporary terrorism as well as the various motivations of ideologically-oriented, ethno-nationalist, and religious organizations. Examines how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

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 seminar will be offered as an elective course at the graduate level in the Geography program. The course is not part of a certificate in Geography but will contribute to fill an important need in our curriculum. While our Department requires graduate students to take two such seminars before graduating, one in human geography and one in physical geography, there are currently very few offerings in human geography. The demand and interest for the course is rapidly expanding, both from Geography, African Studies and Political Science, thanks to the growing number of graduate students and importance of the topic taught (terrorism). The undergraduate version of the course (GEO4024C) is already cross-listed in African Studies (AFS4935).

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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Response:
All Items Included



GEO6XXX: Terrorism and Space Seminar
University of Florida - Department of Geography

Credits: 3

This course is offered on Tuesday 10:40-11:30 AM (Norman Hall 1001)
and on Thursday 10:40-12:35 PM (McCarty Hall B G108)

Updated: 2/18/2025

Instructors

Dr. Olivier J. Walther, Department of Geography, 3131 Turlington Hall, (352) 273-4739,
owalther@ufl.edu. Office hours: Tuesday 11:45 AM – 2:45 PM or by appointment.

Course description

Critically discusses the dual concerns for geography as an influence on and a source of terrorism. Presents the origins of contemporary terrorism as well as the various motivations of ideologically-oriented, ethno-nationalist, and religious organizations. Examines how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

Overview and Objectives

Space is a fundamental dimension of terrorism. Geography not only provides the physical framework upon which terrorism attacks are conducted but also shapes the strategies of political actors. Space can act as a facilitating or constraining factor of terrorism as well as a source of dispute when states and terrorist groups fight over territory. Space can also enable conflicts to spread geographically, possibly across borders, as in the Middle East and West Africa today. The interest for the geography of terrorism has experienced a strong growth after 9/11 and the emergence of global Jihadist organizations such as Al-Qaeda or the Islamic State whose space of action and rhetoric contrasts with the local agenda of most terrorist organizations.

Against this background, the objective of *Terrorism and Space* is to introduce you to the systemic study of international terrorism and its spatial implications. The course will critically discuss the dual concerns for geography as an influence on and a source of terrorism. We will first discuss the origins of contemporary terrorism as well as the various motivations of ideologically-oriented, ethno-nationalist, and religious organizations. After providing a theoretical foundation, we will examine how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

Terrorism and Space puts a strong emphasis on using geographically-referenced data to map the types of factors that fuel international terrorism. Nine workshops will be organized to introduce you to spatial analysis, a rapidly growing field of research in geography and conflict studies. We

will apply some of the most fundamental tools developed by spatial analysis, such as density or clustering, to investigate the onset and diffusion of terrorism across time and space. You will also be able to identify how terrorist organizations make use of places, distance, identity, territories and borders to conduct their attacks. Finally, you will be able to collect and analyze your own data using one of the most comprehensive databases on violent incidents in the world.

Weekly Topic Schedule, Assignments, and Exams

Week	Tuesday	Thursday
Jan 14, 16	Course introduction. Defining terrorism (Hoffman 2017, 1-35)	Course introduction. Defining terrorism (Hoffman 2017, 36-44)
Jan 21, 23	The origins of contemporary terrorism (Hoffman 2017, chap. 2)	The internationalization of terrorism (Hoffman 2017, chap 3)
Jan 28, 30	State-sponsored terrorism (Hoffman 2017, 269-280)	Workshop 1. Terrorism databases (Bowie 2021)
Feb 4, 6	The threat of Al Qaeda (Sciolino and Schmitt 2008)	Workshop 2. Working with ACLED data (Raleigh et al. 2023)
Feb 11, 13	Causes of terrorism (Hoffman 2017: 298-314; Sageman 2008: 16-24)	Guest lecture: Stephen Bryant, University of Cincinnati (Cottee, 2017)
Feb 18, 20	Religion and terrorism (Hoffman 2017, 83-100)	Workshop 3. Working with ACLED data (ACLED 2024)
Feb 25, 27	Jihad and global Islam (Mandaville 2020, 328-349)	Workshop 4. Mapping ACLED data (ACLED 2024)
Mar 4, 6	The crime-terrorism nexus (Petrich 2021)	Workshop 5. Conflict networks (Walther et al. 2021)
Mar 11, 13	The structure of terrorist networks (Walther et al. 2023a)	Dismantling terrorist networks (Price 2019) Mid-term paper due March 15 at 11:59PM
	Spring break	
Mar 25, 27	Terrorism, space and place (Medina and Hepner 2013: 23-32)	Workshop 6. Mapping places with ArcGIS (Medina and Hepner. 2011)
Apr 1, 3	Terrorism and distance: the near and far enemy (Hafez 2011)	Workshop 7. Mapping point patterns with ArcGIS
Apr 8, 10	Terrorism and cities (Radil et al. 2023)	Workshop 8. Mapping the intensity and diffusion of violence with ArcGIS (Walther et al. 2023b)
Apr 15, 17	Terrorism and borders (D'Amato 2018)	Workshop 9. Mapping transnational actors with ArcGIS (Radil et al. 2022)
Apr 22	Course overview, questions and answers	No class. Final paper due April 28 at 11:59PM

Important Dates to Remember

Semester Begins: Jan 13, 2025

First Day of Class: Jan 14, 2025

Drop/Add Ends: Jan 17, 2025
Midterm Paper Due: Mar 15, 2025, at 11:59PM
No Class, Spring Break: Mar 17-22, 2025
Final Paper Due: Apr 28, 2025, at 11:59PM
Reading Days: Apr 24-25, 2025
Grades Visible: May 5, 2025

Course Format, Activities, and Basis for Evaluation

This course is co-listed with GEO 4024C which is an undergraduate course. While the two will meet together twice a week for lectures, discussion and exercises, undergraduates and graduates will be evaluated on a different basis. Readings will be assigned from the required textbook and additional scholarly papers. Both undergraduate and graduate students are expected to read and study the materials prior to the class period in which they will be discussed.

Class Attendance: Class attendance is worth 10% of the final grade. Attendance is calculated as a percentage of classes attended without excused absences, rounded to the nearest whole number. If a student has five unexcused absences out of 27 classes, for example, his/her attendance grade is 81% $(27-5/27)*100$. Students are expected to be at every class meeting throughout the entire class session and must not be reading other materials or use their cell phones. Students may be excused from absences with appropriate documentation according to the [university policy](#).

Papers: Graduate students are required to complete two analytical research papers (6000 words in total including bibliography).

The mid-term paper is worth 40% of the final grade. In this paper, graduate students will analyze the origins, ideology, political objectives, strategy and challenges of a terrorist organization using at least 7 peer-reviewed sources in addition to policy reports and online sources (2000 words). The selected organization must be active in 2024-25. The paper should be divided into four sections using the Word template available on Canvas. Each section will receive a number of points: Introduction (5 points), Empirical section (25 points), Conclusion (5 points), Bibliography (5 points). For more information, see “How to write your mid-term paper” on Canvas.

The final paper is worth 50% of the final grade. Graduate students will be expected to critically examine the temporal evolution of a terrorist organization and map its spatial patterns. To do so, they will apply spatial techniques and conflict data discussed in class (4000 words). The paper should be divided into four sections using the Word template available on Canvas. Each section will receive a number of points: Introduction (10 points), Methodology (10 points), Results (15 points), Conclusion (10 points), Bibliography (5 points). For more information, see “How to write your final paper” on Canvas.

The grading scheme is the same as for the undergraduate course, but the graduate course requires longer papers and has a higher number of required sources.

Assignments and Papers	Percent of Final Grade
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Attendance	10
Mid-term Paper	40
Final Paper	50

Letter grades will be assigned according to the following numerical scale: A: 93-100+ (4.0), A-: 90-92 (3.67), B+: 87-89 (3.33), B: 83-86 (3.0), B-: 80-82 (2.67), C+: 77-79 (2.33), C: 73-76 (2.0), C-: 70-72 (1.67), D+: 67-69 (1.33), D: 63-66 (1.0), D-: 60-62 (.67), E: <60 (0.0).

Students will be made aware of their grades no later than one week after the last day of class.

Required Texts and Useful Online Resources

The required textbook for the course is *Inside Terrorism* by Bruce Hoffman (2017, Columbia University Press). Other assigned academic readings will be available via UF Canvas. A list of additional readings is given below:

- ACLED (2024). Armed Conflict Location and Event Dataset Codebook, <https://acleddata.com/knowledge-base/codebook/>
- Bowie, N. G. (2021). 40 terrorism databases and data sets: A new inventory. *Perspectives on Terrorism*, 15(2), 147-161.
- Cottee, S. (2017). “What ISIS Really Wants” Revisited: Religion matters in jihadist violence, but how? *Studies in Conflict & Terrorism*, 40(6), 439-454.
- D’Amato, S. (2018). Terrorists going transnational: rethinking the role of states in the case of AQIM and Boko Haram. *Critical Studies on Terrorism*, 11(1), 151-172.
- Hafez, M. M. (2011). Takfir and violence against Muslims. In *Fault Lines in Global Jihad*. London, Routledge, 41-62.
- Hoffman, B (2017). *Inside Terrorism*. New York, Columbia University Press.
- Mandaville, P. (2020). *Islam and Politics*. London, Routledge.
- Medina, R. M., & Hepner, G. F. (2011). Advancing the understanding of sociospatial dependencies in terrorist networks. *Transactions in GIS*, 15(5), 577-597.
- Medina, R. & Hepner, G.F. (2013). *The Geography of International Terrorism. An Introduction to Spaces and Places of Violent Non-State Groups*. Boca Raton, CRC Press.
- Petrich, K. (2021). The Crime–Terror Nexus. In *Oxford Research Encyclopedia of International Studies*.
- Pinos, J., & M. Radil, S. (2020). The territorial contours of terrorism: A conceptual model of territory for non-state violence. *Terrorism and Political Violence*, 32(5), 1027-1046.
- Price, B. C. (2019). Targeting top terrorists: How leadership decapitation contributes to counterterrorism. *International Security*, 36(4), 9-46.
- Radil, S. M., Irmischer, I., & Walther, O. J. (2022). Contextualizing the relationship between borderlands and political violence: a dynamic space-time analysis in North and West Africa. *Journal of Borderlands Studies*, 37(2), 253-271.
- Radil, S. M., Walther, O., Dorward, N., & Pflaum, M. (2023). Urban-rural geographies of political violence in North and West Africa. *African Security*, 16(2-3), 199-222.
- Raleigh, C., Kishi, R., & Linke, A. (2023). Political instability patterns are obscured by conflict dataset scope conditions, sources, and coding choices. *Humanities and Social Sciences Communications*, 10(1), 1-17.

- Russell, D. G., & Radil, S. M. (2022). Landscapes of Control: The Geography of Counterinsurgency in the Sinai, Egypt. *The Arab World Geographer*, 25(2-3), 98-118.
- Sageman, M. (2008). *Leaderless Jihad*. Philadelphia, University of Pennsylvania Press.
- Sciolino, E. & Schmitt, E (2008). A not very private feud over terrorism. *The New York Times*, June 8.
- Walther, O. J., Radil, S. M., & Russell, D. G. (2021). Mapping the changing structure of conflict networks in North and West Africa. *African Security*, 14(3), 211-238.
- Walther, O. J., Prieto-Curiel, R., Padron, J., & Scheuer, J. (2023a). Mapping the travel geography of the 9/11 network. *The Professional Geographer*, 75(5), 855-869.
- Walther, O. J., Radil, S. M., Russell, D. G., & Trémolières, M. (2023b). Introducing the Spatial Conflict Dynamics indicator of political violence. *Terrorism and Political Violence*, 35(3), 533-552.

Materials and Supplies: Laptop Computer and technical skills

This course will be held in classrooms with no computer terminals. Students must provide their own computer on which to work on assignments during and/or outside of class. Any required software will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu> or via computers located in computer labs on the UF campus. The instructor cannot be held responsible for any damage or malfunction resulting from the installation or use of the programs.

To complete your tasks in this course, you will need a basic understanding of how to operate a computer. The course will introduce you to the following programs: Excel, ArcGIS Pro, available on [UF Apps](#). Watch this [video](#) to access UF Apps or read *Accessing ArcGIS Pro: A Comprehensive Guide for UF Students* available on Canvas.

Make-Ups and Grades

Late Work: All assignments must be submitted before their respective deadlines unless your absence is excused. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with [university policies](#).

Examination Policies and Reading Days: Course policies are consistent with university policies on during-term exams, final exams, reading days, and make-up exams. Students must notify the instructor as soon as possible in case of absence during an exam and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted a reasonable amount of time to make up the missed exam. Religious absences do not require documentation but must be excused. More details can be found [here](#).

Grade Dissemination: You can access your scores at any time using the Grade function in Canvas. The instructor will post grades within about one week of the due date of each assignment and the mid-term exam.

Grading Policies for Assigning Grade Points: Information on current UF grading policies for assigning grade points may be found [here](#).

Grades of “Incomplete”: The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

Technology and Media

Email: It is vital that students maintain an active UF email account. This tentative syllabus is subject to change, and any changes will be transmitted to you via your UF email account and Canvas. Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. The instructor will reasonably expect similar time frames for responses to emails sent to students.

Canvas: Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through [Canvas](#). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP (4357) or helpdesk@ufl.edu

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

Recordings and Notes: 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.

Student Expectations

Disabilities Statement: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” [Disability Resource Center webpage](#). 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.

Academic Conduct Policy: University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my

honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

Citation and plagiarism: When quoting a book or an article, make sure that the source is cited properly and that your paper is not plagiarized, wholly or in part. Turnitin will be used to detect plagiarism. General statements must be presented as follows: Defining terrorism is allusive task (Hoffman, 2017). Excerpts must be presented in quotation marks to show that a particular portion of your paper is from a different source. Include the author’s name, the date, and page numbers, as follows: According to Sageman (2008: 18), “no one is born a terrorist”.

References must be placed at the end of the paper, not in footnotes, and sorted alphabetically. Use Google Scholar or the UF Library website to export your references in MLA, APS, Chicago or any referencing style you want. The use of Artificial Intelligence (AI) programs such as ChatGPT is not allowed in this class and will be considered plagiarism. You must be the sole author of your work.

Campus 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.

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.
- [Writing Studio](#): 2215 Turlington Hall, Daytime (9:30am-3:30pm): 352-846-1138. 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 [Complaint](#) page.

Attestation

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.



GEO 4024C/AFS 4935 Terrorism and Space
University of Florida - Department of Geography

Credits: 3. Prerequisites: Any course with a GIS prefix

This course is offered on Tuesday 10:40-11:30 AM (Norman Hall 1001) and on Thursday 10:40-12:35 PM (McCarty Hall B G108)

Updated: 1/31/2025

Instructors

Dr. Olivier J. Walther, Department of Geography, 3131 Turlington Hall, (352) 273-4739, owalther@ufl.edu. Office hours: Tuesday 11:45 AM – 2:45 PM or by appointment.

Course description

Critically discusses the dual concerns for geography as an influence on and a source of terrorism. Presents the origins of contemporary terrorism as well as the various motivations of ideologically-oriented, ethno-nationalist, and religious organizations. Examines how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

Overview and Objectives

Space is a fundamental dimension of terrorism. Geography not only provides the physical framework upon which terrorism attacks are conducted but also shapes the strategies of political actors. Space can act as a facilitating or constraining factor of terrorism as well as a source of dispute when states and terrorist groups fight over territory. Space can also enable conflicts to spread geographically, possibly across borders, as in the Middle East and West Africa today. The interest for the geography of terrorism has experienced a strong growth after 9/11 and the emergence of global Jihadist organizations such as Al-Qaeda or the Islamic State whose space of action and rhetoric contrasts with the local agenda of most terrorist organizations.

Against this background, the objective of *Terrorism and Space* is to introduce you to the systemic study of international terrorism and its spatial implications. The course will critically discuss the dual concerns for geography as an influence on and a source of terrorism. We will first discuss the origins of contemporary terrorism as well as the various motivations of ideologically-oriented, ethno-nationalist, and religious organizations. After providing a theoretical foundation, we will examine how a spatial approach can contribute to better understand the diffusion of terrorist organizations across the world, with a particular focus on Africa.

Terrorism and Space puts a strong emphasis on using geographically-referenced data to map the types of factors that fuel international terrorism. Nine workshops will be organized to introduce you to spatial analysis, a rapidly growing field of research in geography and conflict studies. We

will apply some of the most fundamental tools developed by spatial analysis, such as density or clustering, to investigate the onset and diffusion of terrorism across time and space. You will also be able to identify how terrorist organizations make use of places, distance, identity, territories and borders to conduct their attacks. Finally, you will be able to collect and analyze your own data using one of the most comprehensive databases on violent incidents in the world.

Weekly Topic Schedule, Assignments, and Exams

Week	Tuesday	Thursday
Jan 14, 16	Course introduction. Defining terrorism (Hoffman 2017, 1-35)	Course introduction. Defining terrorism (Hoffman 2017, 36-44)
Jan 21, 23	The origins of contemporary terrorism (Hoffman 2017, chap. 2)	The internationalization of terrorism (Hoffman 2017, chap 3)
Jan 28, 30	State-sponsored terrorism (Hoffman 2017, 269-280)	Workshop 1. Terrorism databases (Bowie 2021)
Feb 4, 6	The threat of Al Qaeda (Sciolino and Schmitt 2008)	Workshop 2. Working with ACLED data (Raleigh et al. 2023)
Feb 11, 13	Causes of terrorism (Hoffman 2017: 298-314; Sageman 2008: 16-24)	Guest lecture: Stephen Bryant, University of Cincinnati (Cottee, 2017)
Feb 18, 20	Religion and terrorism (Hoffman 2017, 83-100)	Workshop 3. Working with ACLED data (ACLED 2024)
Feb 25, 27	Jihad and global Islam (Mandaville 2020, 328-349)	Workshop 4. Mapping ACLED data (ACLED 2024)
Mar 4, 6	The crime-terrorism nexus (Petrich 2021)	Workshop 5. Conflict networks (Walther et al. 2021)
Mar 11, 13	The structure of terrorist networks (Walther et al. 2023a)	Dismantling terrorist networks (Price 2019) Mid-term paper due March 15 at 11:59PM
	Spring break	
Mar 25, 27	Terrorism, space and place (Medina and Hepner 2013: 23-32)	Workshop 6. Mapping places with ArcGIS (Medina and Hepner. 2011)
Apr 1, 3	Terrorism and distance: the near and far enemy (Hafez 2011)	Workshop 7. Mapping point patterns with ArcGIS
Apr 8, 10	Terrorism and cities (Radil et al. 2023)	Workshop 8. Mapping the intensity and diffusion of violence with ArcGIS (Walther et al. 2023b)
Apr 15, 17	Terrorism and borders (D'Amato 2018)	Workshop 9. Mapping transnational actors with ArcGIS (Radil et al. 2022)
Apr 22	Course overview, questions and answers	No class. Final paper due April 28 at 11:59PM

Important Dates to Remember

Semester Begins: Jan 13, 2025
 First Day of Class: Jan 14, 2025

Drop/Add Ends: Jan 17, 2025
Midterm Paper Due: Mar 15, 2025, at 11:59PM
No Class, Spring Break: Mar 17-22, 2025
Final Paper Due: Apr 28, 2025, at 11:59PM
Reading Days: Apr 24-25, 2025
Grades Visible: May 5, 2025

Course Format, Activities, and Basis for Evaluation

This course is co-listed with GEO 6XXX which is a graduate course. While the two will meet together twice a week for lectures, discussion and exercises, undergraduates and graduates will be evaluated on a different basis. Readings will be assigned from the required textbook and additional scholarly papers. Both undergraduate and graduate students are expected to read and study the materials prior to the class period in which they will be discussed.

Class Attendance: Class attendance is worth 10% of the final grade. Attendance is calculated as a percentage of classes attended without excused absences, rounded to the nearest whole number. If a student has five unexcused absences out of 27 classes, for example, his/her attendance grade is 81% $(27-5/27)*100$. Students are expected to be at every class meeting throughout the entire class session and must not be reading other materials or use their cell phones. Students may be excused from absences with appropriate documentation according to the [university policy](#).

Papers: Undergraduate students are required to complete two short descriptive papers (3000 words in total including bibliography).

The mid-term paper is worth 40% of the final grade. It will briefly describe the origins, ideology, and political objectives of a terrorist organization using at least 3 peer-reviewed sources in addition to policy reports and online sources (1000 words). The selected organization must be active in 2024-25. The paper should be divided into four sections using the Word template available on Canvas. Each section will receive a number of points: Introduction (5 points), Empirical section (25 points), Conclusion (5 points), Bibliography (5 points). For more information, see “How to write your mid-term paper” on Canvas.

The final paper is worth 50% of the final grade. It will describe recent changes in the geography of a terrorist organization using conflict data (2000 words). The paper should be divided into four sections using the Word template available on Canvas. Each section will receive a number of points: Introduction (10 points), Methodology (10 points), Results (15 points), Conclusion (10 points), Bibliography (5 points). For more information, see “How to write your final paper” on Canvas.

The grading scheme is the same as for the graduate course, but the undergraduate course requires shorter papers and has a lower number of required sources.

Assignments and Papers	Percent of Final Grade
Attendance	10

Mid-term Paper	40
Final Paper	50

Letter grades will be assigned according to the following numerical scale: A: 93-100+ (4.0), A-: 90-92 (3.67), B+: 87-89 (3.33), B: 83-86 (3.0), B-: 80-82 (2.67), C+: 77-79 (2.33), C: 73-76 (2.0), C-: 70-72 (1.67), D+: 67-69 (1.33), D: 63-66 (1.0), D-: 60-62 (.67), E: <60 (0.0).

Students will be made aware of their grades no later than one week after the last day of class.

Required Texts and Useful Online Resources

The required textbook for the course is *Inside Terrorism* by Bruce Hoffman (2017, Columbia University Press). Other assigned academic readings will be available via UF Canvas. A list of additional readings is given below:

- ACLED (2024). Armed Conflict Location and Event Dataset Codebook, <https://acleddata.com/knowledge-base/codebook/>
- Bowie, N. G. (2021). 40 terrorism databases and data sets: A new inventory. *Perspectives on Terrorism*, 15(2), 147-161.
- Cottee, S. (2017). “What ISIS Really Wants” Revisited: Religion matters in jihadist violence, but how? *Studies in Conflict & Terrorism*, 40(6), 439-454.
- D’Amato, S. (2018). Terrorists going transnational: rethinking the role of states in the case of AQIM and Boko Haram. *Critical Studies on Terrorism*, 11(1), 151-172.
- Hafez, M. M. (2011). Takfir and violence against Muslims. In *Fault Lines in Global Jihad*. London, Routledge, 41-62.
- Hoffman, B (2017). *Inside Terrorism*. New York, Columbia University Press.
- Mandaville, P. (2020). *Islam and Politics*. London, Routledge.
- Medina, R. M., & Hepner, G. F. (2011). Advancing the understanding of sociospatial dependencies in terrorist networks. *Transactions in GIS*, 15(5), 577-597.
- Medina, R. & Hepner, G.F. (2013). *The Geography of International Terrorism. An Introduction to Spaces and Places of Violent Non-State Groups*. Boca Raton, CRC Press.
- Petrich, K. (2021). The Crime–Terror Nexus. In *Oxford Research Encyclopedia of International Studies*.
- Pinos, J., & M. Radil, S. (2020). The territorial contours of terrorism: A conceptual model of territory for non-state violence. *Terrorism and Political Violence*, 32(5), 1027-1046.
- Price, B. C. (2019). Targeting top terrorists: How leadership decapitation contributes to counterterrorism. *International Security*, 36(4), 9-46.
- Radil, S. M., Irmischer, I., & Walther, O. J. (2022). Contextualizing the relationship between borderlands and political violence: a dynamic space-time analysis in North and West Africa. *Journal of Borderlands Studies*, 37(2), 253-271.
- Radil, S. M., Walther, O., Dorward, N., & Pflaum, M. (2023). Urban-rural geographies of political violence in North and West Africa. *African Security*, 16(2-3), 199-222.
- Raleigh, C., Kishi, R., & Linke, A. (2023). Political instability patterns are obscured by conflict dataset scope conditions, sources, and coding choices. *Humanities and Social Sciences Communications*, 10(1), 1-17.

Russell, D. G., & Radil, S. M. (2022). Landscapes of Control: The Geography of Counterinsurgency in the Sinai, Egypt. *The Arab World Geographer*, 25(2-3), 98-118.

Sageman, M. (2008). *Leaderless Jihad*. Philadelphia, University of Pennsylvania Press.

Sciolino, E. & Schmitt, E (2008). A not very private feud over terrorism. *The New York Times*, June 8.

Walther, O. J., Radil, S. M., & Russell, D. G. (2021). Mapping the changing structure of conflict networks in North and West Africa. *African Security*, 14(3), 211-238.

Walther, O. J., Prieto-Curiel, R., Padron, J., & Scheuer, J. (2023a). Mapping the travel geography of the 9/11 network. *The Professional Geographer*, 75(5), 855-869.

Walther, O. J., Radil, S. M., Russell, D. G., & Trémolières, M. (2023b). Introducing the Spatial Conflict Dynamics indicator of political violence. *Terrorism and Political Violence*, 35(3), 533-552.

Materials and Supplies: Laptop Computer and technical skills

This course will be held in classrooms with no computer terminals. Students must provide their own computer on which to work on assignments during and/or outside of class. Any required software will be available on students' laptops through UF Apps at <https://info.apps.ufl.edu> or via computers located in computer labs on the UF campus. The instructor cannot be held responsible for any damage or malfunction resulting from the installation or use of the programs.

To complete your tasks in this course, you will need a basic understanding of how to operate a computer. The course will introduce you to the following programs: Excel, ArcGIS Pro, available on [UF Apps](#). Watch this [video](#) to access UF Apps or read *Accessing ArcGIS Pro: A Comprehensive Guide for UF Students* available on Canvas.

Make-Ups and Grades

Late Work: All assignments must be submitted before their respective deadlines unless your absence is excused. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with [university policies](#).

Examination Policies and Reading Days: Course policies are consistent with university policies on during-term exams, final exams, reading days, and make-up exams. Students must notify the instructor as soon as possible in case of absence during an exam and provide documentation as to the reason for the absence. If deemed an excused absence, the student will be permitted a reasonable amount of time to make up the missed exam. Religious absences do not require documentation but must be excused. More details can be found [here](#).

Grade Dissemination: You can access your scores at any time using the Grade function in Canvas. The instructor will post grades within about one week of the due date of each assignment and the mid-term exam.

Grading Policies for Assigning Grade Points: Information on current UF grading policies for assigning grade points may be found [here](#).

Grades of “Incomplete”: The current university policy concerning incomplete grades will be followed in this course. An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which you have completed a major portion of the course with a passing grade, been unable to complete course requirements before the end of the term because of extenuating circumstances, and obtained agreement from the instructor and arranged for resolution of the incomplete grade. Instructors are not required to assign incomplete grades.

Technology and Media

Email: It is vital that students maintain an active UF email account. This tentative syllabus is subject to change, and any changes will be transmitted to you via your UF email account and Canvas. Students should email the instructor if they have questions about any of the lectures, readings, assignments, or exams. You should expect a response within about 24 hours during weekdays. The instructor will reasonably expect similar time frames for responses to emails sent to students.

Canvas: Course materials such as lectures, readings, the syllabus, and assignment instructions will be available through [Canvas](#). You will also find all due dates and grades on Canvas. Students must activate their UF GatorLink account to use Canvas. If you need help learning how to perform various tasks related to this course or other courses that utilize Canvas, please consult the above webpage. You may also contact the UF Computing Help Desk at (352) 392-HELP (4357) or helpdesk@ufl.edu

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

Recordings and Notes: 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.

Student Expectations

Disabilities Statement: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See “Get Started With the DRC” [Disability Resource Center webpage](#). 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.

Academic Conduct Policy: University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my

honor, I have neither given nor received unauthorized aid in doing this assignment.” The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

Citation and plagiarism: When quoting a book or an article, make sure that the source is cited properly and that your paper is not plagiarized, wholly or in part. Turnitin will be used to detect plagiarism. General statements must be presented as follows: Defining terrorism is allusive task (Hoffman, 2017). Excerpts must be presented in quotation marks to show that a particular portion of your paper is from a different source. Include the author’s name, the date, and page numbers, as follows: According to Sageman (2008: 18), “no one is born a terrorist”.

References must be placed at the end of the paper, not in footnotes, and sorted alphabetically. Use Google Scholar or the UF Library website to export your references in MLA, APS, Chicago or any referencing style you want. The use of Artificial Intelligence (AI) programs such as ChatGPT is not allowed in this class and will be considered plagiarism. You must be the sole author of your work.

Campus 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.

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.
- [Writing Studio](#): 2215 Turlington Hall, Daytime (9:30am-3:30pm): 352-846-1138. 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 [Complaint](#) page.

Attestation

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Course|New for request 21374

Info

Request: IDS 6XXXL Grant Writing for Graduate Research

Description of request: New course approval for graduate student to learn the skill of grant writing.
Can be applied towards elective credits.

Submitter: Judith Traveis judiusb@ufl.edu

Created: 3/5/2025 12:57:13 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:

IDS

Course Level

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

Response:

6

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

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

Course Number

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

Response:

XXX

Lab Code

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

Response:

L

Course Title

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

Response:

Grant Writing for Graduate 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:

Grant Writing

Delivery Method

Indicate the primary intended delivery method for this course.

Response:

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

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

Effective Term

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

Response:

Fall

Effective Year

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

Response:

2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
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:
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:
4 contact hours per week

Course Description

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

Response:
This course is designed to guide you in creating a draft proposal for the National Science Foundation's Graduate Research Fellowship Program (NSF GRFP), however we will cover broader grantsmanship skills and welcome students who are writing other fellowship proposals. We will learn more about the Fellowship and application process, as well as draft sections of the proposal and provide each other feedback on these sections.

Prerequisites

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

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

Undergraduate courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

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

Example:

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

Co-requisites

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

Response:
N/A

Rationale for Placement in the Curriculum

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

Response:
Graduate

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](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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

Response:

All Items Included

IDS XXXX**Grant Writing for Graduate Research (2 CR)**

Fall 2025

Grinter 124

Thursdays, Period 7 & 8 (1:55-3:50)

Instructor

Dr. Brittany M. Hollister

140 Grinter Hall

b.hollister@ufl.edu

352-392-5996

Office hours by appointment

Course Description

Welcome to the Graduate School's Grant Writing for Graduate Research course! The goal of this course is to help you develop a draft complete grant proposal that you can submit next grant cycle.

This course will take place over the full semester. Each week will have writing assignments and discussions. We expect everyone to participate in the discussions, drafting your proposal, and peer reviews.

This course is designed to guide you in creating a draft proposal for the National Science Foundation's Graduate Research Fellowship Program (NSF GRFP), however we will cover broader grantsmanship skills and welcome students who are writing other fellowship proposals. We will learn more about the Fellowship and application process, as well as draft sections of the proposal and provide each other feedback on these sections.

Course Objectives

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

1. Understand the purpose, format, and evaluation of the NSF GRFP.
2. Analyze elements of funded proposals.
3. Compose a complete draft of the NSF GRFP for submission.
4. Develop feedback skills through review of peers' draft proposals.
5. Establish a plan for identifying and contacting recommendation letter writers.

Course Format

- Assignments:
 - Draft sections of proposal
 - Feedback on peers' proposals assigned to you
- Zoom Meetings:
 - Weekly session covering Module topic
- Discussion Board:
 - Submit questions, resources, feedback, and comments

Grading*Attendance*

Students are expected to attend class in person. Two absences for Friday course to accommodate professional or personal circumstances, such as attending a conference or workshop, completing a critical and time-consuming experiment, attending another seminar with immediate relevance to the student's research area, weddings, family emergencies, etc. are permitted. Advance notice (at least 48 hours) of absences is expected.

Grade Calculations

Assignment	Percentage of Grade
Discussion posts	20%
Draft submissions	30%
Peer reviews	20%
Final proposal draft	30%

Date	Topic	Content	Assignment
8/21/2025	Introduction to NSF GRFP	Overview of the NSF GRFP Components and formatting requirements Eligible and ineligible fields of study Review criteria: Intellectual Merit and Broader Impacts	Introduce yourself in the course discussion forum. Write a summary of your research interests and career goals (1 page).
8/28/2025	Personal, Relevant Background, and Future Goals Statement (Part 1)	Crafting a memorable opening paragraph. Summarizing research and internship experiences. Aligning goals with NSF's mission.	Submit an outline of your Personal Statement.
9/4/2025	Personal, Relevant Background, and Future Goals Statement (Part 2)	Incorporating Intellectual Merit and Broader Impacts. Highlighting leadership, teamwork, and outreach experiences.	Submit the first draft of your Personal Statement. Review drafts of 1-2 peers using track changes and comments.
9/11/2025	Previous Research Experience (Part 1)	Structuring the section: importance, methodology, and contributions. Highlighting mentorship and teamwork.	Submit an outline of your Previous Research section.
9/18/2025	Previous Research Experience (Part 2)	Addressing challenges and achievements. Demonstrating broader impacts of your work.	Submit the first draft of your Previous Research section. Review drafts of 1-2 peers.
9/25/2025	Graduate Research Plan Statement (Part 1)	Writing a concise introduction and hypothesis. Outlining objectives and methodology.	Submit an outline of your Graduate Research Plan.
10/2/2025	Graduate Research Plan Statement (Part 2)	Addressing feasibility, contingency plans, and societal impacts. Incorporating Intellectual Merit and Broader Impacts.	Submit the first draft of your Graduate Research Plan. Review drafts of 1-2 peers.
10/9/2025	Letters of Recommendation	Identifying suitable letter writers. Communicating effectively with recommenders. Key elements of a strong recommendation letter.	Draft emails to potential recommenders.

10/16/2025	Peer Review and Revision (Part 1)	Providing constructive feedback. Strategies for addressing reviewer comments. Refining grantsmanship skills.	Submit revised drafts of all sections for peer review.
10/23/2025	Peer Review and Revision (Part 2)	Refining sections based on feedback. Ensuring clarity, organization, and adherence to funding announcement format.	Submit final drafts of all sections for instructor feedback.
10/30/2025	The Review Process	Insights into the NSF GRFP review process. Evaluating proposals using review criteria.	Participate in a mock review session.
11/6/2025	How to Stand Out	Enhancing proposals with visuals, organization, and clear language. Common pitfalls to avoid.	Revise your proposal to integrate visual elements and improve organization.
11/13/2025	Final Preparations	Checklist for submission. Final review of formatting and content.	Submit your complete NSF GRFP proposal for final instructor feedback.
11/20/2025	Course Wrap-Up	Reflecting on progress and lessons learned. Developing a timeline for submission and follow-up.	Submit a personal action plan for the NSF GRFP application process.

Grading Scale

Grade	Scale	Grade	Scale
A	≥94 – 100%	C	≥73 – <77%
A-	≥90 – <94%	C-	≥70 – <73%
B+	≥87 – <90%	D+	≥67 – <70%
B	≥83 – <87%	D	≥63 – <67%
B-	≥80 – <83%	D-	≥60 – <63%
C+	≥77 – <80%	E	< 60%

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Recording Class Lectures

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.

Accommodations

Students requesting accommodation for disabilities must first register with the Dean of Students Office. The Dean of Students Office (DSO) will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The student must submit this documentation prior to start of the first class.

Course Evaluations

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

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.

The following presentation from the University of Florida Writing Center has essential information concerning plagiarism and properly citing sources. Be sure to note that the University of Florida does consider self-plagiarism to be plagiarism.

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9> .

All students enrolled in this course are expected to view this presentation and refer back to it as questions arise.

Software Use

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

Student Privacy

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

Campus Resources

Health and Wellness

U Matter, We Care:

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

Counseling and Wellness Center:

counseling.ufl.edu/cwc, and 392-1575;

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

Additionally, student web-based resources on sexual harassment are available at

<http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml>

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 Grievances](#)

Course|New for request 21376

Info

Request: IDS 6XXX Preparing Future Faculty

Description of request: New course for graduate students to learn about best practices in teaching and learning and who are interested in pursuing faculty careers.

Submitter: Talline Martins tmartins@ufl.edu

Created: 3/5/2025 3:59:53 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:

IDS

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:

Preparing Future Faculty

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:

Preparing Future Faculty

Delivery Method

Indicate the primary intended delivery method for this course.

Response:

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

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

Effective Term

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

Response:

Fall

Effective Year

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

Response:

2025

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
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:
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:
A course designed to help prepare participants for academic careers in a variety of settings. The focus is on learning about faculty life at different types of institutions, honing evidence-based teaching skills, and expanding the student's mentoring network.

Prerequisites

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

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

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

Response:
None

Completing Prerequisites:

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

Example:

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

• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2###

or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).

Rationale for Placement in the Curriculum

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

Response:

Graduate

Syllabus Content Requirements

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

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

Response:

All Items Included

Preparing Future Faculty
IDS 6xxx (2 cr):
Class Periods: Fridays 9 am – 11am
Location: TDB
Academic Term: Fall 2025

Instructor:

Michael Barber, mebarber@ufl.edu, 352-294-0811
James Gillespie, james.gillespie@ufl.edu, 325-294-0488

Office Hours: by appointment

Teaching Assistant/Peer Mentor/Supervised Teaching Student: None

Course Description

A course designed to help prepare participants for academic careers in a variety of settings. The focus is on learning about faculty life at different types of institutions, honing evidence-based teaching skills, and expanding the student's mentoring network. 2 credits.

Course Pre-Requisites / Co-Requisites

none

Course Objectives

As a result of participating in this program, participants will be able to:

- Develop a toolbox of evidence-based teaching/learning practices and strategies
- Expand your mentoring team and learn best practices for mentees and mentors
- Describe the important aspects of being a successful faculty member, and prepare accordingly during your time at UF
- Identify key elements of being a faculty member at different types of institutions

Materials and Supply Fees

none

Required Textbooks and Software

None

Recommended Materials

None

Course Schedule

Week 1:	Introductions, Interaction and Motivation
Week 2:	Introduction to Portfolios, Teaching and Research Statements
Week 3:	Quality Learning Environments
Week 4:	Active Learning
Week 5:	Effective Feedback
Week 6:	Tenure and Promotion
Week 7:	Useful Assessments
Week 8:	Transparency, Accessibility, and Online (TAO)
Week 9:	Faculty Life at Research Intensive Institutions
Week 10:	Faculty Life at Primarily Undergraduate Institutions
Week 11:	Interviewing and Hiring
Week 12:	Peer review, teaching statements
Week 13:	Peer review, research statements

Course Title, Prefix, and Number

Course Instructor and Academic Term

Attendance Policy, Class Expectations, and Make-Up Policy

Class attendance is expected and students are expected to arrive on time. Attendance will be monitored in canvas. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#). If you must miss class, or miss an assignment or exam due to an allowable, scheduled absence (for example, to participate in a sanctioned university function), you must notify the instructor during the first week of classes or immediately after the event is scheduled. If you miss a class or an assignment due to an allowable but unscheduled and unpredictable absence (e.g., illness), you must contact the instructor as soon as possible. Makeup assignments will be provided for students who miss an assignment or exam as the direct result of an allowable but unscheduled and unpredictable absence, as defined above. The composition and structure of the makeup assignment or exam will be at the discretion of the instructor.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Attendance	1 each	50%
Reflections/assignments	1 each	50%
		100%

Grading Policy

This course is graded S/U. To achieve an S students must score on the assignments as follows:

- Attendance: attend at least 80% of sessions
- Complete at least 80% of the assignments (includes reflections and teaching/research statements). Assignments are deemed complete when they capture the main point of the topic and the strengths and weaknesses demonstrate reflection and critical thinking on the part of the student.

More information on UF grading policy may be found at:

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

Students Requiring Accommodations

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

Course Evaluation

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

University Honesty Policy

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

Software Use

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

Student Privacy

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

Campus Resources:

Health and Wellness

U Matter, We Care:

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

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

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

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

Academic Resources

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

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

Course|New for request 21258

Info

Request: JST 6XXX Research Methods in Jewish Studies

Description of request: Introduces graduate students to the mechanics of conducting research in Jewish studies. Covers an overview of the field, emerging trends, and potential new avenues for research. Inculcates greater awareness of the range of Judaica libraries and collections available, as well as methods of source discovery. Examines interdisciplinary, quantitative, and qualitative research methods and provides guidance on selecting evidence and overcoming research barriers. Addresses questions of interpretation, reliability, bias, and ethical concerns, such as copyright, privacy, cultural sensitivities. Equips students with tools to identify key sources relevant to their research interests and trains them in the key skills needed to craft compelling research proposals.

Submitter: Norman Goda godan@ufl.edu

Created: 2/18/2025 7:38:56 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:
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.).

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:
Research Methods in Jewish 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:
Research Method Jewish Studies

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:
Three hours for 3 credit course

Course Description

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

Response:
Introduces graduate students to research in Jewish Studies. Covers field overview, emerging trends, and research avenues. Highlights Judaica libraries, source discovery methods, and interdisciplinary, quantitative, and qualitative research techniques. Focuses on selecting evidence, overcoming barriers, and addressing interpretation, bias, ethics (copyright, privacy, cultural sensitivities). Equips students with tools to identify key sources and skills for crafting strong research proposals.

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:
No prerequisites.

Completing Prerequisites:

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

- 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://gatorevals.ua.ufl.edu/students/*.

href="https://ufl.bluera.com/ufl/">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

JST 6XXX
Graduate course (3 credits)
Introduction to Research Methods in Jewish Studies
Fall 2025

Instructor: Rebecca J. W. Jefferson

Email: rjefferson@ufl.edu

Telephone: 352-273-2865

Office and classroom: Judaica Suite (Smath 208) Smathers Library

Office Hours: Tues 9-10, Fri 1-2 and by appointment

Course Description:

Introduces graduate students to research in Jewish Studies. Covers field overview, emerging trends, and research avenues. Highlights Judaica libraries, source discovery methods, and interdisciplinary, quantitative, and qualitative research techniques. Focuses on selecting evidence, overcoming barriers, and addressing interpretation, bias, ethics (copyright, privacy, cultural sensitivities). Equips students with tools to identify key sources and skills for crafting strong research proposals.

Student Learning Outcomes:

After taking this course, students will be able to:

- Demonstrate a thorough understanding of the mechanics of research, including key concepts and methodologies.
- Evaluate research evidence, assessing its validity, reliability, and relevance in addressing research questions.
- Identify problems encountered in the process of conducting research and employ effective strategies to overcome these challenges.
- Demonstrate awareness of ethical considerations in research.
- Apply skills in identifying, collecting, and organizing various types of research data from diverse sources.
- Respond creatively to research problems by designing innovative solutions and methodologies to address research questions.
- Design a research project proposal, formulating research questions, hypotheses, and methodologies aligned with research objectives.

Required reading

See "Assignments" in the Course Schedule for which chapters or sections are required reading in the books listed below:

1. Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, and William T. FitzGerald. The Craft of Research. University of Chicago Press, 2016: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma99384124760606597
2. Bryson, Anna, et al., eds. The Routledge Guide to Interviewing: Oral History, Social Enquiry and Investigation. Routledge, 2014. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99384141695106597.

3. de Wilde, A. E. *Jewish Books at Auction: The Circulation of Knowledge as Reflected in the Catalogues of Jewish Private Libraries in the Dutch Republic (1637-1832)*. Radboud University, 2024. <https://repository.ubn.ru.nl/handle/2066/296422>.
4. Goodman, Martin, ed. *The Oxford Handbook of Jewish Studies*. Oxford University Press, 2009. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990312039650306597.
5. Lustig, Jason Lustig. *A Time to Gather, Archives and the Control of Jewish Culture*, Oxford University Press, 2021: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/pek2if/cdi_askewsholts_vlebooks_9780197563540
6. Mann, Barbara E. "Between Sefer and Bukh: Holocaust Memorial Books in Material Context." In *The Object of Jewish Literature: A Material History*, edited by Barbara E. Mann, 2022. Yale University Press. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383955932406597.
7. Margolis, Michelle, et al. "Footprints: A Digital Approach to (Jewish) Book History." *European Journal of Jewish Studies* 17, no. 2 (2023). https://brill.com/view/journals/ejjs/17/2/article-p297_7.xml.
8. Mbembe, Achille. "The Power of the Archive and its Limits." In *Refiguring the Archive*, edited by Carolyn Hamilton et al., 19–26. Springer, 2002. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma990204435630306597.
9. Suleiman, Susan Rubin. "Problems of Memory and Factuality in Recent Holocaust Memoirs: Wilkomirski/Wiesel." *Poetics Today* 21, no. 3 (2000): 543–559. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383147729206597.
10. Zaagsma, Gerben, Daniel Stökl Ben Ezra, et al., eds. *Jewish Studies in the Digital Age*. De Gruyter, 2022. https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma99384124760606597.

Recommended reading:

1. David N. Myers, *The Stakes of History: On the Use and Abuse of Jewish History for Life*, Yale University Press, 2018: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma990382414920306597

Materials and Supplies Fees: N/A

Grading Scale:

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+	68-69%	D	63-67%	D-	60-62%
F	Below 60%				

Further information on UF grade point policies can be found here:

[Grades and Grading Policies < University of Florida](#)

Grading Rubrics:

Your grade in this class will be determined by the following (note the grading rubrics):

- 1) Fourteen weekly assignments will consist of either a short-written report or a five-minute PowerPoint presentation based on key ideas/themes explored in that week. Each assignment (either the report or the PowerPoint slides) must be uploaded to Canvas no later than two hours before the first class begins the following week. Where indicated, PowerPoint slides will be presented in the next class.**

The assignments will be 70% of total grade in aggregate, 5% each assignment. Grading rubric is as follows:

Category	A-Range	B-Range	C-Range	D/F Range
Understanding and analysis of the topic and/or interpretation of relevant research materials 34%:	Shows an exceptional understanding of the issues/themes/ideas explored during the week's classes. Shows great ability to contextualize and question the reliability of research materials. Provides in-depth analyses and interpretation of relevant sources. Demonstrates original and insightful engagement with source materials. Demonstrates a high level of critical thinking and synthesis of perspectives.	Shows a good understanding of the issues/themes/ideas explored during the week's classes, but written or oral work may contain some minor inaccuracies or lack the depth of contextual analysis. Demonstrates thoughtful engagement with sources, although some responses may be underdeveloped.	Shows basic understanding but with notable inaccuracies or oversimplification of key issues/themes/ideas explored in the week's classes. Arguments are basic and somewhat superficial. Little original thought, with minimal critical engagement with research materials.	Shows significant lack of understanding of issues/themes/ideas explored in the week's classes. Written or oral work contains inaccuracies in analyzing research materials. Fails to engage with key sources in a meaningful way. Little or no critical thinking displayed.
Organization and structure of written work or oral presentation 33%:	Exceptionally well-organized. Clear, logical flow with each part of the written work or oral presentation building on previous sections to develop a cohesive argument. Written work will be well-written and polished, and presentations will have successfully synthesized key themes and be persuasive and visually engaging.	Generally well-organized but may have occasional structural issues or uneven flow between sections. Presentations will show attention to synthesizing key themes and ways of engaging the audience. Overall, the work will be clear and readable and/or visually engaging but will lack the polish of A-grade work.	Adequate structure but may be disjointed in places. Transitions between ideas are weak or unclear. Presentations will show a lack of ability to synthesize key themes and engage audiences.	Work lacks clear organization. Poorly structured with no logical progression of ideas. Presentations show little to no ability to synthesize key themes and engage audiences.
Written or oral presentation skills 33%:	Impeccable writing with a professional tone. Free from grammatical, spelling, or stylistic errors. Writing is clear, concise, and engaging. Presentations are given in a clear and engaging manner; visual aids are informative, effective and not distracting. Length of presentation is within assigned time limits.	Strong writing with few grammatical or stylistic errors. Presentations are delivered well, but they may be lacking in information, or information may be imparted in a less effective way than an A-grade presentation.	Written assignments are readable but contain frequent grammatical errors or unclear phrasing. Style may be too informal or inconsistent. Presentations will show a lack of attention to the skills of delivery and information will not be effectively imparted to the audience.	Writing is unclear, riddled with grammatical and spelling errors. Style is inappropriate for academic-level work. Presentations will be poor standard with little or no attention paid to the delivery and little or no information imparted to the audience.

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2) Class participation is 10% of the grade. Students must complete the weekly assigned reading and be ready to discuss the reading in class.

Category	A-Range	B-Range	C-Range	D/E Range
Frequency of participation in class (20%)	Initiates contributions to class discussions more than once a week.	Initiates contributions to class discussions at least once a week	Initiates contributions to class discussions less than once a week	Rarely initiates contributions to class discussions; instructor may have to solicit input
Listening skills and engagement with other students (30%)	Listens attentively to other students. Active listening is evidenced by student's ability to build on others' comments and further class dialogue. Offers constructive feedback and poses thoughtful questions. Adds new perspectives to the discussion and stays on topic. Demonstrates leadership in advancing conversation.	Mostly attentive to other students but may need help to stay focused on specific comments to build discussion. Contributions to the discussion are relevant and clear but may lack depth or new insights. Stays on topic but does not consistently lead or advance the conversation.	Often inattentive and needs to be reminded to focus on class discussion. May occasionally interrupt while others are speaking. Contributions to the conversation are minimal and lack clarity or relevance. Comments may be off topic or unclear without adding significantly to the discussion.	Fails to pay attention when others are speaking or engage meaningfully with peers. Contributions to the conversation, when given or solicited, are unclear or irrelevant.
Quality of comments (50%)	Effectively incorporates assigned readings and relevant outside sources. Demonstrates an ability to synthesize materials and connect them to the discussion. Provides constructive and/or insightful contributions.	Uses assigned readings but may not fully integrate them into discussion. References some materials but without full understanding of their relevance. Comments are occasionally too general.	Minimal use of course materials. Limited connection between readings and the discussion topic. Fails to engage with sources in a meaningful way. Comments may not always be relevant to the discussion.	Does not reference or incorporate course materials. No evidence of engagement with the assigned readings. Comments, when provided or solicited, are rarely constructive or insightful and rely too heavily on opinion or taste.

3) Final assignment is 20% of final grade: Students must write an original research proposal based on primary sources in the Price Library of Judaica (see course schedule "Week 15" for details). The proposal must be between 1,000-1,500 words in length, and its structure and components will adhere to the guidelines shared in class and set out in the course schedule.

The research proposal must be submitted on the final day of exam week. The grading rubric for this writing assignment is as follows:

Category	A-Range	B-Range	C-Range	D/E Range
Problem statement/rationale/purpose 20%:	Demonstrates exceptional understanding of the research gap or problem. Rationale is succinctly, clearly and persuasively presented. Clearly situates the problem through an analysis of its	Good understanding of the research gap or problem. Situates the problem in at least one of its relevant historical, social and/or cultural context(s). Overall, rationale is well written, but needs improvement	Adequate understanding of the research gap or problem. Vaguely situates the problem in its historical, social, and/or cultural context(s). Rationale lacks clarity,	Poor understanding of the research gap or problem. Provides vague descriptions of context. Rationale unclear, imprecise and fails to persuade the reader.

	historical, social and/or cultural context(s). Rationale is succinctly, clearly and persuasively presented.	in terms of clarity, succinctness or persuasiveness.	succinctness and persuasiveness.	
Research question and literature review 20%	Makes a sound and compelling connection between the research problem and the research question. Clear presentation of scholarship in the area. Presents high quality sources and critically examines the state of the field by identifying larger themes, inconsistencies and gaps.	Makes a connection between the research problem and the research question but not as compelling and well-thought through as an A-grade summary. Presents scholarship in the area but may be lacking in terms of the quality of sources or critical approach to examining the field.	Makes weak connections between the research problem and the research question. Attempts to summarize scholarship in the area but incomplete and fails to make connections between the research problem and question.	Lacks connection between the research problem and the research question. Does not distinguish what has already been done in the field from what needs to be done. Fails to provide a critique of previous work in the field.
Significance/importance 20%:	Shows an exceptional understanding and clear delineation of the scholarly significance of the research problem and question.	Explains well the scholarly significance of the research problem and question.	Minimally describes the scholarly significance of the research problem and question.	Unable to make a case that the research problem and question has any scholarly significance or ignores the significance.
Research methods and anticipated needs 20%:	Provides a clear, succinct and well-devised summary of the proposed research methods. Clearly describes if research is quantitative or qualitative or mixed and justifies choice of method. Provides clear overview of the procedures used to conduct the study, such as collecting data, and outlines clear steps for analyzing research results.	Provides a good summary of the proposed research methods but needs improvement in terms of clarity, succinctness or approach. Describes if research is quantitative or qualitative or mixed methods and justifies choice of method. Provides overview of the procedures used to conduct the study and steps for analyzing results. Overall, less clearly, succinctly or convincingly written than an A-grade proposal.	Provides a weak summary of the proposed research methods. Imprecise or vague references to research type. Inconsistent or incomplete summary of procedures and steps for analyzing results.	Summary of the proposed research methods is missing or severely lacking. Proposal fails to refer to type of research methods, steps and analysis.
Mechanics: organization, structure, writing and form of proposal 20%:	Impeccable writing, with a professional tone. Free from grammatical, spelling, or stylistic errors. Writing is clear, concise, and engaging. The research proposal is coherent throughout and presents a convincing case as to why the research project is valid and deserves to be undertaken. The proposal is supported with claims based on	Strong, well-organized writing with few grammatical or stylistic errors. May have minor errors in grammar, punctuation and/or spelling that do not impede understanding. Overall, the research proposal is coherent and convincing; it builds support for its claims with evidence.	Writing is readable but contains frequent grammatical errors or unclear phrasing. The style of writing may be too informal or inconsistent. The research proposal has some coherence and begins to build support for its claims.	Writing is unclear or unorganized and has many frequent errors in grammar and spelling. The style of writing is inappropriate for an academic paper. The research proposal fails to make a coherent case or build support for its claims.

	credible, relevant and substantive evidence.			
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Class policies:

Attendance:

Students are expected to be present in each class, and they must arrive on time. Exceptions will be made for documented illnesses, serious accidents, military service, and matters of that nature. Please see the UF attendance policies: [Attendance Policies < University of Florida](#).

Accommodations:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). See DRC's webpage: [Get Started with the DRC - Disability](#). 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 (<https://umatter.ufl.edu/>) 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 (<https://counseling.ufl.edu/>) 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: <https://shcc.ufl.edu/>.
- University Police Department: Visit UF Police Department website (<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; Visit the UF Health Emergency Room and Trauma Center website: (<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu/>) 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: [Welcome - Academic Resources](#).
- 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: [Writing Studio - University Writing Program](#).
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage ([Complaint Portal - Ombuds - University of Florida](#)) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage (<https://em.ufl.edu/complaint>) 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 Honor Code and Student Conduct Code | SCCR](#).

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.bluer.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.

Course Schedule:

Week 1: Navigating the field of Jewish studies

Class topics:

- History of Jewish studies
- Current topics, research trends and gaps in Jewish studies
- Jewish studies as interdisciplinary

Assignments:

1. Read Martin Goodman, “The Nature of Jewish Studies,” in *The Oxford Handbook of Jewish Studies*, ed. Martin Goodman, Oxford University Press, 2009. Be prepared to discuss it in the next class.
2. Choose a topic in Jewish studies and write a 300-word research problem statement explaining a gap or gaps in this topic, why the gap(s) exist, and the importance and potential impact of addressing the problem. Be prepared to share an observation from your report in the next class.

Week 2: Libraries and collections for Jewish studies research

Class topics:

- Jewish texts from scroll to tablet
- History of Jewish libraries and collecting
- Collections in the Digital Age

Assignments:

1. Read Gerben Zaagsma et al. “Jewish Studies in the Digital Age” in Gerben Zaagsma, Daniel Stökl Ben Ezra et al. eds, *Jewish Studies in the Digital Age*, De Gruyter, 2022. Be prepared to discuss the article in the next class.
2. Navigate around the Price Library’s online *Jewish Diaspora Collection*. Make a note of its advantages and disadvantages for discovering sources and select an item of interest. Prepare a five-minute presentation with images and explanatory text to show in class. The presentation will focus on your chosen item and what you have discovered about it. How did the database help or impede discovery of and access to the object? What topic within Jewish studies does your object fit into? Can it address any gaps in the field and what further research questions, if any, does it raise or leave unanswered? What do you hypothesize further research into this piece might reveal?

Week 3: Bibliographical research for Jewish studies

Class topics:

- Identifying and finding primary, secondary and tertiary sources
- Using digital tools and digital humanities projects for Jewish studies research
- Mapping, annotating and contextualizing sources

Assignments:

1. Navigate through the database: Jewish Life in America, 1654-1954: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/175ga98/alma99383239686706597. Find a primary source and note how easy/difficult it was to read, understand its context, and find additional information about it. Share your thoughts next class.
2. Look through the digital projects Mapping Jewish Los Angeles (<https://levecenter.ucla.edu/mapping-jewish-l-a/>) and Mapping Jewish Charleston (<https://mappingjewishcharleston.cofc.edu/>). Write a short 300–500-word report on the two databases. Discuss their advantages/disadvantages as a pedagogical tool. Which one

provides the best tool for research? What is missing in terms of research evidence? How can they be improved? Share your impressions in the next class.

Week 4: Strategies and skills in Jewish studies research

Class topics:

- Identifying gaps and developing research questions
- Reversing the process: starting with the source
- Expanding and limiting your research scope
- Linguistic and paleographical skills

Assignments:

1. Read: “Engaging Sources” in *The Craft of Research*, by Wayne C. Booth et al., University of Chicago Press, 2016. Be prepared to discuss it in the next class.
2. Create an account on the site *Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain*: <https://www.zooniverse.org/projects/profdrrrogerlouismartinez-davila/deciphering-secrets-unlocking-the-manuscripts-of-medieval-spain#>. Select “classify” and “Practicing Different Hands of Writing” – follow the tutorial. Write a short 300-word narrative describing your experience. Did you find the tool useful for teaching paleography? How easy was it to use the site? Discuss the implications of AI tools for Jewish studies research. Be prepared to share your observations in class.

Week 5: Research in Jewish and non-Jewish periodicals

Class topics:

- Overview of relevant periodicals: scholarly, trade, popular
- Discovering historical Jewish periodicals: print, microfilm and digital
- Identifying relevant non-Jewish periodicals

Assignments:

1. Select a newspaper article from the Historical Jewish Press database (<https://www.nli.org.il/en/discover/newspapers/jpress>) and choose a title from 1940. Select an issue and then read the editorial. Write a short 300–500-word report summarizing and analyzing the editorial and the type of newspaper in which it is written. How does the editorial help your understanding of the period in which it was written? What are its biases and assumptions? What is missing from the piece?
2. Using the editorial as a starting point for further research, compile a bibliography of ten sources relating to the topic it covers or research question/s it raises. Use the MLA (Modern Language Association) style.

Week 6: Primary sources in Jewish studies: rare books and manuscripts

Class topics:

- Identifying and accessing relevant rare books and manuscript sources
- Assessing relevance: historical context, perspective, reliability
- Rare book and manuscript as objects: provenience, provenance and past and present uses
- Visit to see the rare books and manuscripts in the Price Library of Judaica

Assignments:

1. Read the article by Margolis, Michelle and Majorie Lehman, Adam Shear and Joshual Teplitsky, “Footprints: A Digital Approach to (Jewish) Book History,” *European Journal*

of *Jewish Studies* (2023): https://brill.com/view/journals/ejjs/17/2/article-p297_7.xml. Be prepared to discuss it in the next class.

2. Choose a rare book or manuscript from the Price Library of Judaica (a list will be provided in Canvas). Write a short 300–500-word report describing the piece and how you would go about tracing its history of use and ownership. List two or three bibliographical sources you could use to assist you and provide references to any catalogues or databases used for tracing.

Week 7: Primary sources in Jewish studies: archives

Class topics:

- Types of archives: personal papers, collections, institutional records
- Physical vs digital archives: organization, institutional context and access
- Pitfalls of the archival source: what is useful vs what is missing

Assignments:

1. Read Achille Mbembe, “The Power of the Archive and its Limits” in *Refiguring the Archive*, edited by Carolyn Hamilton et al., Springer, 2002, pp. 19-26.
2. Read Jason Lustig’s chapter “Ingathering of the Exiles of the Past?” Bringing Archives to Jerusalem” in *A Time to Gather, Archives and the Control of Jewish Culture*, Oxford University Press, 2021.
3. Write a short synopsis (300 words each) of the two articles and include a statement of how they fit into the field of archival science. How have the authors expanded this field, and what is significant about their research for Jewish studies? What gaps, if any, were left unanswered? Be prepared to discuss your observations in class next week.

Week 8: Conducting archival research in personal papers and collections

Class topics:

- Overview of personal papers and collections in the Price Library of Judaica: content, organization, context, reasons for collecting
- How to approach personal papers and collections and analyze the contents for research
- Visit to archives in the Price Library of Judaica
 - ◆ Richard M. Feist Papers
 - ◆ Prager Family Collection
 - ◆ Schönwald Family Correspondence

Assignments:

1. Read the introduction of A. E. de Wilde’s published dissertation, *Jewish Books at Auction. The Circulation of Knowledge as Reflected in the Catalogues of Jewish Private Libraries in the Dutch Republic (1637-1832)*. Radboud University, 2024 (pp. 13-36): <https://repository.ubn.ru.nl/handle/2066/296422>.
2. Choose one source from the Price Library archives and provide a professional-sounding written evaluation (300-500 words) of the source for an auction catalogue. Include information about the item’s authorship, date, materiality, origin, context, and evaluate its research value. Use auction catalog examples provided in Canvas for guidance.

Week 9: Conducting research in institutional records

Class topics:

- Finding and accessing records relevant to Jewish studies research

- ◆ Documents: legal documents, court cases, government documents
- ◆ Records: synagogue records, burial records, historical societies
- Mining quantitative and qualitative information: e.g., vital statistics, demographics, organizational data, immigration patterns, personal, social and political histories
- Guest lecture from Jewish studies faculty expert on researching institutional records
- Visit to see examples in the Price Library of Judaica
 - ◆ Alfred M. Silberfeld Genealogical Research Collection
 - ◆ St. Augustine First Congregation of the Sons of Israel Collection
 - ◆ Tau Epsilon Phi, Tau Alpha Chapter Records
 - ◆ National Jewish Council Jacksonville Section Records
 - ◆ Collection on Organizations in Cuba

Assignments:

1. Read Piergabriele Mancuso, “Archival Research, Virtual Reality, and 3D modelling: Toward a Comprehensive Reconstruction of the Ghetto of Florence” in Gerben Zaagsma, Daniel Stökl Ben Ezra et al. eds, *Jewish Studies in the Digital Age*, De Gruyter, 2022.
2. Choose one source from the archives and create metadata for that source using the spreadsheet introduced in class (access the spreadsheet from Canvas). Create a five-minute PowerPoint presentation on your work. Include images of the source and provide text to explain the metadata, any challenges you encountered, or anything that surprised you or raised further questions.

Week 10: Mining commemorative works for quantitative and qualitative data:

Class topics:

- Overview and assessment of commemorative works, e.g., memorial books, jubilee volumes, yearbooks and almanacs
- Mining quantitative information: identifying trends, patterns and statistical relationships over time.
- Mining qualitative information: personal histories, social networks, cultural contexts
- Visit to see examples in the Price Library of Judaica
 - ◆ Juan Alsina Album
 - ◆ Dominican Republic Settlement Association Scrapbook and Photographs
 - ◆ Yizkor (memorial book) collection
 - ◆ Anniversary newspaper collection

Assignments:

1. Read Barbara E. Mann’s “Between *Sefer* and *Bukh*: Holocaust Memorial Books in Material Context” in *The Object of Jewish Literature: A Material History*, Yale University Press, 2022. Be prepared to discuss it in the next class.
2. Choose one volume from the Price Library’s commemorative publications and prepare a five-minute PowerPoint presentation that will include: an overall summary of the volume’s contents, an explanation of its perspective and possible biases, a brief description of something that caught your eye within the item, and an explanation of how you could use it as part of a larger digital humanities project. What title would you give to your DH project?

Week 11: Using audio-visual materials and artefacts for research

Class topics:

- Types of AV materials and artefacts for use in Jewish studies research projects:
 - ◆ photographs, slides, documentaries and film, audio recordings, maps
- Methods of analyzing audio-visual sources
- Potential and limitations of using AV in research: access, preservation, technical constraints and obsolescence, copyright
- Guest lecture from Jewish studies faculty expert on using AV or artefacts for research
- Visit to see examples in the Price Library of Judaica
 - ◆ Edward J. Lavigne Photo Album
 - ◆ German Settlers and Nazism in the Americas Photograph Collection
 - ◆ Early 20th century Palestine slide collection
 - ◆ Izaak and Bertie Cohen WW2 Puppet Collection

Assignments:

1. Read Jakub Mlynar et al., “How “Tools” Produce “Data”: Searching in a Large Digital Corpus of Audiovisual Holocaust Testimonies” in Gerben Zaagsma, Daniel Stökl Ben Ezra et al. eds, *Jewish Studies in the Digital Age*, De Gruyter, 2022. Be prepared to discuss the article in the next class.
2. Find an old family photograph or selection of photos of your choice and prepare a five-minute presentation about its/their content, history, context, value for research. Outline what research steps you could take and methods you could use to discover more about the item(s).

Week 12: Using ephemeral materials in research

Class topics:

- Assessing ephemeral materials and their value to Jewish studies research:
 - ◆ Pamphlets, broadsides, flyers, postcards, programs, calendars, scrapbooks, etc.
- Methods of analyzing ephemeral sources
- Potential and limitations of using ephemera in research
- Visit to see examples in the Price Library of Judaica
 - ◆ Ruth Gruber Pamphlet Collection
 - ◆ Harvard Ephemera Collection
 - ◆ Price Library of Judaica Calendar Collection
 - ◆ Amy Schlagel Federman and Joseph Federman Collection on Tourism in Israel

Assignments:

1. Read the article on Harvard’s bibliographer Charles Berlin:
<https://www.harvardmagazine.com/2022/08/feature-judaica-division>. Share your thoughts in the next class on the importance and practicality of collecting every written source.
2. Prepare a five-minute PowerPoint presentation on one piece of ephemera. Describe the source and explain how you could use it in a research project. What are the advantages and drawbacks of using ephemera in research? How could you build on this piece for a larger project? What would you title your project?

Week 13: Using personal accounts in research

Class topics:

- Assessing varying types of personal accounts (ego-documents) and their value to Jewish studies research:
 - ◆ Oral histories, memoirs, autobiographies, diaries and journals
- Methods of analyzing personal accounts
- Potential and limitations of using personal accounts in research: rich qualitative data vs subjectivity and ethical considerations
- Visit to see examples in the Price Library of Judaica
 - ◆ Yosef Hirsch's Diary
 - ◆ Irving Stirt's Diary
 - ◆ Emanuel Merdinger autobiography
 - ◆ Reverend Benjamin Safer and Family Collection

Assignment:

1. Read Susan Rubin Suleiman, "Problems of Memory and Factuality in Recent Holocaust Memoirs: Wilkomirski/Wiesel" in *Poetics Today*, 21/3 (2000), 543-559. Share your thoughts in a discussion on the potential pitfalls in analyzing memoirs.
2. Write an exhibition label for one of the materials viewed in the Price Library of Judaica. Use the George A. Smathers Libraries exhibition style guide: <https://exhibitions.uflib.ufl.edu/resources-for-curators/style-guide/>. Create a five-minute PowerPoint presentation to showcase your selected item and show how it might fit into a larger exhibition – what would be the theme of the exhibition and what research steps will you need to take to design such an exhibition?

Week 14: Collecting your own research data: questionnaires and interviews

Class topics:

- Advantages and disadvantages of collecting primary research data
- Methods of conducting interviews and compiling questionnaires
- Guest lecture from Jewish studies faculty expert on oral histories in research
- Visit to see examples in the Price Library of Judaica
 - ◆ Jose Moskovits Antisemitism Collection
 - ◆ El Salvador Jewish Oral Histories

Assignments:

1. Read: "Thinking Ahead" in *The Routledge Guide to Interviewing: Oral History, Social Enquiry and Investigation*, eds Anna Bryson et al., Routledge, 2014.
2. Look at the Oral History Interview Guidelines by the United States Holocaust Memorial Museum: <https://www.ushmm.org/m/pdfs/20121003-oral-history-interview-guide.pdf>
3. Think of a human subject you would like to interview for research. Devise ten questions to ask that person. Try to craft your questions so that you can elicit maximum research value from their answers. Include the ten questions in a 500-word report describing your choice of subject, your research interest in them, the potential significance of their testimony, and ways you could expand on the interview for a larger research project. What are the anticipated research needs of a larger project of this nature?

Week 15: Research planning, documentation, and dealing with the unexpected

Class topics:

- How to create a research proposal

- Documenting your research and challenging your sources
- Responding to new evidence and adapting your path
- Embracing new research paths and opportunities

Final assignment:

Create a research proposal for a research project on Jewish life in a city of your choice. The city can be your city of birth, current residence or any other city of interest to you. Choose a period that you wish to explore and select primary sources from the Price Library of Judaica relevant to your city and time. You may also work in reverse starting from a chosen primary source in the Price Library of Judaica, e.g., a document from 1940s Havana in the Cuba Collection. Decide if the result of the project that you are outlining would be a thesis or a traditional academic publication or a digital humanities project.

Identify and include the following types of sources for your research project:

- ❖ A Jewish document or piece of writing from your city.
- ❖ A photograph or other AV source relating to a Jewish person in your city.
- ❖ Two pieces of Jewish ephemera from your city.
- ❖ Two other Jewish primary sources that reveal something about Jewish life in your city.
- ❖ Choose a non-Jewish primary source from your city for context, comparison or contrast.
- ❖ List at least ten secondary sources relevant to this research.

Include in your proposal (1000-1500 words):

- ❖ A working title for your project
- ❖ A problem statement/rationale/purpose
- ❖ A short statement of your research question and hypothesis
- ❖ An overview of the scholarship relating to this question
- ❖ A summary of your research methods and approach, including descriptions of the above listed primary sources and their significance to your proposed project
- ❖ A statement on the significance of the study to the field
- ❖ Outline the next phases of the research project and its anticipated needs
- ❖ A bibliography of the above-listed sources

Course|New for request 21166

Info

Request: MHS 6XXX Mindful Living: Spirituality for Everyday Life

Description of request: The School of Human Development and Organizational Studies in Education, in collaboration with the Center for Spirituality and Health, is requesting that new joint graduate/undergraduate courses be established in the Counselor Education program. This request is for the Graduate version, and its undergraduate counterpart is request #21171.

Submitter: Clifford Haynes cliffh@ufl.edu

Created: 2/28/2025 4:33:55 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:

MHS

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:

The graduate course has the following differentiation to the undergraduate course: more rigorous assignments (i.e., the presentation) and more demanding performance criteria (e.g., longer page

requirements, citation requirements). Please review the provided Course Differentiation document for additional information.

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:
Mindful Living: Spirituality For Everyday Life

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:
Mindful Living - Everyday Life

Delivery Method

Indicate the primary intended delivery method for this course.

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

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

Effective Term

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

Response:
Earliest Available

Effective Year

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

Response:
Earliest Available

Rotating Topic

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

Response:
No

Repeatable Credit?

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

Response:
No

Amount of Credit

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

Response:
3

S/U Only?

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

Response:
No

Contact Type

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

Response:

Regularly Scheduled

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

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

Course Type

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

Response:
Lecture

Weekly Contact Hours

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

Response:
3

Course Description

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

Response:
Examines approaches to living a more mindful life. Focuses on the various mental, emotional, physical, and spiritual conditions that arise when confronted with stressful or traumatic situations. Explores various perspectives regarding personal responsibility toward stress management and mindful self-care practices and mindfulness-based techniques to reduce the negative effects of psychological concerns through the application of these 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:
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 is a collaborative effort between the Center for Spirituality & Health and the Counselor Education program within the School of Human Development and Organizational Studies in Education. The graduate course is offered as an elective for any graduate student in any major and may be considered as part of the Certificate in Spirituality and Health. The undergraduate course is offered as an elective for any upper class student in any major and may be proposed as part of a concentration within the BA in Education Sciences program.

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

Mindful Living: Spirituality for Everyday Life

MHS 6XXX: Section XXXX

Class Period: Day, Period, Time

Class Location: _____

Academic Term: Fall 20XX

3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: _____

E-mail: _____

Office Phone: _____

Office: Norman Hall _____

Office Hours: __ (day) _____ from __ (time) _____. Others by appointment.

Program Coordinator Contact Information:

Ana Puig, Ph.D.,

Clinical Professor & Research Director, College of Education

Associate Director, Center for Spirituality and Health

anapuig@coe.ufl.edu, 352-273-4121

COURSE DESCRIPTION:

Examines approaches to living a more mindful life. Focuses on the various mental, emotional, physical, and spiritual conditions that arise when confronted with stressful or traumatic situations. Explores various perspectives regarding personal responsibility toward stress management and mindful self-care practices and mindfulness-based techniques to reduce the negative effects of psychological concerns through the application of these methods.

Please note that this course is offered jointly with MHS 4xxx. Both graduate and undergraduate students are included in the same class; however, the course is bifurcated with different assignment requirements and more demanding criteria for the graduate students.

COURSE OBJECTIVES:

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

- Practice principles of mindfulness to expand consciousness in daily living inside and outside of class.
- Distinguish how various ways mindfulness can help one to navigate life's transitions.
- Assess one's sense of spirituality as it fits into holistic well-being.
- Formulate a personal and professional philosophy of spirituality by examining synchronicity, creativity, intuition, and mortality (includes experiential creativity exercises that may help enhance spiritual and emotional awareness and expression).

PREREQUISITE(S):

None

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

*This syllabus is subject to change at the discretion of the instructor.
Reflects Syllabus Policy Version January 2025*

Required

- Miller, L. (2021). *The Awakened Brain: The New Science of Spirituality and Our Quest for an Inspired Life*. Random House. ISBN: 1-9848-5562-X
 - Available through the UF Library as an e-book
- Singer, M. (2015). *The Surrender Experiment: My Journey into Life's Perfection*. Harmony Books. ISBN: 080414110X
 - Available through the UF Library course reserves (Call #- BL624 .S564 2015)
- Additional course readings available on Canvas or via the university library.

Recommended

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

MATERIALS AND SUPPLIES FEES:

- *Sketchbook/Journal*: You are required to purchase a blank sketchbook. You may choose any size from 4" x 7" to 8"x 11" that fits with your personal style.

SCHEDULE

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

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
1	<ul style="list-style-type: none"> • First class • Intros 	<ul style="list-style-type: none"> • Thich Nhat Hanh Introduction and Bringing Mindfulness to the West • Pebble Meditation (Introductory Gatha Practice) 	<ul style="list-style-type: none"> • <i>The Awakened Brain</i> - "Anything True Can be Shown" 	

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
2	<ul style="list-style-type: none"> Mindfulness, Meditation, and the Present Moment 	<ul style="list-style-type: none"> Jon Kabat-Zinn, and Mindfulness-Based Stress Reduction (MBSR) Beginners Mind Breathing Meditation Falling Out Breath and Horse Breath 	<ul style="list-style-type: none"> <i>The Surrender Experiment</i> - "Waking Up" 	<ul style="list-style-type: none"> Personal Understanding of Mindful Living Reflection Due Daily Practice Log Due
3	<ul style="list-style-type: none"> Nonjudgmental Awareness & Responding Versus Reacting: Getting Hooked 	<ul style="list-style-type: none"> Sitting Meditation River Meditation 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Nothing Could Have Been Done" <i>The Surrender Experiment</i> - "The Great Experiment Begins" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
4	<ul style="list-style-type: none"> No Lecture Topic – Time Allocated to Reflect on Death & Dying Assignment 	<ul style="list-style-type: none"> Walking Meditation Inner Emotional Boundaries Meditation 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "The Empty Kitchen" <i>The Surrender Experiment</i> - "From Solitude to Service" 	<ul style="list-style-type: none"> Contemplating Death and Dying Due Daily Practice Log Due
5	<ul style="list-style-type: none"> Self-Care & Mindfulness: Intention Setting 	<ul style="list-style-type: none"> Alternate Nostril Breathing 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Stars in a Dark Sky" <i>The Surrender Experiment</i> - "The Business of Surrender" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
6	<ul style="list-style-type: none"> Reflections on Cultural Identities, Systems of Power, and Mindfulness 	<ul style="list-style-type: none"> Laughing Yoga 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Two Sides of the Same Coin" <i>The Surrender Experiment</i> - "Something Priceless Is Born" 	<ul style="list-style-type: none"> Thank You Letter Due Daily Practice Log Due
7	<ul style="list-style-type: none"> Values & Authenticity 	<ul style="list-style-type: none"> Body Scan Meditation 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Someone Watching Over Me" <i>The Surrender Experiment</i> - "The Forces of Natural Growth" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
8	<ul style="list-style-type: none"> Mindful Movement 	<ul style="list-style-type: none"> Dynamic Breathing 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "A Knock at the Door" <i>The Surrender Experiment</i> - "When Dark Clouds Become Rainbows" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
9	<ul style="list-style-type: none"> Loving Kindness Meditation 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "When Inner and Outer Align" <i>The Surrender Experiment</i> - "Embracing Explosive Expansion" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
10	<ul style="list-style-type: none"> Possible Field Trip to Lake Alice and the UF Bat House, Pending Student & Professor discussion and agreement on transportation availability (Sunset at 6:45PM) 	<ul style="list-style-type: none"> External Sound Observation Meditation 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Calling All Lost Sons" <i>The Surrender Experiment</i> - "Total Surrender" 	<ul style="list-style-type: none"> Spirituality Timeline Due Daily Practice Log Due
11	<ul style="list-style-type: none"> No Lecture Topic – Time Allocated for Graduate Student Book Reports 	<ul style="list-style-type: none"> Inner Safety Meditation 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "A Different Life" <i>The Awakened Brain</i> - "The Castle and the Wave" 	<ul style="list-style-type: none"> Graduate Student Book Reports Due Reading Summary Due Daily Practice Log Due Graduate Students Present Book Reports Begin
12	<ul style="list-style-type: none"> Mindfulness & Technology: Supports and Challenges 	<ul style="list-style-type: none"> Mindful Photography 	<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "The Two Modes of Awareness" 	<ul style="list-style-type: none"> Final Reflection Paper Due Reading Summary Due Daily Practice Log Due
13		Silent Meditation Retreat Day Meditations guided by the instructor, includes mountain meditation, choiceless awareness, and other meditations previously covered in class.		
14		Fall Break Week		
15	<ul style="list-style-type: none"> Last day of class, reflections, celebration, and goodbye 		<ul style="list-style-type: none"> <i>The Awakened Brain</i> - "Integration Is Key" <i>The Awakened Brain</i> - "Isaiah and the Geese" 	<ul style="list-style-type: none"> Spiritual/Mindful Journal Due
	Exam Week: No Class			

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

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

Class Demeanor Expectations

Classroom Privacy

In order to create a safe and open atmosphere that encourages the exploration of personal spirituality, we ask that privacy be kindly respected and observed by all class members at all times, both during and following the completion of the semester. Privacy means that whatever personal information a student or instructor discloses during class, within the limits applicable by law, should remain within and among us as valued, confidential information.

Cushions or Blankets

We will often find ourselves sitting in a circle in class, perhaps even on the floor to help cultivate a more comfortable setting. Please feel free to make yourself most comfortable by bringing your own pillows, cushions, or blankets to sit on.

Common Courtesy

Cell phones and other electronic devices must be turned off and out of sight during class (vibrate is not silent). Students who make or receive calls or texts during class will be asked to leave.

COURSE ASSIGNMENTS:

Personal Understanding of Mindful Living (10% of final grade)

In this reflection, you are asked to consider your personal experiences with mindfulness and spirituality thus far in your life. Students are required to write 5-7 pages (typed, double-spaced, Times New Roman, 12-point font, paragraph form, turned in as a hard copy) addressing the following questions. As of right now, what is your understanding of mindfulness and spirituality? As of right now, what is your understanding of mindfulness-based practices? How have you addressed managing overwhelming emotions such as: stress, anxiety, depression, fear, grief, and hopelessness in the past? What are your traditional coping mechanisms? Do you perceive your coping mechanisms to be effective in reducing such emotions? Why or why not? What are your goals for taking this class? What do you hope to learn from this class this semester? Include at least 5 scholarly journal article references in your reflection.

The purpose of this assignment is to gauge where you currently are in your relationship to self and other. Look at this assignment as an opportunity for self-inquiry, being curious as to any patterns or habits you may notice you engage in. Please bring your papers to class in order to help facilitate class discussion.

Contemplating Death and Dying (15% of final grade)

In many wisdom traditions, regular contemplation of our mortality is regarded as one of the most instructive exercises to help us live each moment to fullest, with greater appreciation, sincerity, love, and joy. Regardless of personal beliefs about the afterlife, this exercise is designed to help you reflect on the life you are living now and the life you most want to live before the time of your death. Afterwards we will share as a class about our experiences completing this assignment. Students are required to write at least four pages (front and back) in their journals addressing both of the following prompts

Obituary—an obituary is the short announcement of your death that may appear in the newspaper. Most commonly, it includes your age at the time of death, the people who survive you, and the location of services (if any). It may also include the cause of death, your notable accomplishments, and your occupation. Please reflect on where you'd like to be in the process of your life when you die, and write a realistic obituary.

Eulogy—a eulogy is the longer, more intimate summation of your life and your person that is read by a loved one or a spiritual figure at your funeral/memorial service. This part of the assignment will probably take the most time. Eulogies may be creative, poetic, humorous, and/or heartfelt, but please take the assignment seriously. Think ahead to the time of your death, and consider where you will have lived, what your life's work entailed, with whom were you in significant relationship(s), your likes and interests (particular food, books, art, places, etc.), your religious, spiritual or philosophical beliefs, what brought you joy, what aspects of you brought joy to the people who are mourning you, etc. You may also want to include details such as your financial situation, education, and health.

***Optional: Soundtrack for your funeral**—after you have died, imagine that you will leave a playlist/CD with music that will be played to the mourners at your funeral or memorial service. What songs would you include on the playlist/CD, and why? What kinds of words, images, sounds, and feelings do you wish to convey to the people you will leave behind you, about your life, your love for them, your regrets, your beauty, the fun and joy you've experienced, what you've learned is important, etc.? You are encouraged to bring the playlist/CD (in full or just a song or two) to class to share (I'd would love to hear what you've put together), but due to some students' technological limitations, a hard copy of the CD is not required.

Thank you Letter (10% of final grade)

Choose someone in your life who has made an impact on you and whom you don't feel as though you have thanked enough. Write a 1-2 page thank you letter detailing what they have done and what it means to you. Present this letter *in person* and *read aloud* what you have written.

Write a 1-2 page explanation of:

- a. How you felt writing the letter
- b. How you felt during and after the presentation of the letter to the other person
- c. How the person who received your letter responded.

Turn in your reflection on the experience. (You may choose to keep a copy of the actual letter or turn it in to the instructor, depending on how comfortable you feel over sharing).

Spirituality Timeline (10% of final grade)

In this reflection, you are asked to create an approximate timeline for your spiritual history. Students are required to write at least two pages (front and back) in their creative sketchbooks addressing the following prompts. What has spirituality, religion, science, nature, or lack thereof meant to you in your life? Do you believe in a "God," "Divinity," "Higher Power," "Nature," or something ineffable that connects all life? What inspires you in your life? Do you perceive there to be a purpose to life? To your life? If you wish, feel free to create a literal timeline of your spiritual history as you explore the most meaningful "spiritual" experiences that have helped shape the person you are today.

Again, the purpose of this journaling activity is to be as self-reflective and inwardly curious as possible. There are no "right" or "wrong" answers to any of these questions. In addition to writing about your experiences, reflect on the emotions that you are aware of as you remember the stories you are recalling.

In-Class Presentation Book Reports (10% of final grade)

This assignment is meant to be tailored to your own interests in mindfulness, meditation, and spirituality. Select a book relevant to the course's material (see the instructor for specific text approval or recommendations) then read it at your own pace from the beginning of class. Graduate students will be expected to begin presenting their findings and takeaways from the text to the class through an in-class presentation. This can be done through creative, experiential, or more traditional lecture based formats. This assignment is graded for both information transmission (5%) and presentation/teaching design (5%).

Spiritual/Mindful Journal (10% of final grade)

Although this is a graded assignment, this journal is more meant for your spiritual, reflective, meaningful, mindful, emotional journey and well-being. Cherish it and enjoy filling it up. Inclusions should be meaningful to you. It is suggested to carry this personal journal (or simply just a section in your notebook) dedicated to this project with you always. Fill it with drawings, pictures, quotes, words, or whatever you feel is right. When adding to the journal, do so to affirm: what you believe in, what brings your hope, what you are passionate about, where you would like your life to go, contributions you would like to bring to the world, and what spirituality takeaways you wish to receive. This may also be used to record your dreams each night. When complete, your journal should inspire you and bring happiness when looking through it. Feel free to explore and go as deep and personal as you would like without inhibitions. It is up to you to get the most out of this. Bring this journal to class **EVERY** week, as we will do activities that utilize it often. This journal will be checked in class (hence why a dedicated journal is the best option) at the end of the course for review of your commitment to the project, but you will keep it after review. If there is anything included that is considered too private for you to have the instructor to view, you may fold that page to ensure confidentiality. The instructor will respect your privacy and skip the page.

Please note

Although you may find this to be helpful in multiple areas, this journal is not meant to be clinically therapeutic. If there is ever a time that certain emotions or experiences are affecting you or being brought up, please feel free to contact the instructor. Further resources and references can be provided confidentially.

Reading Summaries (10% of final grade)

In your journal, for each week a reading is due, write out:

- 3 main points you took from the reading. (50% of the assignment's grade)
- 1 significant quote and 3-5 sentences discussing the reason(s) you find it significant. (50% of the assignment's grade)

This assignment is to keep us all accountable to our readings, and ensure everyone is prepared to engage for the in-class discussion or activities.

Daily Practice Log (15% of final grade)

This is the largest contribution to your final grade in order to encourage students to adopt mindful living every day. To gain the experience and truly reap the benefits of mindfulness, a daily log of practicing mindfulness is required. Practicing consistently is the key compared to practicing at length. However, students have 3 different options they can take to receive full credit. Your daily log activities can consist of **1 or more hours 1-2 days a week, 10 or more minutes 3-4 days a week, or 5 or more minutes 5-7 days a week**. It is recommended to have this practice be a part of your daily routine such as right when you wake up or before you go to bed. This will help you make a habit of it and assist you in remembering to do so.

Students are asked to provide legitimacy in their daily logs as simply writing down when you practiced will not be accepted. Forms of legitimacy include: taking a yoga or meditation class and providing the receipt; Attending free UF Rec Center classes and providing copy of sign in sheet or picture you were there; Writing or journal entries of your reflection of a mindfulness exercise you did or just awareness of your day (no more than paragraph needed); Video recordings of yourself engaging in a mindful activity. Students may provide other forms of legitimacy with instructor's approval. The UF Mindfulness Center and the Center for Spirituality and Health are also good resources for guided meditation and mindful experiences.

Daily Practice Logs are due each week when class starts and will consist of practices since the previous class. Emailed submissions will be counted for grading purposes and deleted immediately. Students may also physically bring in their logs to class to show journal entry, video thumbnail, receipt, or other form of submission to ensure privacy. *note – any and all recordings and readings will not be watched or read. These will simply just be counted to ensure submissions are meeting required amounts for grade.

Final Reflection Paper (10% of final grade)

Similar to your previous reflections, this paper is an opportunity to critically analyze your personal experiences with mindful living. How has your understanding of spirituality, mindfulness, meditation, etc. evolved over the semester? What experiences/ topics/ methods were most pivotal to your own growth and development personally? What was most effective? Least effective? What was the Daily Practice Log like for you? Do you perceive yourself applying the techniques taught in your own life after this class? If so, how? How have you monitored your own self-care and mindfulness, which includes: self-awareness, self regulation, coping techniques, and balancing interests of self and others? How have you incorporated mindfulness and self-care into your professional practice? While this paper is of a self reflective nature, be sure to include at least five paraphrased quotes from the textbook (last name of author, page number) from the readings that inspired you in one way or another. (10-12 pages, typed, double-spaced, Times New Roman, 12-point font, 1-inch margins, APA format.) *Please note: Title page and reference page are NOT required for this assignment. However, you will be required to indicate what quotes, sentences, or phrases are taken from any source other than your own words.

GRADING:

Assignment	Percentage of Final Grade
Personal Understanding of Mindful Living	10
Contemplating Death and Dying	15
Thank You Letter	10
Spirituality Timeline	10
In-Class Presentation Book Reports	10
Spiritual/Mindful Journal	10
Reading Summaries	10
Daily Practice Log	15
Final Reflection Paper	10
TOTAL POSSIBLE POINTS	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)

80.00-82.99% (B-)
77.00-79.99% (C+)
73.00-76.99% (C)
70.00-72.99% (C-)
67.00-69.99% (D+)
63.00-66.99% (D)
60.00-62.99% (D-)
0-59.99% (E)

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

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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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- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
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Mindful Living Course Differentiation

The proposal meets the Co-Listed Graduate and Undergraduate Courses policy in the following ways:

1. We are requesting a configuration of 4000/6000 levels.
2. Students can obtain credit for only one of two co-listed courses.
3. To ensure the prevention of duplication of courses,
 - a. Two requests have been made (undergraduate request #21171, graduate request #21166), and both syllabi have been included with each request.
 - b. All students in the co-listed courses should be held to the same standards regarding attendance, academic honesty, and general class expectations.
 - c. The coursework differs for undergraduate and graduate students in the following ways:

Undergraduate MHS 4xxx UCC Request #21171	Difference	Graduate MHS 6xxx GCC Request #21166
In-Class Presentation: Guided Mindfulness Practice	more rigorous assignments	In-Class Presentation: Book Reports
Personal Understanding of Mindful Living <ul style="list-style-type: none"> • 2-4 pages • Include at least 2 scholarly journal article references in your reflection. 	more demanding performance criteria	Personal Understanding of Mindful Living <ul style="list-style-type: none"> • 5-7 pages • Include at least 5 scholarly journal article references in your reflection.
Contemplating Death and Dying Students are required to write at least two pages (front and back) in their journals addressing <u>one</u> of the following prompts.	more demanding performance criteria	Contemplating Death and Dying Students are required to write at least four pages (front and back) in their journals addressing <u>both</u> of the following prompts.
Final Reflection Paper <ul style="list-style-type: none"> • 5-7 pages • include at least two direct quotes from the textbook 	more demanding performance criteria	Final Reflection Paper <ul style="list-style-type: none"> • 10-12 pages • include at least five paraphrased quotes from the textbook • additional prompts: How have you monitored your own self-care and mindfulness, which includes: self-awareness, self-regulation, coping techniques, and balancing interests of self and others? How have you incorporated mindfulness and self-care into your professional practice?

Differences in Course Objectives	
Undergraduate MHS 4xxx UCC Request #21171	Graduate MHS 6xxx GCC Request #21166
Employ principles of mindfulness to expand consciousness in daily living inside and outside of class. Bloom's Taxonomy: Application	Practice principles of mindfulness to expand consciousness in daily living inside and outside of class. Bloom's Taxonomy: Application
Practice an awareness of how mindfulness can help one to navigate life's transitions. Bloom's Taxonomy: Application	Distinguish various ways mindfulness can help one to navigate life's transitions. Bloom's Taxonomy: Analysis
Examine one's sense of spirituality as it fits into holistic well-being. Bloom's Taxonomy: Analysis	Assess one's sense of spirituality as it fits into holistic well-being. Bloom's Taxonomy: Analysis
Examine personal spirituality through synchronicity, creativity, intuition, and mortality (includes experiential creativity exercises that may help enhance spiritual and emotional awareness and expression). Bloom's Taxonomy: Analysis	Formulate a personal and professional philosophy of spirituality by examining synchronicity, creativity, intuition, and mortality (includes experiential creativity exercises that may help enhance spiritual and emotional awareness and expression). Bloom's Taxonomy: Creation

MHS 4XXX Syllabus – Fall 20__
Mindful Living: Spirituality For Everyday Life

Class Location: Norman Hall ____

Class Schedule: Tuesdays 4:05PM – 7:05PM

INSTRUCTOR CONTACT INFORMATION:

Instructor: _____

Email: _____

Phone: _____

Office hours: ____ (day) _____ from ____ (time) _____. Others by appointment.

Program Coordinator Contact Information:

Ana Puig, Ph.D.,
 Clinical Professor & Research Director, College of Education
 Associate Director, Center for Spirituality and Health
anapuig@coe.ufl.edu, 352-273-4121

COURSE DESCRIPTION:

Examines approaches to living a more mindful life. Focuses on the various mental, emotional, physical, and spiritual conditions that arise when confronted with stressful or traumatic situations. Explores various perspectives regarding personal responsibility toward stress management and mindful self-care practices and mindfulness-based techniques to reduce the negative effects of psychological concerns through the application of these methods.

Please note that this course is offered jointly with MHS 4xxx. Both graduate and undergraduate students are included in the same class; however, the course is bifurcated with different assignment requirements and more demanding criteria for the graduate students.

COURSE OBJECTIVES

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

1. Employ principles of mindfulness to expand consciousness in daily living inside and outside of class.
2. Practice an awareness of how mindfulness can help one to navigate life's transitions.
3. Examine one's sense of spirituality as it fits into holistic well-being.
4. Examine personal spirituality through synchronicity, creativity, intuition, and mortality (includes experiential creativity exercises that may help enhance spiritual and emotional awareness and expression).

PREREQUISITE(S):

Sophomore standing or higher

*This syllabus is subject to change at the discretion of the instructor.
 Reflects Syllabus Policy Version January 2025*

TEXTBOOKS

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Miller, L. (2021). *The Awakened Brain: The New Science of Spirituality and Our Quest for an Inspired Life*. Random House. ISBN: 1-9848-5562-X
 - Available through the UF Library as an e-book
- Singer, M. (2015). *The Surrender Experiment: My Journey into Life's Perfection*. Harmony Books. ISBN: 080414110X
 - Available through the UF Library course reserves (Call #- BL624 .S564 2015)
- Additional course readings available on Canvas or via the university library.

Recommended

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

MATERIALS AND SUPPLIES FEES

- *Sketchbook/Journal*: You are required to purchase a blank sketchbook. You may choose any size from 4" x 7" to 8"x 11" that fits with your personal style.

SCHEDULE

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

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
1	<ul style="list-style-type: none">• First class• Intros	<ul style="list-style-type: none">• Thich Nhat Hanh Introduction and Bringing Mindfulness to the West• Pebble Meditation (Introductory Gatha Practice)	<ul style="list-style-type: none">• <i>Miller (2021)</i> "Anything True Can be Shown"	

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
2	<ul style="list-style-type: none"> Mindfulness, Meditation, and the Present Moment 	<ul style="list-style-type: none"> Jon Kabat-Zinn, and Mindfulness-Based Stress Reduction (MBSR) Beginners Mind Breathing Meditation Falling Out Breath and Horse Breath 	<ul style="list-style-type: none"> <i>Singer (2015)</i> - "Waking Up" 	<ul style="list-style-type: none"> Personal Understanding of Mindful Living Reflection Due Daily Practice Log Due
3	<ul style="list-style-type: none"> Nonjudgmental Awareness & Responding Versus Reacting: Getting Hooked 	<ul style="list-style-type: none"> Sitting Meditation River Meditation 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "Nothing Could Have Been Done" <i>Singer (2015)</i> - "The Great Experiment Begins" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
4	<ul style="list-style-type: none"> No Lecture Topic – Time Allocated to Reflect on Death & Dying Assignment 	<ul style="list-style-type: none"> Walking Meditation Inner Emotional Boundaries Meditation 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "The Empty Kitchen" <i>Singer (2015)</i> - "From Solitude to Service" 	<ul style="list-style-type: none"> Contemplating Death and Dying Due Daily Practice Log Due
5	<ul style="list-style-type: none"> Self-Care & Mindfulness: Intention Setting 	<ul style="list-style-type: none"> Alternate Nostril Breathing 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "Stars in a Dark Sky" <i>Singer (2015)</i> - "The Business of Surrender" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
6	<ul style="list-style-type: none"> Reflections on Cultural Identities, Systems of Power, and Mindfulness 	<ul style="list-style-type: none"> Laughing Yoga 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "Two Sides of the Same Coin" <i>Singer (2015)</i> - "Something Priceless Is Born" 	<ul style="list-style-type: none"> Thank You Letter Due Daily Practice Log Due
7	<ul style="list-style-type: none"> Values & Authenticity 	<ul style="list-style-type: none"> Body Scan Meditation 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "Someone Watching Over Me" <i>Singer (2015)</i> - "The Forces of Natural Growth" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
8	<ul style="list-style-type: none"> Mindful Movement 	<ul style="list-style-type: none"> Dynamic Breathing 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "A Knock at the Door" <i>Singer (2015)</i> - "When Dark Clouds Become Rainbows" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due
9	<ul style="list-style-type: none"> Loving Kindness Meditation 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "When Inner and Outer Align" <i>Singer (2015)</i> - "Embracing Explosive Expansion" 	<ul style="list-style-type: none"> Reading Summary Due Daily Practice Log Due

Week	Topic	Mindfulness Techniques	Reading Due	Assignment(s) Due
10	<ul style="list-style-type: none"> Possible Field Trip to Lake Alice and the UF Bat House, Pending Student & Professor discussion and agreement on transportation availability (Sunset at 6:45PM) 	<ul style="list-style-type: none"> External Sound Observation Meditation 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "Calling All Lost Sons" <i>Singer (2015)</i> - "Total Surrender" 	<ul style="list-style-type: none"> Spirituality Timeline Due Daily Practice Log Due
11	<ul style="list-style-type: none"> No Lecture Topic – Time Allocated for Graduate Student Book Reports 	<ul style="list-style-type: none"> Inner Safety Meditation 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "A Different Life" <i>Miller (2021)</i> "The Castle and the Wave" 	<ul style="list-style-type: none"> Graduate Student Book Reports Due Reading Summary Due Daily Practice Log Due Graduate Students Present Book Reports Begin
12	<ul style="list-style-type: none"> Mindfulness & Technology: Supports and Challenges 	<ul style="list-style-type: none"> Mindful Photography 	<ul style="list-style-type: none"> <i>Miller (2021)</i> "The Two Modes of Awareness" 	<ul style="list-style-type: none"> Final Reflection Paper Due Reading Summary Due Daily Practice Log Due
13		Silent Meditation Retreat Day Meditations guided by the instructor, includes mountain meditation, choiceless awareness, and other meditations previously covered in class.		
14		Fall Break Week		
15	<ul style="list-style-type: none"> Last day of class, reflections, celebration, and goodbye 		<ul style="list-style-type: none"> <i>Miller (2021)</i> "Integration Is Key" <i>Miller (2021)</i> "Isaiah and the Geese" 	<ul style="list-style-type: none"> Spiritual/Mindful Journal Due
	Exam Week: No Class			

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

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Class Demeanor Expectations

Classroom Privacy

In order to create a safe and open atmosphere that encourages the exploration of personal spirituality, we ask that privacy be kindly respected and observed by all class members at all times, both during and following the completion of the semester. Privacy means that whatever personal information a student or instructor discloses during class, within the limits applicable by law, should remain within and among us as valued, confidential information.

Cushions or Blankets

We will often find ourselves sitting in a circle in class, perhaps even on the floor to help cultivate a more comfortable setting. Please feel free to make yourself most comfortable by bringing your own pillows, cushions, or blankets to sit on.

Common Courtesy

Cell phones and other electronic devices must be turned off and out of sight during class (vibrate is not silent). Students who make or receive calls or texts during class will be asked to leave.

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COURSE ASSIGNMENTS:

Personal Understanding of Mindful Living - 10% of final grade

In this reflection, you are asked to consider your personal experiences with mindfulness and spirituality thus far in your life. Students are required to write 2-4 pages (typed, double-spaced, Times New Roman, 12-point font, paragraph form, turned in as a hard copy) addressing the following questions. As of right now, what is your understanding of mindfulness and spirituality? As of right now, what is your understanding of mindfulness-based practices? How have you addressed managing overwhelming emotions such as: stress, anxiety, depression, fear, grief, and hopelessness in the past? What are your traditional coping mechanisms? Do you perceive your coping mechanisms to be effective in reducing such emotions? Why or why not? What are your goals for taking this class? What do you hope to learn from this class this semester? Include at least 2 scholarly journal article references in your reflection.

The purpose of this assignment is to gauge where you currently are in your relationship to self and others. Look at this assignment as an opportunity for self-inquiry, being curious as to any patterns or habits you may notice you engage in. Please bring your papers to class in order to help facilitate class discussion.

In-Class Presentation, Guided Mindfulness Practice – 10% of final grade

Students will be expected to lead a 10-15 minute guided mindfulness practice with the class, present on the benefits of the selected practice, and discuss when it could be used through an in-class presentation. This assignment is meant to broaden your participation and engagement with mindfulness practices by encouraging you to experience what it is like to lead a group in a practice. A signup sheet will be sent around in the first couple weeks of class to establish presentation dates for each student.

Contemplating Death and Dying – 15% of final grade

In many wisdom traditions, regular contemplation of our mortality is regarded as one of the most instructive exercises to help us live each moment to fullest, with greater appreciation, sincerity, love, and joy. Regardless of personal beliefs about the afterlife, this exercise is designed to help you reflect on the life you are living now and the life you most want to live before the time of your death. Afterwards we will share as a class about our experiences completing this assignment. Students are required to write at least two pages (front and back) in their journals addressing one of the following prompts.

Obituary—an obituary is the short announcement of your death that may appear in the newspaper. Most commonly, it includes your age at the time of death, the people who survive you, and the location of services (if any). It may also include the cause of death, your notable accomplishments, and your occupation. Please reflect on where you'd like to be in the process of your life when you die, and write a realistic obituary.

Eulogy—a eulogy is the longer, more intimate summation of your life and your person that is read by a loved one or a spiritual figure at your funeral/memorial service. This part of the assignment will probably take the most time. Eulogies may be creative, poetic, humorous, and/or heartfelt, but please take the assignment seriously. Think ahead to the time of your death, and consider where you will have lived, what your life's work entailed, with whom were you in significant relationship(s), your likes and interests (particular food, books, art, places, etc.), your religious, spiritual or philosophical beliefs, what brought you joy, what aspects of you brought joy to the people who are mourning you, etc. You may also want to include details such as your financial situation, education, and health.

***Optional: Soundtrack for your funeral**—after you have died, imagine that you will leave a playlist/CD with music that will be played to the mourners at your funeral or memorial service. What songs would you include on the playlist/CD, and why? What kinds of words, images, sounds, and feelings do you wish to convey to the people you will leave behind you, about your life, your love for them, your regrets, your beauty, the fun and joy you've experienced, what you've learned is important, etc.? You are encouraged to bring the playlist/CD (in full or just a song or two) to class to share (I'd would love to hear what you've put together), but due to some students' technological limitations, a hard copy of the CD is not required.

Thank you Letter – 10% of final grade

Choose someone in your life who has made an impact on you and whom you don't feel as though you have thanked enough. Write a 1-2 page thank you letter detailing what they have done and what it means to you. Present this letter *in person* and *read aloud* what you have written.

Write a 1-2 page explanation of:

- a. How you felt writing the letter
- b. How you felt during and after the presentation of the letter to the other person
- c. How the person who received your letter responded.

Turn in your reflection on the experience. (You may choose to keep a copy of the actual letter or turn it in to the instructor, depending on how comfortable you feel over sharing).

Spirituality Timeline – 10% of final grade

In this reflection, you are asked to create an approximate timeline for your spiritual history. Students are required to write at least two pages (front and back) in their creative sketchbooks addressing the following prompts. What has spirituality, religion, science, nature, or lack thereof meant to you in your life? Do you believe in a "God," "Divinity," "Higher Power," "Nature," or something ineffable that connects all life? What inspires you in your life? Do you perceive there to be a purpose to life? To your

life? If you wish, feel free to create a literal timeline of your spiritual history as you explore the most meaningful “spiritual” experiences that have helped shape the person you are today.

Again, the purpose of this journaling activity is to be as self-reflective and inwardly curious as possible. There are no “right” or “wrong” answers to any of these questions. In addition to writing about your experiences, reflect on the emotions that you are aware of as you remember the stories you are recalling.

Spiritual/Mindful Journal – 10% of final grade

Although this is a graded assignment, this journal is more meant for your spiritual, reflective, meaningful, mindful, emotional journey and well-being. Cherish it and enjoy filling it up. Inclusions should be meaningful to you. It is suggested to carry this personal journal (or simply just a section in your notebook) dedicated to this project with you always. Fill it with drawings, pictures, quotes, words, or whatever you feel is right. When adding to the journal, do so to affirm: what you believe in, what brings your hope, what you are passionate about, where you would like your life to go, contributions you would like to bring to the world, and what spirituality takeaways you wish to receive. This may also be used to record your dreams each night. When complete, your journal should inspire you and bring happiness when looking through it. Feel free to explore and go as deep and personal as you would like without inhibitions. It is up to you to get the most out of this. Bring this journal to class **EVERY** week, as we will do activities that utilize it often. This journal will be checked in class (hence why a dedicated journal is the best option) at the end of the course for review of your commitment to the project, but you will keep it after review. If there is anything included that is considered too private for you to have the instructor to view, you may fold that page to ensure confidentiality. The instructor will respect your privacy and skip the page.

Please note

Although you may find this to be helpful in multiple areas, this journal is not meant to be clinically therapeutic. If there is ever a time that certain emotions or experiences are affecting you or being brought up, please feel free to contact the instructor. Further resources and references can be provided confidentially.

Reading Summaries – 10% of final grade

In your journal, for each week a reading is due, write out:

- 3 main points you took from the reading. (50% of the assignment’s grade)
- 1 significant quote and 3-5 sentences discussing the reason(s) you find it significant. (50% of the assignment’s grade)

This assignment is to keep us all accountable to our readings, and ensure everyone is prepared to engage for the in-class discussion or activities.

Daily Practice Log – 15% of final grade - Due Every Week, Checked Every Week

This is the largest contribution to your final grade in order to encourage students to adopt mindful living every day. To gain the experience and truly reap the benefits of mindfulness, a daily log of practicing mindfulness is required. Practicing consistently is the key compared to practicing at length. However, students have 3 different options they can take to receive full credit. Your daily log activities can consist of **1 or more hours 1-2 days a week, 10 or more minutes 3-4 days a week, or 5 or more minutes 5-7 days a week**. It is recommended to have this practice be a part of your daily routine such as right when you wake up or before you go to bed. This will help you make a habit of it and assist you in remembering to do so.

Students are asked to provide legitimacy in their daily logs as simply writing down when you practiced will not be accepted. Forms of legitimacy include taking a yoga or meditation class and providing the receipt; Attending free UF Rec Center classes and providing copy of sign in sheet or picture you were there; Writing or journal entries of your reflection of a mindfulness exercise you did or just awareness of your day (no more than a paragraph needed); Video recordings of yourself engaging in a mindful activity. Students may provide other forms of legitimacy with instructor's approval. The UF Mindfulness Center and the Center for Spirituality and Health are also good resources for guided meditation and mindful experiences.

Daily Practice Logs are due each week when class starts and will consist of practices since the previous class. Emailed submissions will be counted for grading purposes and deleted immediately. Students may also physically bring in their logs to class to show journal entry, video thumbnail, receipt, or other form of submission to ensure privacy. *note – any and all recordings and readings will not be watched or read. These will simply just be counted to ensure submissions are meeting required amounts for a grade.

Final Reflection Paper – 10% of final grade

Similar to your previous reflections, this paper is an opportunity to critically analyze your personal experiences with mindful living. How has your understanding of spirituality, mindfulness, meditation, etc. evolved over the semester? What experiences/ topics/ methods were most pivotal to your own growth and development personally? What was most effective? Least effective? What was the Daily Practice Log like for you? Do you perceive yourself applying the techniques taught in your own life after this class? If so, how? How have you monitored your own self-care and mindfulness, which includes: self-awareness, self-regulation, coping techniques, and balancing interests of self and others? While this paper is of a self-reflective nature, be sure to include at least two quotes from the textbook (last name of author, page number) from the readings that inspired you in one way or another. (5-7 pages, typed, double-spaced, Times New Roman, 12-point font, 1-inch margins, APA format.) *Please note: Title page and reference page are NOT required for this assignment. However, you will be required to indicate what quotes, sentences, or phrases are taken from any source other than your own words. Further, 5-7 pages, does not mean 4 and ½, or 4 and ¾ pages. The minimum requirement is 5 *full* pages. You are welcome to write more than 4 pages, but in order to receive full credit, you must complete *at least 5 full* pages. See rubric under the Course Schedule.

GRADING:

Assignment	Percentage of Final Grade
Personal Understanding of Mindful Living	10
In-Class Presentation Guided Mindfulness Practice	10
Contemplating Death and Dying	15
Thank You Letter	10
Spirituality Timeline	10
Spiritual/Mindful Journal	10
Reading Summaries	10
Daily Practice Log	15
Final Reflection Paper	10
TOTAL POSSIBLE POINTS	100%

Course Grading Scale

93.00-100% (A)
90.00-92.99% (A-)
87.00-89.99% (B+)
83.00-86.99% (B)
80.00-82.99% (B-)
77.00-79.99% (C+)
73.00-76.99% (C)
70.00-72.99% (C-)
67.00-69.99% (D+)
63.00-66.99% (D)
60.00-62.99% (D-)
0-59.99% (E)

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

RUBRIC(S):**Final Reflection Paper Grading Rubric****Student Name:** _____ **Date:** _____

Category	Novice 2	Apprentice 3	Veteran 4	Master 5	Score
Organization	Not organized. No structure to presentation of paper.	Somewhat organized paper. Purpose of paper could have been more effective. Introduction and summary not included.	Adequate organization of paper. Could have clearer road map of paper. Introduction and summary included but could have been elaborated.	Clear, effective, and elaborate organization of main points. Introduction and summary included clearly.	
Style/ Confidence/ Creativity	Lack of style, confidence, and/ or creativity in writing. Did not weave together quotes and personal experiences.	Somewhat stylish, confident, and/ or creative in writing. Somewhat weaved together quotes and personal experiences.	Adequate style, confidence, and/ or creativity in writing. Adequately weaved together quotes and personal experiences.	Superior style and/ or creativity in writing. Confidently weaved together quotes and personal experiences.	
Content	Lack of clear understanding of material. No supported evidence/ research (no quotes) was provided.	Somewhat clear understanding of material. Limited evidence/ research (1 quote) was provided.	Adequate understanding of material. Adequate evidence/ research (3 quotes) was provided.	Superior understanding of material. Extensive evidence/ research (4 or more quotes) was provided.	
Assignment Accuracy	Does not follow directions of assignment.	Follows directions, but key components were missing.	All key components were addressed.	All components were addressed and elaborated upon	

Total Points: ____/20

Course|New for request 21006

Info

Request: URP 6XXX Urban Data Structure Basics

Description of request: This is a graduate level course for students in the Master of Science in Urban Analytics program and the Certificate of Urban Analytics Program. This course is also available for Master in Urban and Regional Planning students as an elective. This course is to provide foundational learning of programming and data structures for the curriculum.

Submitter: Vivian Wong vivian.wong@ufl.edu

Created: 1/31/2025 1:49:28 PM

Form version: 2

Responses

Recommended Prefix

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

Response:

URP

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:

Urban Data Structure Basics

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:

Urban Data Structure Basics

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:
Lectures introduce programming basics, fundamental data structures, and their retrieval and storage techniques, with demonstrations and hands-on assignments that cover diverse data types, including tabular housing data, satellite imagery, pedestrian and vehicular traffic time series, texts from citizen social media. Learn Numpy, Pandas, OpenCV, Scikit-learn, and PyTorch. Progresses from Python fundamentals to interacting with common small data then finally big data.

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:

Graduate level course for students in the Master of Science in Urban Analytics program and the Certificate of Urban Analytics Program. This course is also available for Master in Urban and Regional Planning students as an elective. This course is to provide foundational learning of programming and data structures for the curriculum.

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 <a

href="https://ufl.bluera.com/ufl/">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

URP 6XXX: Urban Data Structures Basics

Note: This syllabus is subject to change. Any changes will be communicated in advance.

Course Description

This course is recommended for students with no formal programming experience who want to learn Python to manage various types of data encountered in everyday city life. The interactive lectures will introduce programming basics, fundamental data structures, and their retrieval and storage techniques, with demonstrations and hands-on assignments that cover diverse data types, including **tabular** housing data, satellite **imagery**, pedestrian and vehicular traffic data in **time series**, and **texts** from citizen social media. Students will learn technologies such as Numpy, Pandas, OpenCV, Scikit-learn, and PyTorch. The course will progress from Python fundamentals to interacting with common small data and finally to preparing big data for large scale applications, preparing students well for future classes in urban analytics, data science, and machine learning. Students will work on a final project to reinforce their learning. **No prior programming knowledge is required.**

Logistics

- **Class Meetings:** TBD day TBD time EST
- **Location:** TBD
- **Instructor:** Vivian Wong, Ph.D; Office: AH 446; 352-846-7051; vivian.wong@ufl.edu
- **Office Hours:** TBD
- **Prerequisites:** None

Course Objectives

- Understand the basics of Python programming
- Learn how to manage and manipulate data in Python
- Understand how to use Python to interact with common "small" data in cities
- Learn how to use Python to prepare big data for data science applications
- **Learn how to take abstract and unseen problems, make them concrete, and use Python to create a working implementation to solve these problems, from the stage of initial setup to final evaluation and presentation**

Materials

- **Textbook:** None. There is no required and recommended readings.
- **Software:** Python 3.10, Anaconda, Jupyter Notebook, and Git. Instructions for installing these will be provided in the first class.
- **Hardware:** A laptop with at least 8GB of RAM and 50GB of free disk space. The operating system can be Windows, MacOS or Linux.
- **Internet:** A stable internet connection is required for downloading course materials and submitting assignments.
- **Materials and Supplies Fees:** None.

Grading

The course grade will be based on the following components:

- **Class Attendance:** 10%
- **6 Lab Assignments:** 60%
- **Final Project:** 30%

Final grades will be calculated as follows:

- A: 93 or above
- A-: 90-92
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 78-79
- C: 73-77
- C-: 70-72
- D+: 68-69
- D: 58-67
- D-: 55-57
- E: 55 or below

Information on current UF grading policies may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

Important:

- Any requests for extra credit (beyond that given in class) 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.
- Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT, Copilot or Bing) on exercises, assignments, and the final project in this course.

Schedule

The current class schedule is below (subject to change):

Wk	Title	Technical Details Covered	Hands-on Notebooks	Assignment Due
1	Intro to Python Basics	arithmetic, variables, functions, loops, collections, simple terminal commands, homework and github setup	Notebook 1: Creating a simple housing property management tool	
2		Classes and Objects		
3		Numpy & Matplotlib - Intro to vectors and matrices in Python		

Wk	Title	Technical Details Covered	Hands-on Notebooks	Assignment Due
4		(optional) Matrix manipulations & simple linear algebra in Python	Notebook 2: A simple housing property management tool	Notebook 1 due.
5	Module 2: Working with <u>Tabular Data</u> (and numbers)	Pandas (.query(), .pivot(), .groupby(), .merge(), .plot())		
6		Scikit-learn (Note for URP faculties: to avoid overlap with Shenhao & Yan's class, this will only cover the most simple ML algorithms that the library comes with and not go into any theory.)	Notebook 3: Visualizing and analyzing US Census Data.	Notebook 2 due.
7	Module 3: Working with <u>images & videos</u>	Visualizing images with OpenCV. Converting images with OpenCV & Pillow.		
8		Video manipulation: storage size and fps. downsampling, frame extraction, interactive visualization and video creation from images with OpenCV.	Notebook 4: Collecting and manipulating images from USGS	Notebook 3 due.
9	Module 4: Working with <u>voice, text & sequential data (time series)</u>	Voice to text conversion, word tokenizing, word count visualization, sequential prediction tasks (revisit Scikit-learn)	Notebook 5: What's on Twitter today?	Notebook 4 due.
10	Generating your own data	Web-scraping, sensor data reading, synthetic data, simulators.	Notebook 5.5: Using sensor logger	
11	Module 5: Small to <u>big data</u>	Intro to PyTorch basics: dataset, dataloader, train/val/test split, loading <u>tabular, text & images</u> we've learned before. Picklizing for storage		

Wk	Title	Technical Details Covered	Hands-on Notebooks	Assignment Due
12		Good data science practices: open source practices, ML project workflow and checklist, quick prototyping with other people's codes, grid searching for models and hyperparameters	Notebook 6: Retrieval, loading and storage of Fire hazard images	Notebook 5 (and 5.5) due.
13	Final Project	Final Project introduction, code review and refactoring, and completion checklist		
14		Project work week with instructor help sessions or buffer week for catching up		
15		Final project poster session, peer review.		Notebook 6 and Final Project due.

Course Policies

Attendance Policy

Attendance is mandatory and is part of your class grade. Attendance will be recorded at the beginning of every class. After class, attendance will be entered into Canvas.

Absences: There are two types of absences – excused and unexcused. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in the Undergraduate Catalog (<https://catalog.ufl.edu/UGRD/academic-regulations/>) / Graduate Catalog (<https://gradcatalog.ufl.edu/graduate/regulations/>) are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. Students are expected to follow UF's Attendance Policies and procedures published in the Academic Regulations of the Undergraduate Catalog. You are responsible for contacting a classmate to obtain notes on the materials covered. If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

Tardiness: Consistent tardiness (or leaving early) will affect your attendance evaluation dramatically. When you arrive more than 10 minutes late without explanation or leave early without prior approval, I consider that a missed class.

Personal Conduct Policy

Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to work on the current week's exercises. If you need to leave class early, please let me know ahead of time and sit nearer to the door so as not to disrupt class. Students engaging in disruptive behavior will be asked to leave the class and will be marked absent for the day.

Cell Phones: Cell phones and other electronic devices must be set to vibrate mode during class. Cell phones must be put away during class time. Students who receive or make calls or text messages during class will be asked to leave and marked absent for the day.

Tablets & Laptops: You may use tablets or laptops to take notes and to work on class exercises/assignments/project. If you are observed using your electronic device for any non-class uses, you will be asked to leave and marked absent for the day.

Assignment Policy

Assignments will be posted on Canvas well in advance of their due dates. **All assignments are due by the posted due dates in Canvas.** Assignments must be submitted by posting on Canvas.

Make-Up/Assignment Extension Policy

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence, if the absence is an excused absence as listed in the Attendance Policy.

If you are unable to turn in an assignment on time, please contact me before the due date to discuss your options. **A grade reduction of 5% per day** will occur unless there is an acceptable excuse for the late submittal.

It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas. See the Note on Computer or Canvas Problems below.

Computer or Canvas Problems Policy

If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or helpdesk@ufl.edu (mailto:helpdesk@ufl.edu)) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.
- After contacting the Help Desk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.
- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." "My roommate disconnected our wi-fi router." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.
- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

UF Policies

Academic Honesty

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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 (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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. See the “Get Started With the DRC” (<https://disability.ufl.edu/get-started/>) 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.

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/> (<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/> (<https://ufl.bluera.com/ufl/>). Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> (<https://gatorevals.aa.ufl.edu/public-results/>).

Campus Resources

Health and Wellness

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu (<mailto:umatter@ufl.edu>), call 352-392-1575, or visit the U Matter, We Care website (<http://www.umatter.ufl.edu>) 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 (<https://counseling.ufl.edu>) 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 (<https://shcc.ufl.edu>).
- **University Police Department:** Visit the UF Police Department website (<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; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu>) 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 (<mailto: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 (<mailto:ask@ufl.libanswers.com>) for

more information.

- **Teaching Center:** 1317 Turlington Hall, 352-392-2010 or to make an appointment call 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 (<https://ombuds.ufl.edu/student/>) for more information.
- **Enrollment Management Complaints (Registrar, Financial Aid, Admissions):** View the Student Complaint Procedure webpage (<https://www.sfa.ufl.edu/student-complaint-procedures/>) for more information.