

Graduate Curriculum Committee
Minutes

May 8, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

Graduate School

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

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

The proposal has been approved by the GCC.

2. IDS 6XXX *Preparing Future Faculty*

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

The proposal has been approved by the GCC.

Hamilton School

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

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

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

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

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

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

5. 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 proposal can be administratively approved without further review by the GCC.

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

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

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

7. 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 proposal can be administratively approved without further review by the GCC.

8. 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 proposal can be administratively approved without further review by the GCC.

9. ISS 5XXX *The Liberal Arts in Theory & Practice*

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

The proposal has been approved by the GCC.

10. ISS 5XXX *Theory and Structure in WSS*

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

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

11. 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 proposal can be administratively approved without further review by the GCC.

12. 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 proposal can be administratively approved without further review by the GCC.

13. 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 proposal can be administratively approved without further review by the GCC.

14. 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 proposal can be administratively approved without further review by the GCC.

15. ISS 6XXX *Topics in 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 proposal can be administratively approved without further review by the GCC.

16. ISS 6XXX *Topics in Political and Historical Traditions and Ideas*

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

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

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

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

The proposal has been approved by the GCC.

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

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

The proposal has been approved by the GCC.

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 proposal can be administratively approved without further review by the GCC.

20. 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 proposal can be administratively approved without further review by the GCC.

21. ISS 7XXX *Supervised Reading*

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

The proposal has been approved by the GCC.

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

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

The proposal has been approved by the GCC.

23. ISS 7979 *Advanced Research*

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

The proposal has been approved by the GCC.

24. ISS 7980 *Research for Doctoral Dissertation*

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

The proposal has been approved by the GCC.

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

DCP – Landscape Architecture

1. LAA 6322 *Project Management for Landscape Architects*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21153>

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

2. LAA 6342 *Landscape Architecture Criticism*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21149>

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.

PHHP – Health Science

1. CLP 6XXX *Introduction to Professional Ethics in Clinical Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21465>

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

COE – School of Human Development and Organizational Studies in Education

2. EDA 6XXX *Literature Review in Educational Leadership & Policy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21420>

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

3. EDA 6XXX *Research Proposal Development in Educational Leadership and Policy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21426>

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

4. EDH 6XXX *The College Experience: Higher Education in Media and Pop Culture*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21266>

The proposal has been approved by the GCC, with a note for minor corrections to the syllabus that will be provided to students.

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

5. EEX 6XXX *Prevention in Practice: MTSS & PBIS*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21403>

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

ENG – Engineering

6. EGS 6XXX *Managing Engineering with Integrity*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20640>

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

7. FNR 6XXXC *Lidar Remote Sensing for Forestry Applications*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20744>

The proposal has been approved by the GCC.

CLAS – Languages, Literatures and Cultures

8. FOL 5905 *Directed Individual Study*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21484>

The proposal has been approved by the GCC.

Graduate School

9. IDS 6XXX *IMAGE: Inclusive Mentoring Academy for Graduate Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21372>

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

DCP – Interior Design

10. IND 5XXX *Graduate Colloquium*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21122>

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

11. IND 5XXX *Proposal Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21126>

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

DCP – Landscape Architecture

12. LAA 6XXX *LA Grad Field Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21154>

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

13. LAA 6XXX *Landscape Architecture Research Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21146>

The proposal has been approved by the GCC, with a note for minor corrections to the syllabus that will be provided to students.

14. LAA 6XXX *Landscape Ecology and Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21155>

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

15. LAA 6XXXC *Advanced Landscape Architecture Design Studio 2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21087>

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

16. LAA 6XXXC *Advanced Landscape Architecture Design Studio 3*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21125>

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

17. LAA 6XXXC *Advanced Landscape Architecture Design Studio 4*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21124>

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

CBA – Marketing

18.MAR 6XXX *Marketing Consulting Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21279>

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

19.MAR 7XXX *Consumer Psychology Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21373>

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

COP – Pharmaceuticals

20.PHA 6XXX *Quantitative Systems Pharmacology (QSP) Modeling*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21381>

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

HHP – Sport Management

21.SPM 5XXX *Managing Athlete Brands*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20589>

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

CLAS – Sociology

22.SYA 7XXX *Advanced Quantitative Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21345>

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

VM – Infectious Diseases and Pathology

23.VME 5XXX *Introduction to Comparative Immunology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21383>

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

VM – Physiological Sciences

24.VME 6XXX *Comparative Biomedical Sciences and One Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21433>

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

VM – Large Animal Clinical Sciences

25.VME 6XXX *Comparative Epidemiology and One Health Study Designs*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21401>

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

College of Veterinary Medicine

26.VME 6083C *Dairy Metrics & Extension*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19828>

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

v. Information Items:

1. [MHS 6971](#) – 21395 – Change prerequisites
2. [MHS 7804](#) – 21394 – Change course title
3. [SDS 6905](#) – 21396 – Change prerequisites

Graduate Curriculum Committee

Agenda

September 11, 2025
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the May 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 the curriculum inventory. The changes requested are listed below each of the proposals.

MED – General Medicine

1. GMS 6602 *Radiological Anatomy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21696>

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

CALS – Agricultural Education and Communication

1. AEC 5XXX *Effectively Communicating Agricultural and Natural Resources Policy Issues*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20649>

Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

PHHP – Health Science

2. CLP 6XXXC *Neuroimaging Applications and Analyses with Lab*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21692>

This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

3. CLP 7XXXC *Cognitive and Clinical Approaches to Functional Neuroanatomy*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21686>

The purpose of this course is to provide the student with lecture and laboratory study of the human central nervous system. Emphasis is put on the relationship between structure and function in the central nervous system with focus on higher cortical function and anatomy. A key goal of this course is to provide students with introductory knowledge for engaging in basic clinical problemsolving.

COE – School of Human Development and Organizational Studies in Education

4. EDH 7XXX *Designing Problems of Practice Research in Higher Education*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21461>

Applies problems of practice research design to real-world issues in higher education settings.

ENG – Engineering

5. EGN 6XXX *Practical Work in Artificial Intelligence Systems*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21120>

Practical internship/co-op work in the field of artificial intelligence (AI) systems under industrial supervision. 0-3 credits, repeatable. (S/U grade).

6. EGN 6XXXL *Practical Work in Applied Data Science*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21118>

Practical internship/co-op work in the field of applied data science in the student's selected specialization under industrial supervision. 0-3 credits, repeatable. (S/U grade).

ENG – Civil and Coastal Engineering

7. EOC 6XXX *Coastal Dynamics and Engineering Applications*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20985>

Introduction to coastal engineering and coastal processes highlighting coastal engineering projects. Course topics include large-scale coastal behavior, linear wave theory, wave generation and propagation, coastal nearshore hydrodynamics, coastal sediment processes, coastal inlet behavior, and coastal protection measures. Recent innovations in coastal engineering practice are also discussed. Credits: 3.

8. EOC 6XXX *Coastal Resilience and Engineering with Nature*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20987>

Introduces concepts of coastal resilience and engineering with nature with a focus on flood risk management. Course topics include coastal system behavior, principles, and frameworks for engineering with nature, stakeholder engagement, benefits and cost, types of natural and nature-based features, and adaptation. Case studies and recent innovations will be discussed. A team project applies concepts to project site. Credits: 3.

HHP – Health Education and Behavior

9. HSC 6XXX *Behavioral Economics and Health I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21467>

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on healthrelevant applications at the individual level and on local environments and contingencies.

10.HSC 6XXX *Behavioral Economics and Health II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21468>

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on healthrelevant applications involving the broader community, social, economic, health services, health policy, and legal/regulatory environments.

11.HSC 6XXX *Foundations of Behavioral Economics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21466>

Reviews the scientific foundations of behavior theory, methods, and findings that are fundamental to modern behavioral economics (BE) and its health-relevant applications. The course will cover schedules of reinforcement, behavioral measurement approaches, and major BE principles and findings with utility for translation in health-relevant prevention, intervention, and policy applications.

JOU – Mass Communication

12.JOU 5XXX *Multimedia Editing*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21572>

Students learn the many levels of producing journalistic work, ranging from highlevel critical thinking to editing with precision. The editing techniques covered will focus on writing, audio, video and photos, so the skills can be applied to multiple forms of journalism, including shortform social media to longer-form narratives and a variety of other genres.

Emphasis will be on tools that are used to help journalists produce compelling content relevant to specific audiences.

13.JOU 5XXX *Principles of Journalism*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21356>

Students will learn about the history, ethics, legal issues, economics and modern challenges of journalism today. Students will engage in discussions about the role of journalism in a democracy, the threats to modern journalism, the function of a free press and the elements/characteristics of strong and compelling journalism. This course will provide a contextual overview for the journalistic work that students will produce.

14.JOU 5XXX *Reporting and Writing for Digital, Audio, and Video*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21357>

Student combines traditional reporting skills with the multimedia skills required of journalists today, including writing, audio, video, photo, data visualizations and more. Students will learn to pitch ideas, produce content and market ideas to various media platforms. The emphasis will be on community-based reporting with a strong focus on producing content/stories for specific audiences.

15.JOU 5XXX *Social Media for Journalists*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21573>

Students explore the relationship between journalists and audiences, which has changed from a one-way broadcast model to a two-way method of communication. Students will analyze how a collaborative culture is changing journalism and how journalists operate in this world. Students will develop skills in social media strategies, tools, audience engagement, reporting through social media and other essential social media topics.

CLAS – Latin American Studies

16.LAS 6XXX *Social Movements and Gender: A View from Latin America*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20288>

This seminar examines social and cultural movements led by women and LGBTQ activists in twentieth-century Latin America. We will analyze the major moments of social and political change in the region through the prisms of gender, race, and sexuality, asking how these transitions were experienced by women and people of non-normative genders and sexualities, problematizing and disaggregating these categories.

JOU – Mass Communication

17.MMC 6XXX *Digital Content Creation and Strategy in Sports*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21353>

Students will learn the skills to design and implement effective digital content tailored for the sports industry. Through hands-on projects and strategic analysis, students will engage diverse audiences, enhance brand narratives, and leverage data-driven insights. Emphasizing ethical practices and inclusivity, the course prepares graduates to thrive in the dynamic landscape of sports media and communications.

18.MMC 6XXX *Global Sports Media and Communication*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21163>

Students will examine the evolution of sports media, its impact on society, and the cultural, ethical, and strategic considerations in a globalized sports world using comprehensive analysis with both U.S. and global perspectives. Through case studies, projects, and discussions, students will develop a foundational understanding of how sports media operates, the role of culture in shaping communication, and how international events and trends influence sports and media.

19.MMC 6XXX *Sports Media Analytics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21354>

Students learn the skills to analyze and interpret data within the sports media landscape. Emphasizing the use of advanced analytics and visualization techniques, students will transform complex data into actionable insights that enhance content strategy and audience engagement. By integrating theory with practical applications, the course prepares graduates to leverage data effectively in decision-making processes for sports media organizations.

20.MMC 6XXX *Sports Media Innovation and Entrepreneurship*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21486>

Students learn the skills to launch and manage innovative ventures in the rapidly evolving sports media landscape. Students will explore emerging technologies, creative content strategies, and entrepreneurial principles to develop groundbreaking media solutions. By combining theoretical frameworks with practical projects, the course prepares graduates to launch and lead successful ventures that redefine the sports media experience.

21.MMC 6XXX *The Art of Podcasting*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21355>

students will learn to build a podcast for a brand, advertising, or a strategic communication challenge. The students will learn to find subjects, create strong themes, generate ideas, develop and conduct interviews, and utilize their skills and style as a host. This course reinforces the importance of authentic communication.

PHHP – Health Science

22.PHC 7XXX *Child and Family Treatment in Clinical Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21685>

The purpose of this Public Health and Health Professions course in Clinical Psychology is to introduce you to evidence-based practice in the area of child and family therapy for a variety of childhood psychological disorders and family difficulties. This course will review concepts of assessment, case conceptualization, treatment planning, measurement of treatment outcomes, intersectionality, and ethics.

23.PHC 7XXX *Python Coding for Epidemiology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21776>

Introduces Python programming with a focus on statistics and machine learning (ML) applications in public health and epidemiology. Covers Python language basics, including operations, data types, and functions. Students learn how to implement statistical methods (e.g., linear regression and mixed models) and ML approaches (e.g., dimension reduction and random forest) using Python and Python-based packages (i.e., Numpy, Scipy, and Scikit-learn) and their application in epidemiology.

v. Information Items:

1. [CLP 7428C](#) – 18829 – Change course title
2. [GMS 6590](#) – 21667 – Change course title
3. [PHC 6931](#) – 21494 – Transfer of course ownership

Course|Modify for request 21696

Info

Request: GMS 6602 Radiological Anatomy - Increase credit hours

Description of request: The credits for this course are increasing due to expanded breadth and depth requirements as outlined by our graduate program's accrediting institution (the Commission on Accreditation of Medical Physics Education Programs – CAMPEP) and increased knowledge expectations by the American Board of Radiology (ABR). Our curriculum is designed to prepare medical physics students to enter into a CAMPEP-accredited residency and to take, and pass, the three ABR examinations that lead to certification. Successfully completing a CAMPEP-accredited residency and obtaining ABR board certification enables students to become a practicing medical physicist.

Submitter: Brenda Tieden tiedeb@radiology.ufl.edu

Created: 7/1/2025 4:16:42 PM

Form version: 1

Responses

Current Prefix GMS

Course Level 6

Number 602

Lab Code None

Course Title Radiological Anatomy

Effective Term Spring

Effective Year 2026

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 2

Proposed Credit Hours 3

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Course Type Lecture

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Multiple Offerings in a Single Semester No
Change Course Description? No

Change Course Objectives No

Change Prerequisites? No

Change Co-requisites? No

Rationale The credits for this course are increasing due to expanded breadth and depth requirements as outlined by our graduate program's accrediting institution (the Commission on Accreditation of Medical Physics Education Programs – CAMPEP) and increased knowledge expectations by the American Board of Radiology (ABR). Our curriculum is designed to prepare medical physics students to enter into a CAMPEP-accredited residency and to take, and pass, the three ABR examinations that lead to certification. Successfully completing a CAMPEP-accredited residency and obtaining ABR board certification enables students to become a practicing medical physicist.

Spring 2026

Radiologic Anatomy

GMS 6602; Section 2026; 3 Credits

CLASS MEETING INFO

- Times/Days: 9:35^{AM} – 10:25^{AM} Monday/Wednesday/Friday
- Location: Communicore Room C2-33

INSTRUCTOR

- BC Schwarz, PhD; Assistant Professor
- Phone: 352.265.0291
- Email: schwbc@radiology.ufl.edu
- Office Location: G-513 North Tower, UF Health Science Center
- Office Hours: Arrange via email

TEACHING ASSISTANTS

- None

DESCRIPTION

- Imaging techniques as they relate to human anatomy and physiology

PRE-REQUISITES/CO-REQUISITES

- None

OBJECTIVES

- Develop a thorough understanding of human anatomy, human physiology, and medical terminology.
- Learn fundamental aspects of human anatomy and physiology illustrated through radiological imaging techniques of relevance to the medical physicist.
- Identify normal and abnormal anatomy/physiology from current medical imaging modalities (radiography, fluoroscopy, CT, MRI, PET, SPECT, and ultrasound) and effectively communicate with physicians regarding the details of image interpretation
- Determine the basis of cancer staging in different tissues and recommend effective treatment paradigms

MATERIALS AND SUPPLY FEES

- None

REQUIRED TEXTBOOKS & SOFTWARE

- Microsoft PowerPoint (or another presentation software which can be screen-shared during presentations)

RECOMMENDED MATERIALS

- OpenStax Website: <https://openstax.org/details/books/anatomy-and-physiology?Book%20details>
- Textbook: Anatomy for Diagnostic Imaging, 3rd Edition
- Wayne State University website:
https://web.archive.org/web/20180728152807/http://www2.med.wayne.edu/diagRadiology/Anatomy_Modules/Page1.html

COURSE SCHEDULE

The Foundation for The Gator Nation

An Equal Opportunity Institution

Date	Topic	Instructor
Monday, 1/12/2026	Course Intro and Review Basics of Image Interpretation	Schwarz
Wednesday, 01/14/2026	Thorax Overview and Chest Wall Structures Thoracic Spine	Schwarz
Friday, 01/16/2026	Chest Muscles Breast Anatomy	Schwarz
Monday, 01/19/2026	No Class - UF Holiday	Schwarz
Wednesday, 01/21/2026	Lung Anatomy Bronchial Tree: Lung Physiology and Function	Schwarz
Friday, 01/23/2026	Anatomy and Structure of the Mediastinum The Heart: Anatomy, Physiology, and Function Imaging of the Heart and Coronary Vessels	Schwarz
Monday, 01/26/2026	Pulmonary Vessels: Structure, Anatomy, Evaluation Systemic Vessels: Function, Anatomy, Evaluation	Schwarz
Wednesday, 01/28/2026	Esophagus Anatomy and Function	Schwarz
Friday, 01/30/2026	Lymphatic System Organization and Structure Immune Response and Specific/Non-Specific Defenses	Schwarz
Monday, 02/02/2026	Review for Exam 1/Clinical Case Studies	Schwarz
Wednesday, 02/04/2026	Exam 1	
Friday, 02/06/2026	Abdomen Overview Abdominal Wall, Diaphragm, and Peritoneal Cavity Abdominal Vasculature	Schwarz
Monday, 02/09/2026	Lumbar Spine and Abdominal Skeleton	Schwarz
Wednesday, 02/11/2026	Esophagus and Gastroduodenal Small Intestine and Colon	Schwarz
Friday, 02/13/2026	Spleen and Pancreas Liver and Biliary System	Schwarz
Monday, 02/16/2026	Kidneys and Adrenal Glands Renal Physiology Urinary and Reproductive Systems	Schwarz
Wednesday, 02/18/2026	Functional Imaging of the Abdomen	Schwarz
Friday, 02/20/2026	Review for Exam 2/Clinical Case Studies	Schwarz
Monday, 02/23/2026	Exam 2	
Wednesday, 02/25/2026	MRI Fundamentals and Review Examples of Neuroradiology Techniques and Functional Imaging	Schwarz
Friday, 02/27/2026	Brain Structures, Regions, and Function Brain Pathologies	Schwarz
Monday, 03/02/2026	Spinal Cord Structure, Regions, and Function CSF Production, Flow, and Function	Schwarz
Wednesday, 03/04/2026	Bony Anatomy of the Skull and C-Spine Ear and Associated Structures	Schwarz
Friday, 03/06/2026	Nose and Associated Structures Eyes and Associated Structures	Schwarz
Monday, 03/09/2026	Peripheral Nervous System (PNS) and Major Nerves Head and Neck Vasculature	Schwarz
Wednesday, 03/11/2026	Hormone Structure, Transport, and Function Glands and Organs of the Endocrine System	Schwarz
Friday, 03/13/2026	Review for Exam 3/Clinical Case Studies (Lecture 34-47)	Schwarz
Monday, 03/16/2026	No Class – UF Spring Break	
Wednesday, 03/18/2026	No Class – UF Spring Break	

Friday, 03/20/2026	No Class – UF Spring Break	
Monday, 03/23/2026	Exam 3	
Wednesday, 03/25/2026	Skeletal and Muscular Systems Soft Tissue and Facial Muscles	Schwarz
Friday, 03/27/2026	Bones and Joints of Upper Extremities Muscles of Upper Extremities	Schwarz
Monday, 03/30/2026	Vasculature of Upper Extremities	Schwarz
Wednesday, 04/01/2026	Bones and Joints of Lower Extremities	Schwarz
Friday, 04/03/2026	Muscles of Lower Extremities Vasculature of Lower Extremities	Schwarz
Monday, 04/06/2026	Abnormalities and Case Studies of Extremities	Schwarz
Wednesday, 04/08/2026	BI-RADS and Breast Cancer Staging Breast Cancer Treatments	Schwarz
Friday, 04/10/2026	PI-RADS and Prostate Cancer Staging Prostate Cancer Treatments	Schwarz
Monday, 04/13/2026	Lung-RADS and Lung Cancer Staging Lung Cancer Treatments	Schwarz
Wednesday, 04/15/2026	Head and Neck Cancers and Staging Head and Neck Cancer Treatments	Schwarz
Friday, 04/17/2026	Contrast Agent, TIPS Procedures	Schwarz
Monday, 04/20/2026	Review for Exam 4 and Clinical Case Studies	Schwarz
Wednesday, 04/22/2026	Exam 4	

ATTENDANCE POLICY; CLASS EXPECTATIONS; MAKE-UP POLICY

- Attendance is required during this course. The “participation” portion of the course is dependent upon regular attendance. Any class periods that may be missed should be brought to the attention of the instructors as far in advance as possible.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies - <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

EVALUATION OF GRADES

- A list of graded categories is shown below in the table. There is no homework for this course.

Assignment	Percentage of Final Grade
Class Presentations	30%
Participation	10%
Topical Examinations	60%
	Total: 100%

In the course schedule above, the lecturer will be the course instructor for the majority of the lectures. However, many of the lectures in this course will be researched and then presented on by the students with the class instructor filling in informational holes at the end of each students lecture. This student schedule will be determined prior to the first class and distributed to the students. All students will have an even number of presentations throughout the semester on which they will be graded. This grade constitutes the “class presentation” portion of the final grade.

General presentation guidelines are as follows:

- Each presentation should be prepared using a presentation software (ideally Microsoft PowerPoint) and be approximately 15-20 minutes in duration with 5 minutes for Q/A as well as extra information to be provided by the instructor
- Total presentation time > 25 minutes will incur a 15% grading penalty
- Presentation format and content should roughly follow the following format, as appropriate:
 - Introduction
 - Overview of the anatomical structures to be discussed
 - Overview of the physiological function
 - Imaging modalities commonly used and the associated rationale
 - Details
 - Identification of detailed anatomic structures

- b. Definitions of appropriate terminology
 - c. Physical visualization
 - d. Radiological visualization
 - e. Details of physiological function
 - f. Relationship to other structures and organs
- III. Imaging Examples
- a. Examples of normal anatomy and physiology
 - b. Examples of abnormal appearances, disease, etc.

GRADING POLICY

Percent	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-
59 & below	E

- More information on UF's 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: <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.

ONLINE COURSE EVALUATION

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:
 - The email they receive from GatorEvals
 - Their Canvas course menu under GatorEvals
 - The central portal: <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: <https://gatorevals.ua.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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions: <https://sccr.dso.ufl.edu/process/student-conduct-code/>. 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: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.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

352-392-1575; <http://www.counseling.ufl.edu/cwc>

Sexual Assault Recovery Services (SARS)

352-392-1161; Student Health Care Center

University Police Department

352-392-1111 (or 911 for emergencies); <http://www.police.ufl.edu/>

Academic Resources

E-learning Technical Support

352-392-4357 (select option 2); learning-support@ufl.edu; <https://lss.at.ufl.edu/help.shtml>

Career Resource Center

Career assistance and counseling.

352-392-1601; Reitz Union; <https://www.crc.ufl.edu/>

Library Support

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

<http://cms.uflib.ufl.edu/ask>

Teaching Center

General study skills and tutoring.

352-392-2010 or 352-392-6420; Broward Hall; <https://teachingcenter.ufl.edu/>

Writing Studio

Help brainstorming, formatting, and writing papers.

352-846-1138; 302 Tigert Hall; <https://writing.ufl.edu/writing-studio/>

Student Complaints Campus

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints

<http://www.distance.ufl.edu/student-complaint-process>

Course|New for request 20649

Info

Request: AEC 5XXX Effectively Communicating Agricultural and Natural Resources Policy Issues

Description of request: This is a request to add a new course: AEC 5XXX: Effectively Communicating Agricultural and Natural Resources Policy Issues.

Submitter: Anne Mathews anne.mathews@ufl.edu

Created: 3/12/2025 3:23:42 PM

Form version: 2

Responses

Recommended Prefix AEC

Course Level 5

Course Number XXX

Lab Code None

Course Title Effectively Communicating Agricultural and Natural Resources Policy Issues

Transcript Title ANR COMM POLICY ISSUES

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

Prerequisites N/A

Co-requisites NA/

Rationale for Placement in the Curriculum Graduate level.

The course would be an elective.

Syllabus Content Requirements All Items Included

**AEC 5XXX: Effectively Communicating Agricultural and
Natural Resources Policy Issues
SPRING 2026
FRIDAY 3-4th periods (9:35-11:30)
(Plus One Hour of Online Content Each Week)**



Instructors

Ricky W. Telg, Ph.D.
E-Mail: rwtelg@ufl.edu
Office: 126 Bryant Space Science Center
Phone: 352-273-2094

Lisa K. Lundy, Ph.D.
E-mail: lisalundy@ufl.edu
Office: 121E Bryant Space Science Center
Phone: 352-273-2588

Teaching Assistant

Madison Dyment
madison.dyment@ufl.edu
411 Rolfs Hall

Class Times

Fridays (3-4th periods, 9:35 a.m. – 11:30 p.m.)

Location

107 Bryant Space Science Center

Note: One hour of weekly course content, in the form of pre-recorded videos and short assignments, outside of the regular two-hour class meeting will be provided for students in Canvas.

Office Hours

TELG: F 8:30-9:30 a.m. and by appointment
LUNDY: TH 10:30-11:30 a.m. and by appointment

Course Description

Students will be exposed to major policy issues in agriculture and natural resources (ANR) and to a variety of methods used to effectively communicate, inform, and influence decisions about these issues.

Course Objectives

After this course, the student should be able to:

- Recognize topical policy issues in agriculture and natural resources.
- Track topical policy issues in agriculture and natural resources.
- Facilitate consensus building and issues management.
- Develop messages to communicate about topical policy issues in agriculture and natural resources using appropriate media.

Course Design

This is an in-person course for the two-hour Friday class time. Students must also view additional online content, at least one hour of pre-recorded and online content, prior to the in-person class meeting. Zoom may be available on a case-by-case basis for students to use to access live content. Other course materials are available through Canvas.

The course field trips are an integral part of the course. Please note these days in the course calendar. Your attendance and participation are expected. No makeups will be offered for the field trips or assignments related to the field trips unless students have a University of Florida excused absence and advance notice is given.

Requirements

Textbooks:

Smith, C.F. (2022). *Writing public policy: A practical guide to communicating in the policy making process (6th Edition)*, Oxford University Press.

Telg, R.W., Irani, T., Kent, K., & Lundy, L. (Eds.). (2022). *Agricultural and natural resources communications*. <https://anrcommunications.org/>

Successful students will read assigned materials **before class** and be prepared for discussion with the instructor and fellow students.

Technology:

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

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

Equipment and Bryant Space Science Center Mac Lab:

Food and drink are **NOT** permitted in the computer lab. Only water in a container that has a screw-on lid or can be closed is permitted.

Minimum Technical Skills:

Minimum technical skills required:

- Proficiency in utilizing Canvas and navigating the internet effectively.
- Competence in using email for communication purposes, including sending and receiving messages and managing attachments.
- Familiarity with commonly used word processing applications (such as Microsoft Word or Google Docs), including the ability to create, edit, and format documents.
- Basic computer skills, including understanding fundamental operations like file management, using menus and toolbars, and navigating between different applications.
- Ability to perform online research using a variety of search engines and library databases.

Instructor Response & Feedback

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

Assignments

Assignment Points & Explanation:

	<u>Total Score</u>	<u>Your Score</u>
Message Box, Communication Points, Storytelling	100	_____
Issues Presentation + One-pager 1	100	_____
Issues Presentation + One-pager 2	125	_____
Reflection 1	50	_____
Reflection 2	50	_____
Reflection 3	100	_____
Issues Tracking	100	_____
Local Committee/Council/Board Meeting Summary	50	_____
Interview with a Political Leader/Communicator	125	_____
Poster and Presentation	100	_____
Quizzes (5 x 20)	100	_____
	1000	

- *Message Box, Communication Points, & Storytelling*: In preparation for the *Issues Presentations and One-Pager* assignment, students will complete the handouts provided in class to help them develop their “issues” assignment.
- *Issue Presentations and One-Pager*: Students will select an agricultural and life sciences policy issue. Students will create a one-pager, based on instructions provided in class, as a “leave-behind” on the agricultural or life sciences policy or issue that the student selects to analyze. Students will present their one-pager as they would to a policymaker or leader in a one-on-one setting. Students will have the opportunity to revise their one-pager and presentation and do a second submission later in the semester.
- *Reflections (3)*: Students will provide three thoughtful reflections on guests and/or overall topics. Students also will be assessed on their participation in class and during their interactions with speakers. It is expected that students take notes and interact with guest speakers.
- *Issues Tracking*: Students will select an agricultural and life sciences policy issue that is in the media – at the local, state, or federal level – and “track” it in the media throughout the semester.

- *Local Committee/Council/Board Meeting Summary:* Students will attend a local (city or county) committee, council, or board meeting and provide a one-page summary of the issues/topics that were discussed and how they were communicated, using criteria discussed in class.
- *Interview with a Political Leader/Communicator:* Students will identify a Political Leader/Communicator with whom to conduct an interview via Zoom. A list of suggested questions will be provided. Students will supplement with questions relevant to the interviewee's work.
- *Poster and Presentation:* Students will create a poster suitable for a conference poster session on their agricultural and life sciences policy issue and present the poster in an actual poster session at the end of the semester.
- *Quizzes (5):* There will be five quizzes on the assigned readings and course materials. These will be due **prior** to class every other week. A sixth quiz will be conducted near the end of the semester; students will be able to make up one quiz by taking the sixth quiz OR drop their lowest quiz grade.

Course Grading:

All written assignments **MUST be typed**. Following is the grading scale and assignments:

Grading Scale

A = 930-1000

A- = 900-929

B+ = 860-899

B = 830-859

B- = 800-829

C+ = 760-799

C = 730-759

C- = 700-729

D+ = 660-699

D = 630-659

D- = 600-629

E = 599 and below

Further information on current UF policies for assigning grade points, see:

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

Late Assignment Policy:

A **10-percent per day** deduction will be assessed for assignments turned in late. Work more than a week late will **not** be accepted. This policy will be **strictly** enforced.

Academic Integrity

Academic Honesty:

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

Plagiarism:

Plagiarism includes taking **verbatim phrases of just a few words** without permission or full attribution. It includes **quoting too much** from your sources, thereby substituting their expression for your own, or quoting too much from one source, effectively taking more than a *fair use* of their work. **Over quoting (direct quotes)** comprising more than 10% of any assignment will be considered plagiarism. Plagiarism includes **unique expression**, which can be a phrase of a few words or a simple moniker. Our writing is mostly *our own expression*. When writing for science and business, we base our work on **facts** obtained from a variety of **credible sources**. We give credit where it is due. We **cite our sources** so others can access the information we present. When appropriate, we very carefully, ethically, and lawfully use others' expression of that information. We obtain permission to use our sources' expression or give full credit for a *limited, fair use*, including direct quotes.

Attendance Policies

Given the importance of class discussion and participation in laboratory demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: [UF Attendance Policies](#).

Institutional Policies

Recording Statement:

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

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code. [UF IN-CLASS RECORDING](#)

Software Use:

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

Online Course Evaluation Process:

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

Student Services

Academic Policies and Resources

Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources

Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF.

Please contact [UMatterWeCare](#) for additional and immediate support.

Accommodations for Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](#)” webpage on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Schedule

WEEK 1 (1/17)

TOPIC: COURSE OVERVIEW
LAWS, STATUTES, AND POLICIES
TRUE COLORS

TEXT: *ANR Communications: Policy Communication*

WEEK 2 (1/24)

TOPIC: PUBLIC POLICY IS LANGUAGE USE
COMMUNICATING POLICY ISSUES W/ THE PUBLIC AND POLICYMAKERS
COMMUNICATION POINTS, MESSAGE BOX, & STORYTELLING

TEXT: *ANR Communications: Policy Communication*
Chapter 1: Public Policy is Language Use

READINGS: [It takes two: Public understanding of agricultural science and agricultural scientists' understanding of the public](#)
EDIS Publication Series
[Communicating with Local Elected Officials](#)
[Educating Your State Legislators](#)
[Meeting with Elected Officials](#)
[Strategies for Engaging and Communicating with Elected Officials](#)
[Why Lobbying for Ag is a Contact Sport \(by Mary Hartney. PDF from Florida Grower magazine, Aug. 2019\)](#)
[American Farm Bureau establishes 2023 policies](#)

WEEK 3 (1/31)

TOPIC: LOCAL POLICY COMMUNICATION & LEADERSHIP

READINGS: [Impacting Agriculture and Natural Resource Policy: County Commissioners' Decision-Making Behaviors and Communication Preferences](#)

FIELD TRIP: GAINESVILLE GOVERNMENT (DOWNTOWN)

QUIZ: QUIZ 1: Covers materials from 1/17 and 1/24.

WEEK 4 (2/7)

TOPIC: COMMUNICATING IN POLICYMAKING
DEFINITION: DESCRIBING THE PROBLEM
NEWS AND PERSUASION
DESIGNING A ONE-PAGER

TEXT: *Chapter 2: Communicating in Policymaking*
Chapter 3: Definition: Describing the Problem

READINGS: [A note to researchers: communicating science to policy makers and practitioners](#)

GUESTS: Sarah Grace Fowler, Felicity Stewart

ASSIGNMENT: REFLECTION 1

WEEK 5 (2/14)

TOPIC: GRASSROOTS POLICY COMMUNICATION & LEADERSHIP
READINGS: [Research and Policy for the Food-Delivery Revolution](#)
[Florida Farm Bureau ADVOCACY](#)
[Florida Farm Bureau Policy Development Handbook](#)
[Florida Farm Bureau Policy Book](#)
ASSIGNMENT: COMMUNICATION POINTS, MESSAGE BOX, & STORYTELLING
FIELD TRIP: FLORIDA FARM BUREAU
QUIZ: QUIZ 2: Covers materials from 1/31 and 2/7.

WEEK 6 (2/21)

TOPIC: EVALUATION: ANALYZE AND ADVISE
LEGISLATIVE HISTORY: KNOW THE RECORD
TEXT: *Chapter 4: Evaluation: Analyze and Advise*
Chapter 5: Legislative History: Know the Record
GUEST: Emmie Fuson Addamus

WEEK 7 (2/28)

TOPIC: POSITION PAPER: KNOW THE ARGUMENTS
PETITION, PROPOSAL, LETTER: REQUEST ACTION
TEXT: *Chapter 6: Position Paper: Know the Arguments*
Chapter 7: Petition, Proposal, Letter: Request Action
STATE AGENCY POLICY COMMUNICATION & LEADERSHIP
READINGS: [Identifying Trustworthy Experts: How Do Policymakers Find and Assess Public Health Researchers Worth Consulting or Collaborating With?](#)
GUEST: Reba Hicks
QUIZ: QUIZ 3: Covers materials from 2/14 and 2/21.
ASSIGNMENT: LOCAL COMMITTEE/COUNCIL/BOARD MEETING SUMMARY

WEEK 8 (3/7)

TOPIC: PRESENTATIONS
ASSIGNMENT: ISSUES PRESENTATION + ONE-PAGER (1)

WEEK 9 (3/14)

TOPIC: BRIEF, OPINION, RESOLUTION: INFORM POLICY MAKERS
TESTIMONY: WITNESS IN A PUBLIC HEARING
NATURAL RESOURCES POLICY COMMUNICATION & LEADERSHIP
TEXT: *Chapter 8: Brief, Opinion, Resolution: Inform Policy Makers*
Chapter 9: Testimony: Witness in a Public Hearing
GUESTS: Katelyn Potter, Marly Fuller
ASSIGNMENT: REFLECTION 2

WEEK 10 (3/21)

SPRING BREAK

WEEK 11 (3/28)

TOPIC: PUBLIC COMMENT: INFLUENCE ADMINISTRATION
ETHICS FOR POLICY MAKERS
STATE POLICY COMMUNICATION & LEADERSHIP

TEXT: *Chapter 10: Public Comment: Influence Administration*
Conclusion: Ethics for Policy Makers

GUEST: Mary Ann Hooks

QUIZ: QUIZ 4: Covers materials from 2/28, 3/7, and 3/14.

ASSIGNMENT: INTERVIEW W/ POLITICAL LEADER/COMMUNICATOR

WEEK 12 (4/4)

TOPIC: AGRICULTURAL ASSOCIATION POLICY COMMUNICATION & LEADERSHIP

GUESTS: Jim Handley, Mike Joyner, Tal Coley

ASSIGNMENT: ISSUES TRACKING

WEEK 13 (4/11)

TOPIC: PRESENTATIONS

ASSIGNMENT: REFLECTION 3

ASSIGNMENT: FINAL ISSUES PRESENTATIONS + ONE-PAGERS (2)

QUIZ: QUIZ 5: Covers materials from 3/28 and 4/4.

WEEK 14 (4/18)

TOPIC: PRESENTATIONS

ASSIGNMENT: POSTER AND PRESENTATION

QUIZ: MAKE-UP QUIZ: Covers the entire semester.

AEC 5XXX Course Readings

Required Textbooks:

Smith, C. (2023). Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process. (2nd Edition). Oxford University Press, UK.

Agricultural and Natural Resources Communications (<https://anrcommunications.org/>)

Reading List:

[It takes two: Public understanding of agricultural science and agricultural scientists' understanding of the public](#)

EDIS Publication Series

[Communicating with Local Elected Officials](#)

[Educating Your State Legislators](#)

[Meeting with Elected Officials](#)

[Strategies for Engaging and Communicating with Elected Officials](#)

[Why Lobbying for Ag is a Contact Sport \(by Mary Hartney. PDF from Florida Grower magazine, Aug. 2019\)](#)

[American Farm Bureau establishes 2023 policies](#)

[Impacting Agriculture and Natural Resource Policy: County Commissioners' Decision-Making Behaviors and Communication Preferences](#)

[How to communicate effectively with policymakers: Combine insights from psychology and policy studies](#)

[A note to researchers: communicating science to policymakers and practitioners](#)

[Research and Policy for the Food-Delivery Revolution](#)

[Florida Farm Bureau ADVOCACY](#)

[Florida Farm Bureau Policy Development Handbook](#)

[Florida Farm Bureau Policy Book](#)

[Identifying Trustworthy Experts: How Do Policymakers Find and Assess Public Health Researchers Worth Consulting or Collaborating With?](#)

Course|New for request 21692

Info

Request: CLP 6XXXC Neuroimaging Applications and Analyses with Lab

Description of request: Request to create new course CLP 6XXX Neuroimaging Applications and Analyses with Lab. This is a joint offering with undergrad course PSY4XXX Neuroimaging Applications and Analyses with Lab (approval #21693). I have attached both syllabi to this request.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 6/26/2025 12:18:00 PM

Form version: 3

Responses

Recommended Prefix CLP

Course Level 6

Course Number XXX

Lab Code C

Course Title Neuroimaging Applications and Analyses with Lab

Transcript Title Neuroimaging Analysis

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

Prerequisites CLP 6476 or instructor permission

Co-requisites N/A

Rationale for Placement in the Curriculum This course is required for Graduate Clinical and Health Psychology students within the neuropsychology or Cognitive-Emotion Neuroscience tracks. Any graduate students with clinical or research interests in the brain could benefit from it.

Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6XXX: Neuroimaging Applications and Analyses with Lab (3 credits)

Spring: 2026

Delivery Format: On-Campus/Remote

Course Website: Canvas

Instructor Name: Jared Tanner, Ph.D.

Room Number: HPNP G201

Phone Number: 352-273-5828

Email Address: jjtanner@phhp.ufl.edu

Office Hours: Thursday 1-3 scheduled via

<https://outlook.office365.com/book/TannerOfficeHours@uflorida.onmicrosoft.com/>

Teaching Assistants: None

Preferred Course Communications: Email

Prerequisites

CLP 6476 or instructor permission.

PURPOSE AND OUTCOME

Course Overview

This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

Relation to Program Outcomes

The course provides clinically and research relevant neuroimaging analysis experience.

Course Objectives and/or Goals

By the end of the course, students will be able to —

1. Design and implement reproducible MRI analysis pipelines
 - *Bloom level: Create*
 - Integrate command-line scripting with state-of-the-art structural and resting-state software (e.g., FreeSurfer, FSL, fMRIPrep, CONN), documenting each step for transparency and re-use.
2. Critically appraise and apply sophisticated statistical models to neuroimaging data
 - *Bloom level: Evaluate*
 - Select, justify, and execute robust multivariate approaches; diagnose model fit; and articulate the methodological implications of analytical choices.
3. Synthesize results into a research manuscript
 - *Bloom level: Create*
 - Formulate a novel research question, contextualize findings within the current literature, and prepare a paper suitable for submission to a peer-reviewed journal or as part of a thesis/dissertation.

Instructional Methods

The course consists of limited lectures with hands-on synchronous and asynchronous lab time. The lab portion is provided through a series of modules on Canvas. Students are encouraged to read through the Modules on Canvas and regularly visit the GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>

The course may be completed asynchronously if desired. That means that while class attendance is not required, students are encouraged to participate in class discussions. In-person class time will be devoted to discussing current research that uses the neuroimaging methods we cover and to troubleshooting specific problems. Class meetings follow a **blended-learning** format: attend for advanced discussion of the applications of neuroimaging, when you need targeted help, and to collaborate with peers. In-class time is highly valuable for understanding the theories and applications of neuroimaging.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

CRITICAL DATES

- Midterm and final project topic are due **March 4**.
- Block 1 assignments due without late penalty by **February 28/29**.
- Block 2 assignments due without late penalty by **April 22**.
- Final paper/project is due **April 29 at 11:59 PM**.

All assignments are described in the Canvas course and submitted through Canvas. Assignments are applications of information covered in class. They are typically assigned weekly and are due the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the class topic will span multiple weeks; thus, the assignment will be due more than one week after the assignment. All due dates are specified in the Canvas course.

Assignments are each worth 10 points. There is no late penalty if they are completed within the set block of time as described in the Course Schedule and later in the syllabus. Students are *strongly encouraged* to not fall behind on assignments as several build on previous ones.

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Assignment(s)	Readings
1	Jan 14	MRI intro and common clinical and research sequences with a dash of neuroanatomy	Write a 2-page summary (can be technical or for a lay audience) of a single type of neuroimaging modality.	The Imaged Brain chapter from <i>Ward, J. (2015). The Student's Guide to Cognitive Neuroscience (3rd ed.)</i> . Psychology Press is available on Canvas.
2	Jan 21	Intro to the command line, basic scripting, HiPerGator, and containers	Write working Bash/HiPerGator submission script Complete HiPerGator New User Training	Tanner, Command Line Introduction HiPerGator User Training https://docs.rc.ufl.edu/training/new_user_training/
3	Jan 28	BIDs, FreeSurfer processing, and survey of FreeSurfer tools	Organize two MRIs into BIDs Format Process two T1 images using FreeSurfer	Poldrack, R. A., Markiewicz, C. J., Appelhoff, S., Ashar, Y. K., Auer, T., Baillet, S., ... & Gorgolewski, K. J. (2024). The past, present, and future of the brain imaging data structure (BIDS). <i>Imaging Neuroscience</i> , 2, 1-19. Jahn, FreeSurfer Basic Terms Tanner, FreeSurfer on HiPerGator
4	Feb 4	MRI and FreeSurfer quality control using FSQC and CAT12	Process and quality assess two brains Create file for 3D printing	Jahn, CAT12 Preprocessing and QA Tanner, MRI Quality Assessment
5	Feb 11	FreeSurfer analyses – Group Cortex GLM Assignment	GLM statistical analysis assignment	Couvy-Duchesne, B., Frouin, V., Bouteloup, V., Koussis, N., Sidorenko, J., Jiang, J., ... & MEMENTO cohort Study Group. (2025). Grey-Matter Structure Markers of Alzheimer's Disease, Alzheimer's Conversion, Functioning and Cognition: A Meta-Analysis Across 11 Cohorts. <i>Human Brain Mapping</i> , 46(2), e70089. Jahn, FreeSurfer Group Analysis Jahn, FreeSufer FSGD File Tanner, FreeSurfer GLM
End of Block 1. While assignments should be turned in one week after assigned, there are no late penalties if Block 1 assignments are submitted before the end of February. After that, two points (from a total of 10) will be taken off the assignment grade each week the assignment is late, counting from the end of February.				
Start of Block 2. Assignments due without late penalty by April 22. Five points will be taken off if turned in later than April 22.				
6	Feb 18	Survey of FSL structural tools (bet, flirt, fsleyes, fast, first, and more)	BET, FLIRT, FNIRT, FAST, and FIRST (fsl_anat)	Jenkinson, M., Beckmann, C. F., Behrens, T. E., Woolrich, M. W., & Smith, S. M. (2012). FSL. <i>NeuroImage</i> , 62(2), 782–790. https://doi.org/10.1016/j.neuroimage.2011.09.015
7	Feb 25	FSL tools continued		Tanner, FSL Anat

Week	Date(s)	Topic(s)	Assignment(s)	Readings
Block 1 Assignments Due Without Penalty by February 28/29 at 11:59 PM. Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February.				
8	Mar 4	Voxel based morphometry	CAT12 VBM assignment Final project topic due! Mid-term assignment due!	Gaser, C., Dahnke, R., Thompson, P. M., Kurth, F., Luders, E., & Alzheimer's Disease Neuroimaging Initiative. (2024). CAT: a computational anatomy toolbox for the analysis of structural MRI data. <i>Gigascience</i> , 13, giae049. Jahn, Overview of CAT12 Tanner, CAT12 VBM
9	Mar 11	Containers for Brain Age	Calculate the predicted age of an MRI using pymnt and DeepBrainNet	Cole, J., Ritchie, S., Bastin, M. et al. Brain age predicts mortality. <i>Mol Psychiatry</i> 23, 1385–1392 (2018). https://doi.org/10.1038/mp.2017.62 Tanner, Brain Age
10	Mar 25	Resting state functional connectivity in SPM/CONN	fMRIPrep and CONN assignment	Jahn, CONN Introduction
11	Apr 1	rsfMRI continued		Jahn, History of Functional Connectivity Jahn, Functional Connectivity Demonstration
12	Apr 8	rsfMRI continued		Tanner, Resting State fMRI with CONN
13	Apr 15	Diffusion processing (MRTrix and FSL)	Diffusion processing assignment	Jahn, Introduction to MRTrix Tanner, Diffusion Imaging
14	Apr 22	Course wrap-up		Mickle, A. M., Tanner, J. J., Holmes III, U., Rashid, A., Barolette, O., Addison, B., ... & Sibille, K. T. (2025). Applying evidence-based cross-disciplinary concepts helps to explain the heterogeneity in pain, function, and biological measures in individuals with knee pain with/at risk of osteoarthritis. <i>Pain Reports</i> , 10(1), e1225.
Block 2 Assignments Due Without Penalty by April 22 at 11:59 PM. Five points will be taken off the assignment grade if turned in after this date.				
15	Apr 29	No class	Final Project due by April 29 at 11:59 PM	

Course Materials and Technology

The syllabus and assigned readings are available on the course website (Canvas). Readings will consist of articles or image processing guides selected by the course instructor. Many of the reading materials are available on the instructor's GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>. Communication will be through Canvas. Please check Canvas regularly for updates.

The content of the course includes assigned readings, lectures, videos, and practicals. All material will be available in a series of Canvas Modules. Lecture videos will be posted in advance. Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

HARDWARE

A laptop is required and must be brought to class if you need any assistance with assignments. A tablet could also work but is more challenging. If you have a Mac, you are ready to attend class. We do most of our work through a web browser but if you have a Windows-based computer, it might be helpful to install MobaXterm (<https://mobaxterm.mobatek.net/>) or a similar command line environment (one option is using the Windows Subsystem for Linux: <https://docs.microsoft.com/en-us/windows/wsl/install-win10>), although neither is required.

We will utilize HiPerGator for all analyses. HiPerGator access will be provided for the semester.

SOFTWARE

All software is free and available on HiPerGator.

Having rudimentary knowledge of the command line and Bash is helpful but not required. There are many great tutorials and videos online to get started. For example: <https://ryanstutorials.net/linuxtutorial/>

ADDITIONAL RESOURCES:

Class-related GitHub: https://github.com/neured/MRI_Guide/wiki

FreeSurfer tutorials: <http://surfer.nmr.mgh.harvard.edu/fswiki/FsTutorial/Sept2015>

FSL tutorials: <http://fsl.fmrib.ox.ac.uk/fslcourse/>

CONN documentation and tutorials: <https://sites.google.com/view/conn/>

SPM documentation and tutorials: <http://www.fil.ion.ucl.ac.uk/spm/doc/>;

<http://www.fil.ion.ucl.ac.uk/spm/course/video/>

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

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

Additional Academic Resources

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Assignments are practical applications of information covered in class. They are assigned during the first class period of a new topic and are due before the start of class the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the assignment will cover more than one week and thus be due more than one week after assignment.

Assignments are each worth 10 points. While they are typically due one week after assigned, there is no late penalty if they are completed within the set block of time as described. The first five assignments are part of Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of five assignments are part of Block 2. **Block 2 assignments are due without penalty by April 22 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 29 at 11:59 PM.**

All assignments are submitted through Canvas.

Use of AI and Online Materials

Given the collaborative nature of neuroimaging analyses, your work for the course should draw on reputable resources (software listservs, documentation, and the wider internet). “AI” large-language-model (LLM) assistants such as ChatGPT are permitted for scripting-based assignments. They are particularly encouraged to help understand errors in code and to provide a description of what your code is doing. When used deliberately, they can

1. Accelerate troubleshooting by generating alternative code and pinpointing likely sources of error.
2. Deepen understanding of neuroimaging concepts through plain-language explanations of unfamiliar functions, parameters, and statistical concepts.
3. Improve coding style and reproducibility by suggesting clearer variable names, provide comments about the code, and increase efficiency of workflows.

Remember that LLM output is only reliable when you validate the output. You are responsible for running, interpreting, and, when necessary, correcting any code it produces. This means you need to know what the code should do, what it is doing, and what the output should look like. Thoughtful use of LLMs should therefore complement—not replace—your own problem-solving and critical-thinking practice.

“AI” tools **should not be used for writing papers**, although using for proofreading or outlining is acceptable.

The following steps will be taken if AI authorship on papers is suspected:

1. **Instructor conference.** You will be asked to meet, explain your writing process, and (if requested) provide draft materials or revision history.
2. **Opportunity to remedy.** At the instructor’s discretion you may:
 - a. rewrite the assignment from scratch under supervision,
 - b. submit an annotated version attributing any AI-assisted passages, or
 - c. complete an alternative assessment of equivalent scope.

Failure to demonstrate independent authorship can result in a reduced grade or a zero on the assignment and referral to the university’s academic-integrity office for further action (which may include failure of the course).

This policy protects both your learning and the integrity of the scholarly record; please consult the instructor before using any AI tool in ways that might raise questions about authorship.

MID-TERM ASSIGNMENT

Your mid-term project **can be done independently or as a small group (no more than 3 students)**. If opting for a group project, grading will be based on individual contributions to the project using confidential peer evaluations.

CHOOSE ONE OF THE FOLLOWING:

- Create a comprehensive step-by-step tutorial with screenshots for one MRI software tool where you cover installation, processing, troubleshooting, and quality control. This should not be just a copy of what’s available online, although online tutorials might serve as a guide and foundation. If it is a tool where there are clear and substantial online guides, your instructions need to be substantively different. Make the guide clear enough that someone with little or no processing experience could follow it.

- 3-page review paper on one of the following: 1) imaging modality (i.e., type of scan) with utility for research or clinical applications (this could also be targeted towards a clinical population), or 2) applications and utility of one neuroimaging tool (e.g., FreeSurfer) with a discussion of some of the major results found using the tool. If there are not many results yet (i.e., it is a new tool), you could offer a discussion of potential applications of the tool. A discussion of its validity should also be included.
- Write a **working** bash, python, or other language script using multiple neuroimaging tools. The script should include comments that explain what each step is doing and why you are doing it (meaning what is the goal of the step, what you expect to have as an output, and what file or files will be created by the step). This ideally should be a script you could or would use with data. If you have lab data or an idea to process publicly available data, this will be most useful. The script must be a minimum of 150 lines, including comments and whitespace as needed. The goal behind the length of the script is to automate or semi-automate processing you might do for a project. You will need to demonstrate that the script works as expected without any errors. When submitting you will **submit the script and the output log demonstrating that it ran successfully** on the input MRI files. You will also submit screenshots of the input and output data.

FINAL PROJECT

The final project ***must receive approval before starting.***

Perform a new analysis of existing MRI data (from your lab or a public or other dataset – your instructor cannot provide data) written up in manuscript format (about 5 pages) including a brief introduction (1 page maximum – this could just be aims and hypotheses), methods, results, and a very brief discussion. You do not have to use a large sample, but this should be at least some sample showing viability of the process. You must include a script (or the code or steps to reproduce the analysis) you used to perform your analyses (this allows for reproducibility and serves as part of your lab notebook). **You must provide your own (or mentor's) data and have the data on HiPerGator by March 24.** Your instructor might not be able to provide any data and can only offer some guidance in the process if you start processing the data **before March 31.**

Grading

The final grade will be determined according to the students' scores on the weekly assignments (50%), the mid-term (20%), and a final project (30%).

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Weekly assignments	Each week, before class start or as otherwise noted	50%
Mid-term project	March 4	20%
Final project	April 29 11:59pm	30%

As previously described, assignments are due in blocks. While weekly completion is recommended, leeway is given to complete each block of assignments without late penalty.

Assignments are each worth 10 points. The first five assignments are part of Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of five assignments are part of Block 2. **Block 2 assignments are due without penalty by April 22 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 29 at 11:59 PM.**

All students

Point system used

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

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

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:

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

Policy Related to Late Work

Late and Make-up Work: Late work will be penalized as previously described. Otherwise, late submissions are penalized 5% per late day unless 1) arrangements are made with me **prior** to the due date, or 2) there is a **documented** emergency. Be prepared to provide documentation of any emergencies that may arise (e.g., a doctor's note if you are out sick, a police report if you have a car accident). This policy will be strictly enforced.

More information on UF attendance policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

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

Policy Related to Required Class Attendance

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

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

Excused absences must be consistent with university policies in the Graduate Catalog

(<https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

Communications Guidelines

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. You are expected to interact respectfully and courteously with other students and the instructor. Course communication should be civilized and respectful to everyone. The means of communication provided to you through eLearning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the dean of students.

Refer to the [Netiquette Guide](#) for Online Courses for more information.

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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

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

Recording Within the Course

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

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

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

Online Faculty Course Evaluation Process

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

University of Florida
College of Public Health & Health Professions Syllabus
PSY 4XXX: Neuroimaging Applications and Analyses with Lab (3 credits)

Spring: 2026

Delivery Format: On-Campus/Remote

Course Website: Canvas

Instructor Name: Jared Tanner, Ph.D.

Room Number: HPNP G201

Phone Number: 352-273-5828

Email Address: jjtanner@phhp.ufl.edu

Office Hours: Thursday 1-3 scheduled via

<https://outlook.office365.com/book/TannerOfficeHours@uflorida.onmicrosoft.com/>

Teaching Assistants: None

Preferred Course Communications: Email

Prerequisites

PSY2012 or instructor permission.

PURPOSE AND OUTCOME

Course Overview

This is an applied and practical introduction to tools for structural and functional brain MRI analysis. The course includes limited topical and practical lectures and in-class labs to help students become comfortable with command line interfaces, HiPerGator, and commonly used structural and functional MRI tools, including FreeSurfer, FSL, and CONN.

Relation to Program Outcomes

The course provides clinically and research relevant neuroimaging analysis experience. This will give undergraduate students skills to help support MRI-based research.

Course Objectives and/or Goals

By the end of the course, students will be able to —

1. Apply core command-line and scripting skills to execute standard MRI preprocessing workflows on a high-performance cluster (HiPerGator). *Bloom level: Apply*
2. Analyze structural and resting-state MRI data with mainstream software and accurately interpret fundamental statistical outputs. *Bloom level: Analyze*
3. Design and communicate a substantive final project—such as a critical literature review, step-by-step software tutorial, automated processing script, or small-scale data analysis—that integrates clinical application of neuroimaging methods, evaluates tool validity, and presents findings clearly to a technical audience. *Bloom level: Create / Evaluate*

Instructional Methods

The course consists of limited lectures with hands-on synchronous and asynchronous lab time. The lab portion is provided through a series of modules on Canvas. Students are encouraged to read through the Modules on Canvas and regularly visit the GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>

The course may be completed asynchronously if desired. That means that while class attendance is not required, students are strongly encouraged to participate in class discussions. In-person class time will be devoted to discussing current research that uses the neuroimaging methods we cover and to troubleshooting specific problems. Class meetings follow a **blended-learning** format: attend for advanced discussion of the applications of neuroimaging, when you need targeted help, and to collaborate with peers. In-class time is highly valuable for understanding the theories and applications of neuroimaging.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professionals.

What is expected of you?

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

DESCRIPTION OF COURSE CONTENT

CRITICAL DATES

- Block 1 assignments due without late penalty by **February 28/29**.
- Final project topic is due **March 4**.
- Block 2 assignments due without late penalty by **April 22**.
- Final paper/project is due **April 29 at 11:59 PM**.

All assignments are described in the Canvas course and submitted through Canvas. Assignments are applications of information covered in class. They are typically assigned weekly and are due the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the class topic will span multiple weeks; thus, the assignment will be due more than one week after the assignment. All due dates are specified in the Canvas course.

Assignments are each worth 10 points. There is no late penalty if they are completed within the set block of time as described in the Course Schedule and later in the syllabus. Students are *strongly encouraged* to not fall behind on assignments as several build on previous ones.

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Assignment(s)	Readings
1	Jan 14	MRI intro and common clinical and research sequences with a dash of neuroanatomy	Write a 1-page summary (can be technical or for a lay audience) of a single type of neuroimaging modality.	The Imaged Brain chapter from <i>Ward, J. (2015). The Student's Guide to Cognitive Neuroscience (3rd ed.). Psychology Press</i> is available on Canvas.
2	Jan 21	Intro to the command line, basic scripting, HiPerGator, and containers	Write working Bash/HiPerGator submission script Complete HiPerGator New User Training	Tanner, Command Line Introduction HiPerGator User Training https://docs.rc.ufl.edu/training/new_user_training/
3	Jan 28	BIDs, FreeSurfer processing, and survey of FreeSurfer tools	Organize two MRIs into BIDs Format Process two T1 images using FreeSurfer	Poldrack, R. A., Markiewicz, C. J., Appelhoff, S., Ashar, Y. K., Auer, T., Baillet, S., ... & Gorgolewski, K. J. (2024). The past, present, and future of the brain imaging data structure (BIDS). <i>Imaging Neuroscience</i> , 2, 1-19. Jahn, FreeSurfer Basic Terms Tanner, FreeSurfer on HiPerGator
4	Feb 4	MRI and FreeSurfer quality control using FSQC and CAT12	Process and quality assess two brains Create file for 3D printing	Jahn, CAT12 Preprocessing and QA Tanner, MRI Quality Assessment
5	Feb 11	FreeSurfer analyses – Group Cortex GLM Assignment	GLM statistical analysis assignment	Couvy-Duchesne, B., Frouin, V., Bouteloup, V., Koussis, N., Sidorenko, J., Jiang, J., ... & MEMENTO cohort Study Group. (2025). Grey-Matter Structure Markers of Alzheimer's Disease, Alzheimer's Conversion, Functioning and Cognition: A Meta-Analysis Across 11 Cohorts. <i>Human Brain Mapping</i> , 46(2), e70089. Jahn, FreeSurfer Group Analysis Jahn, FreeSufer FSGD File Tanner, FreeSurfer GLM
End of Block 1. While assignments should be turned in one week after assigned, there are no late penalties if Block 1 assignments are submitted before the end of February. After that, two points (from a total of 10) will be taken off the assignment grade each week the assignment is late, counting from the end of February.				
Start of Block 2. Assignments due without late penalty by April 22. Five points will be taken off if turned in later than April 22.				
6	Feb 18	Survey of FSL structural tools (bet, flirt, fsleyes, fast, first, and more)	BET, FLIRT, FNIRT, FAST, and FIRST (fsl_anat)	Jenkinson, M., Beckmann, C. F., Behrens, T. E., Woolrich, M. W., & Smith, S. M. (2012). FSL. <i>NeuroImage</i> , 62(2), 782–790. https://doi.org/10.1016/j.neuroimage.2011.09.015
7	Feb 25	FSL tools continued		Tanner, FSL Anat

Week	Date(s)	Topic(s)	Assignment(s)	Readings
Block 1 Assignments Due Without Penalty by February 28/29 at 11:59 PM. Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February.				
8	Mar 4	Voxel based morphometry	CAT12 VBM assignment Final project topic due!	Gaser, C., Dahnke, R., Thompson, P. M., Kurth, F., Luders, E., & Alzheimer's Disease Neuroimaging Initiative. (2024). CAT: a computational anatomy toolbox for the analysis of structural MRI data. <i>Gigascience</i> , 13, giae049. Jahn, Overview of CAT12 Tanner, CAT12 VBM
9	Mar 11	Containers for Brain Age	Calculate the predicted age of an MRI using pymnet and DeepBrainNet	Cole, J., Ritchie, S., Bastin, M. et al. Brain age predicts mortality. <i>Mol Psychiatry</i> 23, 1385–1392 (2018). https://doi.org/10.1038/mp.2017.62 Tanner, Brain Age
10	Mar 25	Resting state functional connectivity in SPM/CONN	fMRIPrep and CONN assignment	Jahn, CONN Introduction
11	Apr 1	rsfMRI continued		Jahn, History of Functional Connectivity Jahn, Functional Connectivity Demonstration
12	Apr 8	rsfMRI continued		Tanner, Resting State fMRI with CONN
13	Apr 15	Diffusion processing (MRTrix and FSL)	Diffusion processing assignment	Jahn, Introduction to MRTrix Tanner, Diffusion Imaging
14	Apr 22	Course wrap-up		Mickle, A. M., Tanner, J. J., Holmes III, U., Rashid, A., Barolette, O., Addison, B., ... & Sibille, K. T. (2025). Applying evidence-based cross-disciplinary concepts helps to explain the heterogeneity in pain, function, and biological measures in individuals with knee pain with/at risk of osteoarthritis. <i>Pain Reports</i> , 10(1), e1225.
Block 2 Assignments Due Without Penalty by April 22 at 11:59 PM. Five points will be taken off the assignment grade if turned in after this date.				
15	Apr 29	No class	Final project due by April 29 at 11:59 PM	

Course Materials and Technology

The syllabus and assigned readings are available on the course website (Canvas). Readings will consist of articles or image processing guides selected by the course instructor. Many of the reading materials are available on the instructor's GitHub site for the class: <https://github.com/tannerjared/Neuroimaging-Course/wiki/Neuroimaging-Course-Home>. Communication will be through Canvas. Please check Canvas regularly for updates.

The content of the course includes assigned readings, lectures, videos, and practicals. All material will be available in a series of Canvas Modules. Lecture videos will be posted in advance.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

HARDWARE

A laptop is required and must be brought to class if you need any assistance with assignments. A tablet could also work but is more challenging. If you have a Mac, you are ready to attend class. We do most of our work through a web browser but if you have a Windows-based computer, it might be helpful to install MobaXterm (<https://mobaxterm.mobatek.net/>) or a similar command line environment (one option is using the Windows Subsystem for Linux: <https://docs.microsoft.com/en-us/windows/wsl/install-win10>), although neither is required.

We will utilize HiPerGator for all analyses. HiPerGator access will be provided for the semester.

SOFTWARE

All software is free and available on HiPerGator.

Having rudimentary knowledge of the command line and Bash is helpful but not required. There are many great tutorials and videos online to get started. For example: <https://ryanstutorials.net/linuxtutorial/>

ADDITIONAL RESOURCES:

Class-related GitHub: https://github.com/neured/MRI_Guide/wiki

FreeSurfer tutorials: <http://surfer.nmr.mgh.harvard.edu/fswiki/FsTutorial/Sept2015>

FSL tutorials: <http://fsl.fmrib.ox.ac.uk/fslcourse/>

CONN documentation and tutorials: <https://sites.google.com/view/conn/>

SPM documentation and tutorials: <http://www.fil.ion.ucl.ac.uk/spm/doc/>;

<http://www.fil.ion.ucl.ac.uk/spm/course/video/>

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

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

Additional Academic Resources

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Assignments are practical applications of information covered in class. They are assigned during the first class period of a new topic and are due before the start of class the following week. For example, if class is held Tuesday, assignments will be given that day with the due date the following Tuesday. In some cases, the assignment will cover more than one week and thus be due more than one week after assignment.

Assignments are each worth 10 points. While they are typically due one week after assigned, there is no late penalty if they are completed within the set block of time as described. The first five assignments are part of Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of five assignments are part of Block 2. **Block 2 assignments are due without penalty by April 22 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 29 at 11:59 PM.**

All assignments are submitted through Canvas.

Use of AI and Online Materials

Given the collaborative nature of neuroimaging analyses, your work for the course should draw on reputable resources (software listservs, documentation, and the wider internet). “AI” large-language-model (LLM) assistants such as ChatGPT are permitted for scripting-based assignments. They are particularly encouraged to help understand errors in code and to provide a description of what your code is doing. When used deliberately, they can

1. Accelerate troubleshooting by generating alternative code and pinpointing likely sources of error.
2. Deepen understanding of neuroimaging concepts through plain-language explanations of unfamiliar functions, parameters, and statistical concepts.
3. Improve coding style and reproducibility by suggesting clearer variable names, provide comments about the code, and increase efficiency of workflows.

Remember that LLM output is only reliable when you validate the output. You are responsible for running, interpreting, and, when necessary, correcting any code it produces. This means you need to know what the code should do, what it is doing, and what the output should look like. Thoughtful use of LLMs should therefore complement—not replace—your own problem-solving and critical-thinking practice.

“AI” tools **should not be used for writing papers**, although using for proofreading or outlining is acceptable.

The following steps will be taken if AI authorship on papers is suspected:

1. **Instructor conference.** You will be asked to meet, explain your writing process, and (if requested) provide draft materials or revision history.
2. **Opportunity to remedy.** At the instructor’s discretion you may:
 - a. rewrite the assignment from scratch under supervision,
 - b. submit an annotated version attributing any AI-assisted passages, or
 - c. complete an alternative assessment of equivalent scope.

Failure to demonstrate independent authorship can result in a reduced grade or a zero on the assignment and referral to the university’s academic-integrity office for further action (which may include failure of the course).

This policy protects both your learning and the integrity of the scholarly record; please consult the instructor before using any AI tool in ways that might raise questions about authorship.

FINAL PROJECT

The final project **must receive approval before starting**. Your final project **can be done independently or as a small group (no more than 4 students)**. **You can use all appropriate resources, but your instructor will not assist with this assignment.** If opting for a group project, grading will be based on individual contributions to the project using confidential peer evaluations.

CHOOSE ONE OF THE FOLLOWING:

- 5-page review paper on one of the following: 1) imaging modality (i.e., type of scan) with utility for research or clinical applications (this could also be targeted towards a clinical population), or 2) applications and utility of one neuroimaging tool (e.g., FreeSurfer) with a discussion of some of the major results found using the tool. If

there are not many results yet (i.e., it is a new tool), you could offer a discussion of potential applications of the tool. A discussion of its validity should also be included.

- A comprehensive step-by-step tutorial with screenshots for one MRI software tool where you cover installation, processing, troubleshooting, and quality control. This should not be just a copy of what's available online, although online tutorials might serve as a guide and foundation. If it is a tool where there are clear and substantial online guides, your instructions need to be substantively different. Make the guide clear enough that someone with zero processing experience could follow it.

Other options. These are not recommended but are offered as options for students who want an extra challenge.

- Write a **working** bash, python, or other language script using multiple neuroimaging tools. The script should include comments that explain what each step is doing and why you are doing it (meaning what is the goal of the step, what you expect to have as an output, and what file or files will be created by the step). This ideally should be a script you could or would use with data. If you have lab data or an idea to process publicly available data, this will be most useful. The script must be a minimum of 150 lines, including comments and whitespace as needed. The goal behind the length of the script is to automate or semi-automate processing you might do for a project. You will need to demonstrate that the script works as expected without any errors. When submitting you will **submit the script and the output log demonstrating that it ran successfully** on the input MRI files. You will also submit screenshots of the input and output data.
- Use publicly available or a mentor's data to perform an analysis using one of the tools covered in class. This assignment should be written up as a methods and results section of an original research article. **If you choose this assignment, you must provide your own data and have the data on HiPerGator by March 24.** If the data are not on HiPerGator by this date, you will have to switch to a different final project. Your instructor cannot provide any data and can only offer some guidance in the process if you start processing the data before March 31.

Grading

The final grade will be determined according to the students' scores on the weekly assignments (70%) and a final project (30%).

Requirement	Due date	Points or % of final grade
Weekly assignments	Each week before class start or as otherwise noted	70%
Final project	April 29 11:59pm	30%

As previously described, assignments are due in blocks. While weekly completion is recommended, leeway is given to complete each block of assignments without late penalty.

Assignments are each worth 10 points. The first five assignments are part of Block 1. **Block 1 assignments are due without penalty by February 28/29 at 11:59 PM.** Two points will be taken off the assignment grade each week the assignment is late, counting from the end of February. The second set of five assignments are part of Block 2. **Block 2 assignments are due without penalty by April 22 at 11:59 PM.** Five points will be taken off the assignment grade if turned in after this date. **No assignments will be accepted after April 29 at 11:59 PM.**

Point system used

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	Below 60
---------------	--------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------	----------

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
--------------	---	----	----	---	----	----	---	----	----	---	----	---

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

Note: the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Late Work

Late and Make-up Work: Late work will be penalized as previously described. Otherwise, late submissions are penalized 5% per late day unless 1) arrangements are made with me **prior** to the due date, or 2) there is a **documented** emergency. Be prepared to provide documentation of any emergencies that may arise (e.g., a doctor's note if you are out sick, a police report if you have a car accident). This policy will be strictly enforced.

More information on UF attendance policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext>

<https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencetext>

Policy Related to Required Class Attendance

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

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

Excused absences must be consistent with university policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

Communications Guidelines

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. You are expected to interact respectfully and courteously with other students and the instructor. Course communication should be civilized and respectful to everyone. The means of communication provided to you through eLearning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the dean of students.

Refer to the [Netiquette Guide](#) for Online Courses for more information.

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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

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

Recording Within the Course

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

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

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

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.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/>.

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 21686

Info

Request: CLP 7XXXC Cognitive and Clinical Approaches to Functional Neuroanatomy

Description of request: Request to create new course CLP 7XXX: Cognitive and Clinical Approaches to Functional Neuroanatomy

Submitter: April Oneal apriloneal3@ufl.edu

Created: 6/23/2025 9:03:08 AM

Form version: 1

Responses

Recommended Prefix CLP

Course Level 7

Course Number XXX

Lab Code C

Course Title Cognitive and Clinical Approaches to Functional Neuroanatomy

Transcript Title Cog and Clin Func Neuroanatomy

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 4

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 4

Course Description The purpose of this course is to provide the student with lecture and laboratory study of the human central nervous system. Emphasis is put on the relationship between structure and function in the central nervous system with focus on higher cortical function and anatomy. A key goal of this course is to provide students with introductory knowledge for engaging in basic clinical problem-solving.

Prerequisites Instructor and mentor approval

Co-requisites N/A

Rationale for Placement in the Curriculum This course is required for Clinical and Health Psychology students within the neuropsychology or Cognitive-Emotion Neuroscience tracks. Any graduate students with clinical or research interests in the brain could benefit from it.

Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7XXX: Cognitive and Clinical Approaches to Functional Neuroanatomy (3 credits)

Fall: 2025
Delivery Format: *On-Campus*
Course Website on Canvas

Instructor Name: Jared Tanner, Ph.D.

Room Number: McKnight Brain Institute L2-100R

Phone Number: (352) 273-5928

Email Address: jjtanner@ufl.edu

Office Hours: Thursdays 12:00 – 2:00, by appointment preferred. Please schedule at least 2 days in advance using this link: <https://outlook.office365.com/owa/calendar/TannerOfficeHours@uflorida.onmicrosoft.com/bookings/>

Preferred Course Communications: Email

Prerequisites

Instructor and mentor approval

PURPOSE AND OUTCOME

Course Overview

The purpose of this course is to provide the student with lecture and laboratory study of the human central nervous system. Emphasis is put on the relationship between structure and function in the central nervous system with focus on higher cortical function and anatomy. A key goal of this course is to provide students with introductory knowledge for engaging in basic clinical problem-solving.

Relation to Program Outcomes

This course is required for Clinical and Health Psychology students within the neuropsychology or Cognitive-Emotion Neuroscience tracks. It serves as the foundational course for learning human neuroanatomy and its relation to clinically relevant human behavior. Graduate students outside CHP who have clinical or research interests in the brain could benefit from taking the course as it will provide comprehensive instruction in neuroanatomy, cognition, and behavior.

Course Objectives and/or Goals

The student will demonstrate knowledge and understanding of the structure and function of the human central nervous system. Course content includes – but is not limited to – anatomy, neuroscience, and cognitive science.

More specifically, based on study materials, lectures, and handouts the student will:

A. Lecture (neuroanatomy and integrating structure & function)

1. Describe basic concepts, terminology, and divisions of the central nervous system.
2. Describe the organization, structure, and function of the cerebrum, diencephalon, limbic structures, basal ganglia, cerebellum, brain stem, cranial nerves, and spinal cord.
3. Define terms and describe basic cytology of the nervous system.
4. Define terms and describe conduction and transmission of nerve impulse as well as excitation and inhibition.
5. Trace and describe the flow of blood and cerebrospinal fluid of the brain and spinal cord.
6. Define terms and describe lifespan neuroanatomical development.

7. Identify structures and describe the organization and function of sensory systems including the somatosensory, vestibular, visual, and auditory systems.
8. Identify structures and describe the organization and function of the motor systems and the control of posture and movement.
9. Identify structures and describe the organization and function of the autonomic nervous system and the limbic system.
10. Integrate the information of structure and function as well as dysfunction of the central nervous system by applying knowledge of brain anatomy to functions in the various areas and lobes and infer the disorders related to various neurological features.
11. Cover function of the central nervous system with consideration of diversity and underrepresented minority groups.

B. Brain (neuroanatomy) lab

1. Identify basic structure and function of the brain and spinal cord.
2. Identify structures and describe their functions including: the meninges, cerebrum, diencephalon, cerebellum, brainstem & cranial nerves, and spinal cord.
3. Identify vascular and ventricular structures, trace blood and CSF flow in the brain and spinal cord.
4. Describe the etiology, symptoms, signs and treatment of major neurological diseases, disorders, and dysfunctions.
5. Relate specific functions and/or disorders to the neuroanatomical structures studied in the brain labs.
6. Compare and contrast different lesions based on their location in the brain.

Instructional Methods

The students will participate in lectures and in laboratory study of specimens and models as well as case studies of neurological disorders. The course involves a mixture of active learning gross anatomy laboratory experience and lecture. The lab will consist of live demonstrations with physical and virtual brain samples. Lab time is completely in-person but if a student misses one or two labs, missed time can be made up using the posted supplemental virtual material. *Missing lab time significantly hinders learning*, as we cover substantial material in each class. Supplemental virtual material is available and encouraged for all students to use to enhance learning both during and outside class time. Lectures will be in-person for 50 minutes with additional instructor-recorded lecture and created slides provided as supplemental material for study. A HyFlex option for lectures can be made available upon request.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Note that weeks are defined from the first day of class.

Week	Date(s)	Topic(s)	Readings
1	8/25	Lab 1: Overview of the Brain	BCN Chapter 4 NTCC Chapter 2
	8/26	Neuroanatomy overview and basic definitions	
2	9/1	No lab – Labor Day	BCN Chapters 1 & 22-23 NTCC Chapter 5
	9/2	Brain and Environs: Cranium, Ventricles, and Meninges	
3	9/8	Lab 2: Cranium, Ventricles, and Meninges	NTCC Chapter 10
	9/9	Cerebral Hemispheres and Vascular Supply	
4	9/15	Test 1 – Coronal Brain Lab 3: Vascular Supply	BCN Chapters 3 & 21 NTCC Chapter 12
	9/16	Brainstem: Surface Anatomy and Cranial Nerves	

Week	Date(s)	Topic(s)	Readings
5	9/22	Lab 4: Brainstem and Cranial Nerves	NTCC Chapter 14
	9/23	Brainstem II: Internal Structures and Vascular Supply	
6	9/29	Lab 5: Brainstem Vasculature	BCN Chapter 9 NTCC Chapter 15
	9/30	Cerebellum	
7	10/6	Lab 6: Cerebellum	BCN Chapters 5 & 6 NTCC Chapter 6
	10/7	Corticospinal Tract and other motor pathways	
8	10/13	Lab 7: Test 2 – Pin Test	BCN Chapter 11 NTCC Chapter 7
	10/14	Somatosensory Pathways	
9	10/20	Lab 8: Somatosensation and Vision	BCN Chapter 14 NTCC Chapter 11
	10/21	Visual System	
10	10/27	Lab 9: Basal Ganglia	BCN Chapter 8 NTCC Chapter 16
	10/28	Basal Ganglia	
11	11/3	Lab 10: Limbic System	BCN Chapter 17 NTCC Chapter 18
	11/4	Limbic System: Emotion and Memory	
12	11/10	Lab 11: Neuroanatomy of Language	BCN Chapter 16 NTCC Chapter 19
	11/12	No lecture – Veteran's Day	
13	11/17	Lab 11: Neuroanatomy of Executive Function	NTCC Chapter 19
	11/18	Higher Cortical Function: Neuroanatomy of Executive Function	
14	11/24	No lab – Thanksgiving	
	11/25	No lecture – Thanksgiving	
15	12/1	Lab 12: Test 3 – Lesion Exam	
	12/2	Final Class	
Final	During Finals week	Two-Part Final Exam	

Note about readings: Readings will provide supporting information to what we cover in class and provide some material covered on quizzes. BCN = Basic Clinical Neuroscience. NTCC = Neuroanatomy through clinical cases.

Course Materials and Technology

Required: Blumenfeld, H. (2021). *Neuroanatomy through clinical cases* (3rd ed.). Sunderland, MA: Sinauer Associates, Inc. Publishers. (2nd edition also will work)

Optional (this is geared more towards undergraduate students, but it is well-written and a good secondary source): Tolbert, D. L., Young, P. A., Young, P. H. (2015). *Basic Clinical Neuroscience* (3rd Edition). United Kingdom: Wolters Kluwer.

Nitrile, latex, or vinyl gloves are required during labs (nitrile are recommended). **Please provide your own.** If you have financial limitations that prevent you purchasing gloves for the semester (cost is typically \$10 or less for a box of 100), please talk with your instructor. You can also split the cost with other students. You will need about 15 pairs of gloves for the semester (this allows for extra sets if any rip or are defective).

Electronic Devices. Class and lab time involves interactive ungraded quizzes (e.g., Kahoot!) as an introduction to the weekly material and part of the learning experience. Students should bring a smartphone, tablet, or laptop device to class. Outside of class, a laptop or tablet computer is strongly encouraged to view and study from digital resources the instructor links to on Canvas.

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

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

Additional Academic Resources

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

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Quizzes

There are 12 quizzes throughout the semester. They match the first 12 weeks of material. The quizzes will be taken on Canvas. Quizzes are due by 11:59 PM one week from the date the topic is covered in class. 5% of the score will be deducted for each day the quiz is late. They will be comprised of multiple choice, fill in the blank, true/false, and short answers. You will have no more than 25 minutes to take each quiz (students who need accommodation should contact the instructor). You should not use notes, internet resources, other people, books, textbooks, or other sources during the quizzes. We will use the honor system for the quizzes, following the Honor Code: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." If you have any technical difficulties with the quizzes, please contact your instructor.

The lowest quiz grade is dropped. The quizzes together comprise 15% of your grade with each quiz is worth 12 – 16 points. The grade on each quiz is scaled to equal 1.36% of your final grade.

Exams

Examinations will be in-person and on Canvas.

Exam 1 will be completed *during lab* on the date in the calendar of events. It is worth 10% of your grade and will consist of drawing and labelling an image of the brain. *You are not graded on drawing ability*. You will have no more than 20 minutes to complete the exam. Students requiring accommodation need to contact the instructor at least one week before the examination.

Exam 2 is the Lab Pin Test and is worth 30% of your grade. This will be held in person during your lab time as shown in the calendar of events. Human tissue brain samples and 3D printed brains will have pins (for human tissue) or stickers (for 3D printed brains) in various parts and students will be expected to name the structure. It will be a fill-in-the-blank test comprising about 80 structures selected. You will have no more than 40 minutes to complete the exam (30 seconds per item). Students requiring accommodation need to contact the instructor at least two weeks before the examination to arrange an alternative testing situation.

Exam 3 will be a case conceptualization/name-the-lesion activity modeled after Blumenfeld case presentations and/or ABPP written examinations. It will be multiple choice and short answer and will be held during lab on the date in the calendar. This exam is worth 46 points, with the points scaled to 25% of your final grade.

The final exams consist of two separate components. Each part is independent and scored separately from the other and worth 10% of your grade. Each part is taken on Canvas between December 6 – 12. The first exam covers material from the first half of the semester and the second exam covers material from the second half. The format and content of these exams are like the weekly quizzes. You will have one hour to take each part of the exam. Students requiring accommodation need to contact the instructor at least two weeks before the examination.

Exam Policy

See the above description of course exams.

Policy Related to Make Up Exams or Other Late Work

Make-up exams or quizzes will be available with pre-arrangement or verification of illness from a physician. Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up. There is a 5% late penalty per day without prior approval. Contact the instructor to arrange a make-up exam or quiz. These must be completed within one week of the due date, with instructor permission. If Canvas-based, contact the instructor to unlock the quiz so you can submit. Make-up exams will be held in-person at a time arranged by the student and instructor. Exam 2 follows a different timeline and procedure as described below.

Given the nature of Exam 2, which consists of considerable set-up time by the instructor, make-up exams due to illness or documented emergency, will require special permission and arrangement from the instructor. The make-up exam must be conducted within two weeks of the original scheduled exam, barring extenuating circumstances. It will cover the same or similar structures to the main Pin Test but will be conducted as an in-person oral exam at a time arranged between the instructor and student.

Policy Related to Required Class Attendance

You are expected to attend lectures and labs. Attendance will not be taken or graded but you will be at a **significant disadvantage** if you do not attend lectures and labs. This class follows the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading

Requirement	Due date	% of final grade
Exam 1: Coronal Brain	Sep 15	10% of final grade
Exam 2: Lab Pin Test	Oct 13	30% of final grade
Exam 3: Case Conceptualization/Name the Lesion	Dec 1	25% of final grade
Final Exam A	Dec 6 – 12	10% of final grade
Final Exam B	Dec 6 – 12	10% of final grade
Weekly quizzes (weeks 2-16)	Dec 3	15% of final grade

Point system used

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

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

More information on UF grading policy may be found at:

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior (Lab)

Preparation for Lab: ***It is your responsibility to bring nitrile or latex gloves for use in lab.*** There will be some backup gloves available but in limited quantities. Gloves can be purchased online in bulk for a modest fee. If you have financial limitations that prevent you purchasing gloves, please talk with your instructor. Some labs might have online material to review beforehand. This will be posted on Canvas.

Lab attire: Students must wear close-toed shoes (no sandals) and wear clothing that they are comfortable potentially getting splashes on. Please bring your gloves to class (they should not be reused). Wooden probes will be provided.

Respectful Handling of Donor Brains: Treat all anatomical specimens with the utmost respect. Disrespectful language, improper handling, or any behavior deemed inappropriate towards the donors is strictly prohibited. The use of cameras or any recording devices is not allowed in the laboratory at any time without prior instructor approval. If approval is given, images of tissue samples are used only for study. They should not be posted on any social media.

Use of laboratory materials: Neural specimens are very fragile and must be handled with care. Please minimize handling of the specimens. Specimens must not be allowed to dry out. Wet a paper towel with water to cover parts of specimens when out of the buckets for an extended period. Do not poke the specimen with a pencil or pen! Gently touch with a wooden probe.

Lab clean-up: Students are expected to clean up after themselves in lab and return all lab materials to their proper place. Students are not to remove atlases, models, specimens or other lab materials from the classroom.

Students not following these guidelines about appropriate behavior will have a discussion with the instructor. Continued non-compliance with the above policies will result in expulsion from the course with a failing grade and referral for further disciplinary actions.

Electronic Devices. Class and lab time involves interactive ungraded quizzes as an introduction to the weekly material and part of the learning experience. While not required, to gain the most benefit from interactive learning activities, students should bring a smartphone, tablet, or laptop device to class.

Communications Guidelines

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. You are expected to interact respectfully and courteously with other students and the instructor. Course communication should be civilized and respectful to everyone. The means of communication provided to you through eLearning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the dean of students. Refer to the [Netiquette Guide for Online Courses](#) for more information.

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

Academic Integrity

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

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

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

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

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

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

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

Recording Within the Course

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

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

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

Online Faculty Course Evaluation Process

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

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

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 - **Alachua County Crisis Center:** (352) 264-6789, <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
 - **University Police Department:** <https://police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies)
 - **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>

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

Inclusive Learning Environment

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

Disclaimer

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Course|New for request 21461

Info

Request: EDH 7XXX Designing Problems of Practice Research in Higher Education

Description of request: Applies problems of practice research design to real-world issues in higher education settings.

Submitter: Lindsay Lynch lblynch@coe.ufl.edu

Created: 4/1/2025 11:49:10 AM

Form version: 3

Responses

Recommended Prefix EDH

Course Level 7

Course Number XXX

Lab Code None

Course Title Designing Problems of Practice Research in Higher Education

Transcript Title Des Problems of Prac Res in HE

Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Applies problems of practice research design to real-world issues in higher education settings.

Prerequisites None

Co-requisites None

Rationale for Placement in the Curriculum For students in the second or third year of the Ed.D. program of study to prepare them for future dissertation research.

Syllabus Content Requirements All Items Included



EDH 7XXX: Designing Problems of Practice Research
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:

Applies problems of practice research design to real-world issues in 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.
- Additional readings and materials will be posted in Canvas.

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:** Demonstrate independent ability to address 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. How to Identify Problems of Practice in Your Context? 2. How can we effectively design projects to investigate problems of practice in higher education settings?	<i>Assignments due:</i> Syllabus Quiz
	Required Readings: Readings assigned in Canvas	
Module 2: Establishing Research Questions		
Weeks 2 & 3:	Topics Covered During Weeks 2&3: <ul style="list-style-type: none">Utilizing the scholarly-practitioner mindsetAligning research design with active educational spacesDeveloping practice-based research questionsLeveraging your localized knowledgeCreating an operational plan to collect data	<i>Assignments due:</i> Reflective Journal
	Required Readings: Everson et al chapters 2 and 3 Readings assigned in Canvas Materials Appropriate to Your Project Topic	
Module 3: Methodology		
Weeks 4-8:	<ul style="list-style-type: none">Selecting and refining a methodological approachAligning data points with RQsResearch integrity and human subjects stepsRigor and quality measuresData management and storage	<i>Assignments due:</i> IRB Application Reflective Journal #2 Discussion Board(s)
	Required Readings: Readings assigned in Canvas Materials Appropriate to Your Project Topic	
Module 4: Designing a Data Collection and Analysis Plan		
Weeks 9-12:	Topics Covered During Weeks 9-12: <ul style="list-style-type: none">Identifying data pointsAligning data points and sources with RQsData management and storagePlanning for data analysisRigor and quality measures	<i>Due this week:</i> Reflective Journal #3 Discussion Board(s)
	Required Readings: Readings assigned in Canvas Materials Appropriate to Your Project Topic	
Module 5: Developing a Research Proposal		
Weeks 13-15:	Topics Covered During Weeks 13-15: <ul style="list-style-type: none">Finalize problem of practice final projectsDeliver poster session presentations	<i>Due this week:</i> Research Proposal Peer Review Exercise

Week	Topics Covered	Assignment(s) Due
	Required Readings: Readings assigned in Canvas Materials Appropriate to Your Project Topic	

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 develop a mock IRB submission for their planned class case study project. This assignment is intended to prepare students for a future IRB submission required for their culminating dissertation project. The exact nature and scope of the mock IRB packet will vary based upon the planned project and current UF IRB processes at the time of submission. The instructor will help students determine which submission process best aligns with their proposed project. Mock IRB protocol submission should align with the type of submission the student will eventually complete with support of their dissertation supervisor.	30 points
Discussion Boards – Sharing and Reflecting on Practice-Based Research Design 5 discussion boards to share and engage in class discussion about the research design process	50 points
Reflective Journal Entries Students will complete a series of reflective journal entries to document their journey through the research design process.	60 points
Research Proposal Students will compile content developed through each of the modules into a 10-15-page research proposal.	100 points
Peer Review Exercise Students will complete reviews of two peer proposals and provide professional feedback in the associated project rubric.	40 points
290 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://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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)

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

Attendance, Make-Up Exams and Assignments: Requirements for class attendance and make-up exams, assignments, and other work in 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.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 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

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

- *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.

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.

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 21120

Info

Request: EGN 6XXX Practical Work in Artificial Intelligence Systems

Description of request: This is a new optional course pertaining students in the MS in Artificial Intelligence Systems (MSAIS) degree program. The MSAIS degree is an interdisciplinary non-thesis program with a large focus on hands-on academic development and professional readiness. This new course request will directly provide students the ability to put into use the skills learned in the classroom in an industry internship/co-op setting in the field of AI systems.

Submitter: Catia Pinho Da Silva catiaspsilva@ece.ufl.edu

Created: 4/7/2025 5:41:38 PM

Form version: 3

Responses

Recommended Prefix EGN

Course Level 6

Course Number XXX

Lab Code None

Course Title EGN6XXX Practical Work in Artificial Intelligence Systems

Transcript Title Internship in AI Systems

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Summer

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? Yes

Contact Type Supervision of Student Interns

Course Type Internship

Weekly Contact Hours This is an practical internship/co-op new course request under industrial supervision. The instructor of the course will likely meet with the student less than 1 hour per week on average.

Course Description Practical internship/co-op work in the field of artificial intelligence (AI) systems under industrial supervision. 0-3 credits, repeatable. (S/U grade)

Prerequisites Completion of all core courses (cores 1-6) in the program.

Co-requisites N/A

Rationale for Placement in the Curriculum The Master of Science in AI Systems (MSAIS) degree is an interdisciplinary, non-thesis program with a strong emphasis on hands-on academic development and professional readiness. This new optional course offering will provide students with the opportunity to apply the skills they have acquired in the classroom in a real-world industry internship or co-op setting within the field of AI systems. Through this experience, students will gain valuable practical knowledge, enhance their problem-solving abilities, and develop the professional skills necessary for success in the rapidly evolving AI industry. This program bridges the gap between theoretical learning and practical application, preparing graduates for a wide range of careers in AI-related fields.

Syllabus Content Requirements All Items Included

Practical Work in Artificial Intelligence Systems

EGN 6XXX

Class Periods: varied

Location: TBD

Academic Term: Summer 2025

Instructor:

Varied

Graduate Coordinator:

Name: Catia S. Silva

Email Address: catiaspsilva@ece.ufl.edu

Office Phone Number: 352-392-6502

Academic Advisor:

Name: Lisa Hibbs

Email Address: hibbslisa@ece.ufl.edu

Office Phone Number: 352-392-2652

Course Description

Practical internship/co-op work in the field of artificial intelligence (AI) systems under industrial supervision. 0-3 credits, repeatable. (S/U grade)

Course Pre-Requisites / Co-Requisites

Pre-requisites:

- Completion of all core courses (cores 1-6).

In addition to these pre-requisites, you must consult your program documentation and academic advisor for internship/training experience eligibility of the internship/co-op in the field of artificial intelligence systems. Approval from your program's Graduate Coordinator is required to enroll.

Course Objectives

This practical work aims to immerse students in real-world applications of artificial intelligence (AI) systems through industrial supervision. The objectives are to:

- **AI System Development:** Acquire hands-on experience in designing, developing, and deploying AI systems to address complex industrial problems.
- **Algorithm Implementation:** Gain proficiency in implementing and optimizing AI algorithms, including machine learning, deep learning, and reinforcement learning techniques.
- **Tool and Framework Mastery:** Develop expertise in using industry-standard tools and frameworks, such as TensorFlow, PyTorch, Git and GitHub, and cloud-based AI services.
- **Integration and Deployment:** Learn to integrate AI systems with existing industrial infrastructure and deploy them effectively in production environments.
- **Data Management:** Understand and apply techniques for managing and preprocessing large datasets to ensure high-quality inputs for AI models.
- **Ethical and Responsible AI:** Explore and implement ethical considerations and best practices in AI, ensuring responsible use and minimizing bias in AI systems.
- **Communication and Reporting:** Enhance skills in presenting AI-driven insights and results to both technical and non-technical stakeholders clearly and effectively.
- **Collaboration and Adaptability:** Collaborate with industry professional and adapt to dynamic project requirements and team dynamics.

Materials and Supply Fees

None

Required Textbooks and Software

N/A

Recommended Materials

- IEEE Manuscript Templates for Conference Proceedings:
<https://www.ieee.org/conferences/publishing/templates.html>.
- Reis, Simone R. N., & Reis, Andre I. (2013, March). [How to write your first scientific paper](#). In *2013 3rd Interdisciplinary Engineering Design Education Conference* (pp. 181-186). IEEE.

Required Computer

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

Course Schedule

The course schedule will depend on the specific internship/training experience. The typical time per topic will vary depending on the internship/co-op. The following list of steps must be completed in order:

1. Submit Faculty Mentor Name & Industry Supervisor Name,
2. Complete 2500 words (+/- 50 words) Reflection Paper,
3. Submit to Industry Supervisor and receive approval form,
4. Submit to Faculty Mentor and receive approval form,
5. Submit Industry Supervisor Evaluation Letter.

Important Dates

Milestone	Deadline
Internship/Co-Op Request Form	No later than Drop & Add week
Supervising Faculty Mentor Name (student must find on their own)	Up to 7 days after internship/co-op approval and registration
Industry Supervisor(s) Name	Up to 7 days after internship/co-op start date
Reflection Paper & Presentation to Industry Supervisor(s)	No later than two weeks before internship/co-op end date, or two weeks before end of classes, whichever comes first
Industry Supervisor Approval Form	Up to 7 days after receiving the reflection paper
Reflection Paper & Presentation to Faculty Mentor	At least one week before end of semester
Industry Supervisor Evaluation Letter	No later than last day of classes
Faculty Grade Submission	During finals week

Attendance Policy, Class Expectations, and Make-Up Policy

This is a variable credit course. If a student requests to complete the internship/co-op for 0 credits, then the student is expected to fulfill all requirements as if they are registered for 1 credit. The number of credits assigned for this course is determined of the number of hours the student works per week during the internship/co-op and total number of hours completed over the course of the term. Experiences must be at least four (4) weeks in length, and no more than 40 hours per week may be counted toward the experience. Each credit requires at least 160 hours of work. Below is a **non-exhaustive** list of example internships and the credits that could apply:

- 4 Week Internship:
 - 1 credit = 40 hours per week (160 hours of work total)
- 8 Week Internship:
 - 1 credit = 20 hours per week (160 hours of work total)
 - 2 credits = 40 hours per week (320 hours of work total)
- 14 Week Internship:
 - 1 credit = 12 hours per week (168 hours of work total)

- 2 credits = 23 hours per week (322 hours of work total)
- 3 credits = 35 hours per week (490 hours of work total)

Participation is a crucial part of an Internship/Co-op experience. 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/>.

Industry Supervisor Expectations

The Industry Supervisor(s) is expected to meet with the student at least once a week, though more frequent interactions are strongly encouraged.

Evaluation of Grades

The grade evaluation will be assigned based on four criteria, with a grade of zero (0, *Unsatisfactory*) or one (1, *Satisfactory*).

1. **Faculty Mentor Name & Industry Supervisor Name:** Submit the name of your Industry Supervisor and your Faculty Mentor. Student must secure their faculty mentor on their own. Students must submit all required work by the deadline date to receive a passing grade.
2. **Submission to Industry Supervisor and Submission Supervisor Approval Form:** Completion of the course requires submission of the Practical Work Reflection Report written by the student and an industry supervisor(s) approval form on the report. The student is responsible for submitting the Reflection Report to their industry supervisor(s) in an adequate timeline to allow for the completion of supervisor's approval form and subsequent submission to their faculty mentor.

The Reflection Report should describe the student's experience in detail. The report should be formatted double-column IEEE and submitted as a PDF file. It should be **2-3 pages** and **2500 words (+/- 50 words)**, excluding any acknowledgements and/or references. It should include, at a minimum:

- A personal reflection from the student about the experience, anchored in the student's career and goals.
- A clear description of the project work completed by the student, with quarterly milestones (4 in total).
- Key challenges, difficulties, and successes experienced by the student.
- How the practical work contributed to student learning / education and professional development.

The Approval Form describes the supervisor(s)'s evaluation of the report. It must include:

- Evaluative comments about the accuracy of the project description as written by the student.
- An overall evaluation of **Satisfactory** or **Unsatisfactory**.

3. **Submission to Faculty Mentor:** The student is responsible for submitting the Reflection Report to their faculty mentor at least one week before the end of the semester. Their faculty mentor reviews the report and provides an overall evaluation of **Satisfactory** or **Unsatisfactory**.
4. **Supervisor Final Evaluation Letter:** A formal Evaluation Letter written by the student's industry supervisor(s) is due to the Academic Advising office one week prior to the end of the final examination period for the semester (last day of classes).

The Evaluation Letter describes the supervisor(s)'s experience(s) with the student. It must include:

- Dates worked.
- Role student played and the nature of the work.
- Evaluative comments about job performance and student contribution to the organization.
- An overall evaluation of **Satisfactory** or **Unsatisfactory**.

Grading Policy

Percent	Grade
83.4 - 100	S*

The grade evaluation will be assigned based on four criteria describe above, with a grade of zero (0, *Unsatisfactory*) or one (1, *Satisfactory*):

- Did the student submit the name of their faculty mentor and industry supervisor(s) in a timeline manner?
- Does the report document the criteria as described and follow guidelines / requirements?
- Is the work completed nontrivial and commensurate with the number of credits registered?
- Did the student complete work satisfactorily as part of the practical work?

Students must receive a marking of one (1, *Satisfactory*) on all criteria to earn a grade of ***Satisfactory***.

Late Submission Policy

Given the variability in internship and co-op start and end dates, timely submission of required materials is critical for evaluation and grading. The following guidelines establish clear expectations for on-time versus late submissions and the corresponding penalties:

- **Timely Submission:** All required documents, including the Reflection Paper, Industry Supervisor Approval Form, Faculty Mentor Approval, and Industry Supervisor Evaluation Letter, must be submitted by the deadlines outlined in the "Important Dates" section. These deadlines are based on the student's individual internship/co-op timeline and must be strictly followed to ensure proper evaluation.
- **Grace Period:** If a delay is anticipated, students must request an extension in writing before the original deadline. Extensions are subject to approval by the faculty mentor and academic advisor. Without an approved extension, late submissions will not be accepted.
- **Exceptional Circumstances:** If a student encounters significant unforeseen circumstances (e.g., medical emergencies, natural disasters, or other critical situations), they must provide official documentation and request an extension in writing. Requests will be reviewed on a case-by-case basis by the Graduate Coordinator and academic advisor.
- **Final Deadline Compliance:** All submissions must be completed by the last day of classes as indicated in the academic calendar. No extensions will be granted beyond this date, except in cases of officially documented emergencies reviewed by the Graduate Coordinator.

By adhering to these guidelines, students ensure a smooth evaluation process and timely completion of course requirements. If there are any questions regarding deadlines or submission expectations, students should contact their faculty mentor or academic advisor as early as possible.

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 Coordinator
- HWC OE 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](https://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://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 21118

Info

Request: EGN 6XXXL Practical Work in Applied Data Science

Description of request: This is a new optional course pertains to students in the MS in Applied Data Science (MSADS) degree program. The MSADS degree is an interdisciplinary non-thesis program with a large focus on hands-on academic development and professional readiness. This new course request will directly provide students the ability to put into use the skills learned in the classroom in an industry internship/co-op setting in the field of applied data science.

Submitter: Catia Pinho Da Silva catiaspsilva@ece.ufl.edu

Created: 4/7/2025 5:39:45 PM

Form version: 4

Responses

Recommended Prefix EGN

Course Level 6

Course Number XXX

Lab Code L

Course Title EGN6XXX Practical Work in Applied Data Science

Transcript Title Internship in Data Science

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Summer

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? Yes

Contact Type Supervision of Student Interns

Course Type Internship

Weekly Contact Hours This is a new course request for a practical internship/co-op under industrial supervision. The instructor of the course will likely meet with the student less than 1 hour per week on average.

Course Description Practical internship/co-op work in the field of applied data science in the student's selected specialization under industrial supervision. 0-3 credits, repeatable. (S/U grade)

Prerequisites CAP 5771(B) & EGN 6446(B) & EEE 5776(B)

Course Names:

CAP 5771 - Introduction to Data Science

EGN 6446 - Mathematical Foundations for Data Science for Engineers II

EEE 5776 - Applied Machine Learning

Co-requisites N/A

Rationale for Placement in the Curriculum The Master of Science in Applied Data Science (MSADS) degree is an interdisciplinary, non-thesis program designed to equip students with both theoretical knowledge and practical skills. With a strong emphasis on hands-on learning and professional readiness, the program prepares graduates to excel in real-world data science roles across various industries.

This new optional course aims to bridge the gap between classroom learning and industry application by providing students with the opportunity to apply their acquired skills in a professional internship or co-op setting. Through direct industry engagement, students will gain valuable experience, develop problem-solving abilities, and enhance their understanding of applied data science in real-world contexts. Additionally, this experiential learning component will foster career readiness, strengthen

industry connections, and further solidify the MSADS program's commitment to producing highly skilled, job-ready data science professionals.

Syllabus Content Requirements All Items Included

Practical Work in Applied Data Science

EGN 6XXX

Class Periods: varied

Location: TBD

Academic Term: Summer 2025

Instructor:

Varied

Graduate Coordinator:

Name: Catia S. Silva

Email Address: catiaspsilva@ufl.edu

Office Phone Number: 352-392-6502

Academic Advisor:

Name: Lisa Hibbs

Email Address: hibbslisa@ece.ufl.edu

Office Phone Number: 352-392-2652

Course Description

Practical internship/co-op work in the field of applied data science in the student's selected specialization under industrial supervision. 0-3 credits, repeatable. (S/U grade)

Course Pre-Requisites / Co-Requisites

Pre-requisites:

- CAP 5771 Introduction to Data Science,
- EGN 6446 Mathematical Foundations for Data Science for Engineers II, and
- EEE 5776 Applied Machine Learning.

In addition to these pre-requisites, you must consult your program documentation and academic advisor for internship/training experience eligibility of the internship/co-op in the field of applied data science in the student's selected specialization. Approval from your program's Graduate Coordinator is required to enroll.

Course Objectives

This practical work aims to equip students with hands-on experience in applied data science under industrial supervision.

- Real-World Problem Solving: Develop skills in addressing and solving real-world data science problems through hands-on projects provided by industry partners.
- Data Handling and Analysis: Gain practical experience in data collection, cleaning, and preprocessing, applying statistical and machine learning techniques to analyze and interpret data effectively.
- Tool Proficiency: Apply industry-standard data science tools and technologies, such as Python, R, SQL, and relevant data visualization and machine learning libraries.
- Project Management: Learn to manage and execute data science projects from start to finish, including project planning, milestone tracking, and delivering results within a professional setting.
- Communication Skills: Develop the ability to present data-driven insights and recommendations clearly and effectively to both technical and non-technical stakeholders.
- Collaboration and Teamwork: Work collaboratively with industry professionals and peers to enhance teamwork skills and adapt to diverse working environments.
- Ethical and Professional Practices: Understand and apply ethical considerations and best practices in data science, ensuring the responsible and professional handling of data and results.
- Feedback Integration: Receive and incorporate feedback from industry supervisors to refine technical skills and improve project outcomes.

Materials and Supply Fees

None

Required Textbooks and Software

N/A

Recommended Materials

- IEEE Manuscript Templates for Conference Proceedings:
<https://www.ieee.org/conferences/publishing/templates.html>.
- Reis, Simone R. N., & Reis, Andre I. (2013, March). [How to write your first scientific paper](#). In *2013 3rd Interdisciplinary Engineering Design Education Conference* (pp. 181-186). IEEE.

Required Computer

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

Course Schedule

The course schedule will depend on the specific internship/training experience. The typical time per topic will vary depending on the internship/co-op. The following list of steps must be completed in order:

1. Submit Faculty Mentor Name & Industry Supervisor Name,
2. Complete 2500 words (+/- 50 words) Reflection Paper,
3. Submit to Industry Supervisor and receive approval form,
4. Submit to Faculty Mentor and receive approval form,
5. Submit Industry Supervisor Evaluation Letter.

Important Dates

Milestone	Deadline
Internship/Co-Op Request Form	No later than Drop & Add week
Supervising Faculty Mentor Name (student must find on their own)	Up to 7 days after internship/co-op approval and registration
Industry Supervisor(s) Name	Up to 7 days after internship/co-op start date
Reflection Paper & Presentation to Industry Supervisor(s)	No later than two weeks before internship/co-op end date, or two weeks before end of classes, whichever comes first
Industry Supervisor Approval Form	Up to 7 days after receiving the reflection paper
Reflection Paper & Presentation to Faculty Mentor	At least one week before end of semester
Industry Supervisor Evaluation Letter	No later than last day of classes
Faculty Grade Submission	During finals week

Attendance Policy, Class Expectations, and Make-Up Policy

This is a variable credit course. If a student requests to complete the internship/co-op for 0 credits, then the student is expected to fulfill all requirements as if they are registered for 1 credit. The number of credits assigned for this course is determined of the number of hours the student works per week during the internship/co-op and total number of hours completed over the course of the term. Experiences must be at least four (4) weeks in length, and no more than 40 hours per week may be counted toward the experience. Each credit requires at least 160 hours of work. Below is a **non-exhaustive** list of example internships and the credits that could apply:

- 4 Week Internship:
 - 1 credit = 40 hours per week (160 hours of work total)
- 8 Week Internship:
 - 1 credit = 20 hours per week (160 hours of work total)
 - 2 credits = 40 hours per week (320 hours of work total)

- 14 Week Internship:
 - 1 credit = 12 hours per week (168 hours of work total)
 - 2 credits = 23 hours per week (322 hours of work total)
 - 3 credits = 35 hours per week (490 hours of work total)

Participation is a crucial part of an Internship/Co-op experience. 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/>.

Industry Supervisor Expectations

The Industry Supervisor(s) is expected to meet with the student at least once a week, though more frequent interactions are strongly encouraged.

Evaluation of Grades

The grade evaluation will be assigned based on four criteria, with a grade of zero (0, *Unsatisfactory*) or one (1, *Satisfactory*).

1. **Faculty Mentor Name & Industry Supervisor Name:** Submit the name of your Industry Supervisor and your Faculty Mentor. Student must secure their faculty mentor on their own. Students must submit all required work by the deadline date to receive a passing grade.
2. **Submission to Industry Supervisor and Submission Supervisor Approval Form:** Completion of the course requires submission of the Practical Work Reflection Report written by the student and an industry supervisor(s) approval form on the report. The student is responsible for submitting the Reflection Report to their industry supervisor(s) in an adequate timeline to allow for the completion of supervisor's approval form and subsequent submission to their faculty mentor.

The Reflection Report should describe the student's experience in detail. The report should be formatted double-column IEEE and submitted as a PDF file. It should be **2-3 pages** and **2500 words (+/- 50 words)**, excluding any acknowledgements and/or references. It should include, at a minimum:

- A personal reflection from the student about the experience, anchored in the student's career and goals.
- A clear description of the project work completed by the student, with quarterly milestones (4 in total).
- Key challenges, difficulties, and successes experienced by the student.
- How the practical work contributed to student learning / education and professional development.

The Approval Form describes the evaluation by the supervisor(s) of the report. It must include:

- Evaluative comments about the accuracy of the project description as written by the student.
- An overall evaluation of **Satisfactory** or **Unsatisfactory**.

3. **Submission to Faculty Mentor:** The student is responsible for submitting the Reflection Report to their faculty mentor at least one week before the end of the semester. Their faculty mentor reviews the report and provides an overall evaluation of **Satisfactory** or **Unsatisfactory**.
4. **Supervisor Final Evaluation Letter:** A formal Evaluation Letter written by the student's industry supervisor(s) is due to the Academic Advising office one week prior to the end of the final examination period for the semester (last day of classes).

The Evaluation Letter describes the supervisor(s)'s experience(s) with the student. It must include:

- Dates worked.
- Role student played and the nature of the work.
- Evaluative comments about job performance and student contribution to the organization.
- An overall evaluation of **Satisfactory** or **Unsatisfactory**.

Grading Policy

Percent	Grade
83.4 - 100	S*
0.0 – 83.3	U

The grade evaluation will be assigned based on four criteria described above, with a grade of zero (0, *Unsatisfactory*) or one (1, *Satisfactory*):

- Did the student submit the name of their faculty mentor and industry supervisor(s) in a timeline manner?
- Does the report document the criteria as described and follow guidelines / requirements?
- Is the work completed nontrivial and commensurate with the number of credits registered?
- Did the student complete work satisfactorily as part of the practical work?

Students must receive a marking of one (1, *Satisfactory*) on all criteria to earn a grade of ***Satisfactory (S*)***.

Late Submission Policy

Given the variability in internship and co-op start and end dates, timely submission of required materials is critical for evaluation and grading. The following guidelines establish clear expectations for on-time versus late submissions and the corresponding penalties:

- Timely Submission: All required documents, including the Reflection Paper, Industry Supervisor Approval Form, Faculty Mentor Approval, and Industry Supervisor Evaluation Letter, must be submitted by the deadlines outlined in the "Important Dates" section. These deadlines are based on the student's individual internship/co-op timeline and must be strictly followed to ensure proper evaluation.
- Grace Period: If a delay is anticipated, students must request an extension in writing before the original deadline. Extensions are subject to approval by the faculty mentor and academic advisor. Without an approved extension, late submissions will not be accepted.
- Exceptional Circumstances: If a student encounters significant unforeseen circumstances (e.g., medical emergencies, natural disasters, or other critical situations), they must provide official documentation and request an extension in writing. Requests will be reviewed on a case-by-case basis by the Graduate Coordinator and academic advisor.
- Final Deadline Compliance: All submissions must be completed by the last day of classes as indicated in the academic calendar. No extensions will be granted beyond this date, except in cases of officially documented emergencies reviewed by the Graduate Coordinator.

By adhering to these guidelines, students ensure a smooth evaluation process and timely completion of course requirements. If there are any questions regarding deadlines or submission expectations, students should contact their faculty mentor or academic advisor as early as possible.

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.ua.ufl.edu/public-results/>.

In-Class Recording

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

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

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

University Honesty Policy

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

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University’s core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

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

- Your academic advisor or Graduate Coordinator
- 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 20985

Info

Request: EOC 6XXX Coastal Dynamics and Engineering Applications

Description of request: New course request for Coastal Dynamics and Engineering Applications previously taught as special topics.

Submitter: Jane Smith smith.jane@ufl.edu

Created: 3/13/2025 10:12:04 AM

Form version: 5

Responses

Recommended Prefix EOC

Course Level 6

Course Number XXX

Lab Code None

Course Title Coastal Dynamics and Engineering Applications

Transcript Title Coastal Dynamics

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

Effective Term Fall

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduction to coastal engineering and coastal processes highlighting coastal engineering projects. Course topics include large-scale coastal behavior, linear wave theory, wave generation and propagation, coastal nearshore hydrodynamics, coastal sediment processes, coastal inlet behavior, and coastal protection measures. Recent innovations in coastal engineering practice are also discussed. Credits: 3.

Prerequisites Undergraduate Fluid Mechanics

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate elective in Coastal Engineering focused on nearshore processes and engineering applications. This class covers the theory for spectral wave modeling not covered in other coastal engineering classes. Students gain an understanding of nearshore wave transformations and wave-driven hydrodynamics that force littoral processes and complement the Littoral Processes, Coastal Storms, and Coastal Structures courses.

Syllabus Content Requirements All Items Included

Coastal Dynamics and Engineering Applications
EOC 6XXX Section XXXX
Class Periods: Tuesday & Thursday, 8-9, and 3-4:15 pm
Location: Virtual/Weil Hall 365C
Academic Term: Fall 2025
3 Credits

Instructor:

Jane McKee Smith

smith.jane@ufl.edu

Office Phone Number: 601-831-5411

Office Hours: Tuesday & Thursday 4:15-5:30 pm or by appointment, office location 365K Weil Hall

Course Description

Introduction to coastal engineering and coastal processes highlighting coastal engineering projects. Course topics include large-scale coastal behavior, linear wave theory, wave generation and propagation, coastal nearshore hydrodynamics, coastal sediment processes, coastal inlet behavior, and coastal protection measures. Recent innovations in coastal engineering practice are also discussed.

Course Pre-Requisites / Co-Requisites

Undergraduate Fluid Mechanics

Course Objectives

- Identify and classify dominant coastal processes based on the environment/region.
- Identify and analyze data sources for coastal engineering process information.
- Apply mathematical equations to quantify coastal processes of wave generation, wave transformation, longshore current, sediment transport.
- Apply techniques and tools to develop coastal protection strategies.
- Compare and contrast coastal protection strategies under climate change scenarios.
- Critique potential impacts of coastal solutions on society and the environment.

Materials and Supply Fees

none

Required Textbooks and Software

- Title: Coastal Dynamics
- Author: Judith Bosboom and Marcel J.F. Stive
- Publication date and edition: 2021, updated January 11, 2023
<https://textbooks.open.tudelft.nl/textbooks/%20catalog/book/37>
- ISBN number: 978-94-6366-371-7

- Yellowdig discussion platform: <https://www.yellowdig.co>

Recommended Materials

- Title: Coastal Engineering Manual
- Author: US Army Corps of Engineers
- Publication date and edition: 2002
<https://www.publications.usace.army.mil/USACE-Publications/Engineer-Manuals/u43544q/636F617374616C20656E67696E656572696E67206D616E75616C/>
- ISBN number: none

Required Computer

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

Course Schedule

Week	Topic	Textbook	
Week 1	Syllabus and Introduction; Coast Engineering and Coastal Dynamics;		
Week 2	Large-scale Geographic Variations of Coasts Part 1 and Part 2	1.1-1.5; 2.1-2.5-2.8	Quiz
Week 3	Ocean Waves Part 1: Introduction and Linear Theory; Ocean Waves Part 2: Wave Generation	3.1-3.5, app A	HW1
Week 4	Ocean Waves Part 3 Wave Climatology; Tides and Long Waves	3.6-3.9	HW 2
Week 5	Global Wave and Tide Environments; Coastal Hydrodynamics (wave transformation, nonlinearity, shallow-water waves)	4.1-4.4; 5.1- 5.4	HW 3
Week 6	Coastal Hydrodynamics (wave-induced setup & currents, long waves); Sediment Transport Part 1 (sediments, initiation of motion, principles, bed load)	5.5-5.8; 6.1-6.5	HW 4
Week 7	Sediment Transport Part 2 (suspended load, energetics, fine sediments); Cross-Shore Transport and Beach Profile	6.6-6.9; 7.1-7.4	Exam
Week 8	Cross-Shore Transport; Longshore Transport and Coastal Changes Part 1	7.5; 8.1-8.2	HW 5
Week 9	Longshore Transport and Coastal Changes Part 2; Coastal Inlets and Tidal Basins (inlet hydrodynamics)	8.3-8.4; 9.1-9.3	HW 6
Week 10	Coastal Inlets (inlet hydrodynamics and sediment transport patterns; stability, sediment import/export, dynamic equilibrium)	9.4-9.7	HW 7
Week 11	Coastal Inlets (inlet analysis); Climate Change and Coastal Risk	9.8; 10.1-10.4	Quiz
Week 12	Coastal Protection (coastal resilience); Coastal Protection (structures)	10.5	Paper
Week 13	Coastal Protection (structures); Coastal Protection (nourishment)	10.6-10.7	Quiz
Week 14	Review		Exam

Important Dates

7 Oct 2025 Exam 1 (Canvas)

2 Dec 2025 Exam 2 (Canvas)

Attendance Policy, Class Expectations, and Make-Up Policy

Accommodations for emergencies will be made according to UF policies.

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
Homework Sets (7)	50-75 each	39.5%
Quizzes (3)	25 each	7.0%
Exam 1	200	18.6%
Exam 2	200	18.6%
Paper: Climate Impacts on Coastal Risk	75	7.0%
Discussion Board (Yellowdig)	100	9.3%
		100%

There are 7 homework assignments worth a total of 37.5% of the total course grade. The exact form of these assignments will vary depending upon the material covered within each topic. Assignments include programming a one-dimensional coastal processes model (waves, setup, longshore currents, and longshore sediment transport) and homework questions to assess students' understanding of theory and ability to interpret results.

Exams will be similar to the assignments, testing your knowledge and application of concepts. Exams will be given in Canvas.

The paper assignment will focus on climate change and uncertainty impacts on coastal project resilience. Students will review key peer-review papers and apply concepts to project types discussed during the semester.

Grading Policy

Percent	Grade	Grade Points
90.0 - 100	A	4.00
80.0 – 89.9	B	3.00
70.0 - 79.9	C	2.00
60.0 – 69.9	D	1.00
0.0 – 59.9	F	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. 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: 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 20987

Info

Request: EOC 6XXX Coastal Resilience and Engineering with Nature

Description of request: Request for permanent course number of class previously taught as a special topics class for Civil/Coastal and Environmental Engineering students.

Submitter: Jane Smith smith.jane@ufl.edu

Created: 2/13/2025 12:02:22 PM

Form version: 5

Responses

Recommended Prefix EOC

Course Level 6

Course Number XXX

Lab Code None

Course Title Coastal Resilience and Engineering with Nature

Transcript Title Engineering with Nature

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

Effective Term Spring

Effective Year 2026

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces concepts of coastal resilience and engineering with nature with a focus on flood risk management. Course topics include coastal system behavior, principles, and frameworks for engineering with nature, stakeholder engagement, benefits and cost, types of natural and nature-based features, and adaptation. Case studies and recent innovations will be discussed. A team project applies concepts to project site. Credits: 3.

Prerequisites none

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate elective in Civil and Coastal Engineering focused on coastal processes and engineering applications.

Syllabus Content Requirements All Items Included

Coastal Resilience and Engineering with Nature
EOC 6XXX Section XXXX
Class Periods: Monday & Wednesday, and 4:05-5:20 pm
Location: Virtual/Weil Hall 365C
Academic Term: Spring 2026

Instructor:

Jane McKee Smith
smith.jane@ufl.edu

Office Phone Number: 601-831-5411

Office Hours: Monday & Wednesday 5:20-6:30 pm or by appointment, office location 365K Weil Hall

Course Description

Introduces concepts of coastal resilience and engineering with nature with a focus on flood risk management. Course topics include coastal system behavior, principles, and frameworks for engineering with nature, stakeholder engagement, benefits and cost, types of natural and nature-based features, and adaptation. Case studies and recent innovations will be discussed. A team project applies concepts to project site. Credits: 3.

Course Pre-Requisites / Co-Requisites

none

Course Objectives

- Identify dominant coastal processes based on the environment/region.
- Identify and analyze coastal engineering data sources for project site characterization.
- Identify potential coastal project stakeholders and analyze effective engagement strategies.
- Apply techniques and tools to develop nature-based coastal protection strategies, including adaption.
- Compare and contrast nature-based coastal protection benefits and costs for alternative selection.
- Critique potential impacts of coastal solutions on society and the environment.

Materials and Supply Fees

none

Required Textbooks and Software

- Title: **International Guidelines on Natural and Nature-Based Features for Flood Risk Management**
- Authors: T. S. Bridges, J. K. King, J. D. Simm, M. W. Beck, G. Collins, Q. Lodder, and R. K. Mohan, eds
- Publication date and edition: 2021; free download: https://ewn.erdc.dren.mil/?page_id=4351
- ISBN number: 978-1-7325904-9-6

Recommended Materials

- Title: **Coastal Engineering Manual**
- Author: US Army Corps of Engineers
- Publication date and edition: 2002; free download: <https://www.publications.usace.army.mil/USACE-Publications/Engineer-Manuals/u43544q/636F617374616C20656E67696E656572696E67206D616E75616C/>
- ISBN number: none
- Title: **Coastal Dynamics**
- Author: Judith Bosboom and Marcel J.F. Stive
- Publication date and edition: 2021; updated January 11, 2023, free download: <https://textbooks.open.tudelft.nl/textbooks/%20catalog/book/37>
- ISBN number: 978-94-6366-371-7

Required Computer

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

Course Schedule

Dates	Topics	Textbook	
Week 1	Introduction: Coastal Resilience and Nature-Based Solutions; Coastal Systems	Chap 1	
Week 2	Coastal Systems	Notes	
Week 3	System Approach to Engineering with Nature; Principles and Frameworks	Chap 4 and 2	Quiz 1
Week 4	Stakeholder Engagement	Chap 3	
Week 5	Benefits and Costs	Chap 6	Quiz 2
Week 6	Beaches and Dunes	Chap 9	
Week 7	Wetland and Tidal Flats	Chap 10	Quiz 3, Project Part 1
Week 8	Islands	Chap 11	
Week 9	Engineering with Nature Guest Lectures		
Week 10	Reefs	Chap 12	Quiz 4
Week 11	Plant Systems	Chap 13	
Week 12	Enhancements to Structure Measures	Chap 14	
Week 13	EwN Performance and Adaptive Management	Chap 5 & 7	Quiz 5
Week 14	Project Presentations		Project Part 2

Important Dates

11 March 2026 **Project Part 1 due**

20-22 April 2026 **Project Part 2 due, Project Presentations**

Attendance Policy, Class Expectations, and Make-Up Policy

Students are expected to actively participate in class. Missed assignment or exam makeup must be arranged with the instructor prior to the due date. Accommodations for emergencies will be made according to UF policies.

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
Project (2 parts + presentation)	400	40%
Quizzes (5)	100 each	50%
Discussions (5)	20 each	10%
		100%

The purpose of the team project is to gain understanding of Engineering with Nature methods to improve coastal resilience by scoping a hypothetical project for real field site. Part 1 of the project includes site selection, problem description, and site characterization (wave and water level climate, bathymetry/topography, sediment properties, and shoreline change). Part 2 of the project includes plans for stakeholder engagement, evaluation of nature-based feature applicability, solution selection, cost/benefits analysis, construction methods, and monitoring and adoptive management plans. Projects will include an oral presentation and a written report.

Grading Policy

Percent	Grade	Grade Points
90.0 - 100	A	4.00
80.0 - 89.9	B	3.00
70.0 - 79.9	C	2.00
60.0 - 69.9	D	1.00
0.0 - 59.9	F	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. 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: 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 21467

Info

Request: HSC 6XXX Behavioral Economics and Health I

Description of request: Approval of new course

Submitter: Amy Mobley amy.mobley@mail.ufl.edu

Created: 4/2/2025 1:39:15 PM

Form version: 1

Responses

Recommended Prefix HSC

Course Level 6

Course Number XXX

Lab Code None

Course Title Behavioral Economics and Health I

Transcript Title Behavioral Econ Health I

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on health-relevant applications at the individual level and on local environments and contingencies.

Prerequisites Foundations of Behavioral Economics (B)

Co-requisites N/A

Rationale for Placement in the Curriculum Required course as part of new Graduate Certificate in Behavioral Economics and Health

Syllabus Content Requirements All Items Included

BEHAVIORAL ECONOMICS AND HEALTH I
Semester XXXX
HSC 6XXX (Section # XXXXX) ~ 3 Credit Hours

Instructor: Justin Van Heukelom, Ph.D.

Email: j.vanheukelom@ufl.edu

Office: Yon 026, Phone: 352-294-7029

Office Hours: [DAY of week] #:00-#:00 EST, with alternate dates/times by appointment. Office hours will be held virtually via Zoom (access [here](#)).

Department Chair: Dr. Mildred M. Maldonado-Molina, Ph.D.

Course Description

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on health-relevant applications at the individual level and on local environments and contingencies.

Students should have completed HSC6XXX (*Foundations of Behavioral Economics*) with a grade of B or higher in order to enroll in this course.

Course/Student Learning Objectives

Upon successful completion of this course, students will:

- Describe the social ecological (and related) models of health behavior, as well as social determinants of health
- Examine the range of behavioral economic (BE) factors that contribute to health behavior change
- Discuss research and practice involving reinforcement-based and related approaches to individual health behavior change
- Describe individual-level outcomes and mechanisms of behavior change that involve BE principles and findings, comparing and contrasting with alternative frameworks
- Demonstrate critical thinking regarding the opportunities and challenges of applying BE to reduce risks and harms associated with unhealthy behaviors

Course website <http://elearning.ufl.edu/>

Required Reading

- Hanoch, Y., Barnes, A. J., & Rice, T. (Eds.) (2017). *Behavioral economics and healthy behaviors: Key concepts and current research*. New York: Routledge. ISBN: 9781138638211
- Additional course readings (articles and other book chapters) as assigned and made available to you in electronic format

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.

Class Format

This graduate course is organized around weekly topics and will be delivered in an asynchronous online format. Course content will be a combination of readings, lectures, videos, and other in- and out-of-class activities. The course will not meet at regularly scheduled times, and it is your responsibility to view the recorded lectures and complete all course assignments by the specified deadlines. You can view/download class lectures, readings, and assignments from the Canvas website through the UF eLearning dashboard. Engagement with the material is essential for synthesis and comprehension. We encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

A virtual learning environment can present significant challenges, particularly for individuals who are not ‘self-starters’ or those who do not possess advanced writing skills. Procrastination often results in low-quality performance and will be reflected in student grades. This course is partially self-paced. While you are welcome to work through the lecture materials and individual assignments at your own pace, you are expected to adhere to the course quiz and exam schedule and engage in any required zoom meetings as scheduled.

Assignments are due on the date and time specified on Canvas. The instructor generally responds to all e-mails within 48 hours. Anytime you have a question or problem, email the instructor immediately.

Internet Access via eduroam network

If you have limited wi-fi access, you may use eduroam, the on campus wifi network accessible to UF students for free using their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

If you can get a Wi-Fi signal at any eduroam location (see below) and on your mobile device (laptop, smartphone, or tablet) that has already been configured for eduroam, you will be automatically connected. Otherwise, follow the instructions for connecting here:

<https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>

There are over 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges, and many locations have open spaces and communal rooms. Also, in Florida all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area, you can visit a REC to securely watch course videos and take care of your academic needs. Here is a link to all of the eduroam sites in the U.S.:

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>

If you have any problems connecting to eduroam, call (352-392-HELP/4357) or email the UF Computing Help Desk.

Course Assignments

Below you will find a description of each assignment and evaluative component. Additional information, resources, readings, and rubrics can be found on Canvas.

Discussion Questions (40 points total)

These will be four required exercises throughout the semester involving your written reflections on and analysis of assigned readings. The topics chosen are vital to your understanding of behavioral economics and are designed to help you master key material. Each exercise is worth 10 points.

Quizzes (8 @ 10 pts each; drop the lowest 2 scores = 60 points total)

Eight quizzes will be provided throughout the semester assessing course content. Questions will be drawn from lectures, course readings, and other course materials (e.g., videos). Each quiz will be composed of 10 multiple-choice questions. Any missed quizzes will receive a score of zero; there will be no make-up quizzes. Your two lowest quiz scores at the end of the semester will be excluded from your total points. Quizzes will be administered using Honorlock with a room scan required.

Midterm and Final Exam (100 points each = 200 points total)

The midterm and final exams will consist of 50 multiple-choice and short answer questions that cover material presented in the first and second half of the course, respectively. The final exam is thus not cumulative covering the entire semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed. Midterm and final exams will be administered using Honorlock with a room scan required. See: <https://pfs.tnt.aa.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Guide-UF-Update.pdf>

Information on current UF grading policies for assigning grade points can be found [HERE](#).

Course Assignments	
Individual Assignments	Points
Course attendance/engagement	40
Quizzes	60
Mid-term exam	100
Final exam	100
TOTAL	300

Grading Scale			
Grade	GPA Value	Minimal Percentage	Points
A	4.0	95	285-300
A-	3.7	90	270-284
B+	3.3	85	255-269
B	3.0	80	240-254
B-	2.7	75	225-239
C+	2.3	70	210-224
C-	1.7	65	195-209
D	1.3	60	180-195
D-	1	55	165-179
E	0	< 54	< 164

Note: Missed assignments will not be made up; a certain level of missingness is built into the course (e.g., lowest 2 quizzes are dropped). All final grades are final and will not be adjusted.

Certificate students are required to maintain a 3.0 GPA averaged across the 3 certificate courses in order for the Behavioral Economics and Health certificate to be awarded. All 3 certificate courses must be taken at the University of Florida.

Attendance/Engagement

Although online courses offer students the option of doing their work in isolation, participation is still a critical component. Attendance/engagement will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and course materials, etc. You will find you learn from this class in direct proportion to your contributions, and engagement is necessary for success. You are responsible for participating regularly and attending the asynchronous sessions. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click this link to read the university attendance policies: <https://gradcatalog.ufl.edu/graduate/regulations/>

If personal circumstances arise that may interfere with your ability to meet a deadline, please let the instructor know as soon as possible before the due date.

DUE DATES: There will be 4 quizzes in each of the first and second halves of the course as noted below. Each will cover readings and videos since the last quiz through the current week. The mid-term exam will cover material through Week 8. The final exam will cover material from Week 9 through the end of the course. The mid-term exam must be completed within 7 days after Week 8, and the final exam must be completed during the University final exam period.

WEEK	TOPIC	READINGS & VIDEO ASSIGNMENTS
1	Course introduction/overview	<p>Course syllabus</p> <p>Bickel, W. K., Moody, L., & Higgins, S. T. (2016). Some current dimensions of the behavioral economics of health-related behavior change. <i>Preventive Medicine</i>, 92, 16-23. https://doi.org/10.1016/j.ypmed.2016.06.002</p>
2	Framing health behavior using BE principles	<p>Tucker, J. A., & Simpson, C. A. (2003). Merging behavioral economic and public health approaches to the delivery of services for substance abuse: Concepts and applications. In R. E. Vuchinich & N. Heather (Eds.), <i>Choice, behavioral economics, and addiction</i>. Elsevier. (pp. 365-378)</p> <p>Rachlin, H., Green, L., Vanderveldt, A., & Fisher, E. (2018). Behavioral medicine's roots in behaviorism: Concepts and applications. In: E. B. Fisher, L.D. Cameron, A. J. Christensen, U. Ehlert, Y. Guo, B. Oldenburg, & F. J. Snoek (Eds.). <i>Principles and concepts of behavioral medicine: A global handbook</i>. Springer. (pp. 241–275)</p> <p>QUIZ 1</p>
3	BE theories of harmful substance use	<p>Vuchinich, R. E., & Tucker, J. A. (1988). Contributions from behavioral theories of choice to an analysis of alcohol abuse. <i>Journal of Abnormal Psychology</i>, 97, 181-195. https://doi.org/10.1037/0021-843X.97.2.181</p> <p>Bickel, W. K., Johnson, M. W., Koffarnus, M. N., MacKillop, J., & Murphy, J. G. (2014). The behavioral economics of substance use disorders: Reinforcement pathologies and their repair. <i>Annual Review of Clinical Psychology</i>, 10, 641–677. https://doi.org/10.1146/annurev-clinpsy-032813-153724</p> <p>QUIZ 2</p>
4	Harmful substance use: BE measurement	<p>Yurasek, A. M., Acuff, S. F., & Berry, M. S. (2022). Measuring substance use contexts and substance-free reinforcement. In J. A. Tucker & K. Witkiewitz (Eds.), <i>Dynamic pathways to recovery from Alcohol Use Disorder: Meaning and methods</i>. Cambridge University Press. (pp. 280-300)</p> <p>Acuff, S. F., Amlung, M. T., Dennhardt, A. A., MacKillop, J., & Murphy, J. G. (2019). Experimental manipulations of behavioral economic demand for addictive commodities: A meta-analysis. <i>Addiction</i>, 115(5), 817–831. https://doi.org/10.1111/add.14865</p>

		Kuhlemeier, A., Tucker, J. A., & Witkiewitz, K. (2024). Role of relative reinforcement value of alcohol-free activities during recovery from Alcohol Use Disorder in an adult clinical sample. <i>Experimental and Clinical Psychopharmacology</i> . https://doi.org/10.1037/pha0000713
5	Harmful substance use: BE treatments I	<p>Petry, N. M., Alessi, S. M., Carroll, K. M., Hanson, T., MacKinnon, S., Rounsaville, B., & Sierra, S. (2006a). Contingency management treatments: Reinforcing abstinence versus adherence with goal-related activities. <i>Journal of Consulting and Clinical Psychology</i>, 74(3), 592–601. https://doi.org/10.1037/0022-006X.74.3.592</p> <p>Petry, N. M., Alessi, S. M., Olmstead, T. A., Rash, C. J., & Zajac, K. (2017). Contingency management treatment for substance use disorders: How far has it come, and where does it need to go? <i>Psychology of Addictive Behaviors</i>, 31(8), 897–906. https://doi.org/10.1037/ad0000287</p> <p>Fazzino, T. L., Bjorlie, K., & Lejuez, C. W. (2019). A systematic review of reinforcement-based interventions for substance use: Efficacy, mechanisms of action, and moderators of treatment effects. <i>Journal of Substance Abuse Treatment</i>, 104, 83-96. https://doi.org/10.1016/j.jsat.2019.06.016</p> <p>Murphy, J. G., Dennhardt, A. A., & Gex, K. S. (2022). Individual behavioral interventions to incentivize sobriety and enrich the natural environment with appealing alternatives to drinking. In J. A. Tucker & K. Witkiewitz (Eds.), <i>Dynamic pathways to recovery from Alcohol Use Disorder: Meaning and methods</i>. Cambridge University Press. (pp. 179-199)</p> <p>QUIZ 3</p>
6	Harmful substance use: BE treatments II	<p>Sze, Y. Y., Stein, J. S., Bickel, W. K., Paluch, R. A., & Epstein, L. H. (2017). Bleak present, bright future: Online episodic future thinking, scarcity, delay discounting, and food demand. <i>Clinical Psychological Science</i>, 5(4), 683-697. https://doi.org/10.1177%2F2167702617696511</p> <p>Murphy, J. G., Dennhardt, A. A., Martens, M. P., Borsari, B. E., Witkiewitz, K., & Meshesha, L. Z. (2019). A randomized clinical trial evaluating the efficacy of a brief alcohol intervention supplemented with a substance-free activity session or relaxation training. <i>Journal of Consulting and Clinical Psychology</i>, 87(7), 657–669. https://doi.org/10.1037/ccp0000412</p> <p>Berry, M. S., Rung, J. M., Crawford, M. C., Yurasek, A. M., Ferreiro, A. V., & Almog, S. (2021). Using greenspace and nature exposure as an adjunctive treatment for opioid and substance use disorders: Preliminary evidence and potential mechanisms. <i>Behavioural Processes</i>, 186, Article 104344. https://doi.org/10.1016/j.beproc.2021.104344</p>

10	Weight and nutrition II	<p>Epstein, L. H., Jankowiak, N., Nederkoorn, C., Raynor, H. A., French, S. A., & Finkelstein, E. (2012). Experimental research on the relation between food price changes and food-purchasing patterns: A targeted review. <i>American Journal of Clinical Nutrition</i>, 95(4), 789-809. doi: 10.3945/ajcn.111.024380.</p> <p>Jacques-Tiura, A. J., & Greenwald, M. K. (2016). Behavioral economic factors related to pediatric obesity. <i>Pediatric Clinics of North America</i>, 63(3), 425-446. https://doi.org/10.1016/j.pcl.2016.02.001</p> <p>Downs, J. S., & Loewenstein, G. (2012). Behavioral economics and obesity. In J. Cawley (Ed.), <i>The Oxford handbook of the social science of obesity</i>. Oxford University Press. DOI: 10.1093/oxfordhb/9780199736362.013.0009</p> <p>QUIZ 5</p>
11	Physical activity	<p>Leonard, T., & Shuval, K. (2017). Behavioral economics: Tools for promotion of physical activity In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 70-89). Routledge.</p> <p>West, A. B., Bittel, K. M., Russell, M. A., Evans, M. B., Mama, S. K., & Conroy, D. E. (2020). A systematic review of physical activity, sedentary behavior, and substance use in adolescents and emerging adults. <i>Translational Behavioral Medicine</i>, 10(5), 1155-1167. https://doi.org/10.1093/tbm/ibaa008</p> <p>Irons, J. G., Pope, D. A., Pierce, A. E., Van Patten, R. A., & Jarvis, B. P. (2013). Contingency management to induce exercise among college students. <i>Behavior Change</i>, 30(2), 84-95. https://doi.org/10.1017/bec.2013.8</p> <p>QUIZ 6</p>
12	HIV and risky sex	<p>Linnemayr, S. (2017). Behavioral economics and HIV: A review of existing studies and potential future research areas. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 141-156). Routledge.</p> <p>Johnson, M. W., & Bruner, N. R. (2012). The Sexual Discounting Task: HIV risk behavior and the discounting of delayed sexual rewards in cocaine dependence. <i>Drug and Alcohol Dependence</i>, 123, 15-21. https://doi.org/10.1016/j.drugalcdep.2011.09.032</p> <p>Tucker, J. A., Cheong, J., & Chandler, S. D. (2020). Predicting HIV testing in low threshold community contexts: A naturalistic study of test choices among young African American women in the Southern United States. <i>AIDS Care: Psychological and Socio-medical Aspects of AIDS/HIV</i>, 32, 175-181. https://doi.org/10.1080/09540121.2019.1668522</p> <p>QUIZ 7</p>

13	Gambling	<p>Petry, N. M., & Madden, G. J. (2010). Discounting and pathological gambling. In G. J. Madden & W. K. Bickel (Eds.), <i>Impulsivity: The behavioral and neurological science of discounting</i>. American Psychological Association. (pp. 273-294)</p> <p>Rachlin, H., Safin, V., Arfer, K. B., & Yen, M. (2015). The attraction of gambling. <i>Journal of the Experimental Analysis of Behavior</i>, 103(1), 260–266. https://doi.org/10.1002/jeab.113</p> <p>Weinstock, J. (2024, April). <i>Gambling as a target for health behavior change (CBEHR Seminar)</i>. https://mediasite.video.ufl.edu/Mediasite/Play/ab33a2cef69b4d8aac845dae1d1393a51d</p>
14	Medical treatment adherence	<p>Meredith, S. E. & Petry, N. M. (2017). Improving medication adherence with behavioral economics In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 109-126). Routledge.</p> <p>Bruce, J. M., Bruce, A. S., Catley, D., Lynch, S., Goggin, K., Reed, D., Lim, S.-L., Strober, L. Glusman, M., Ness, A. R., & Jarmolowicz, D. P. (2016). Being kind to your future self: Probability discounting of health decision-making. <i>Annals of Behavioral Medicine</i>, 50(2), 297-309. https://doi.org/10.1007/s12160-015-9754-8</p> <p>QUIZ 8</p>
15	Bridging clinic and community	<p>Kurti, A. N., Davis, D., Redner, R., Jarvis, B., Zvorsky, I., Keith, D. R., Bolivar, H., White, T. J., Rippberger, P., Markeish, C., Atwood, G., & Higgins, S. T. (2016). A review of the literature on remote monitoring technology in incentive-based interventions for health-related behavior change. <i>Translational Issues in Psychological Science</i>, 2(2), 128–152. https://doi.org/10.1037/tps0000067</p> <p>Dallery, J., Ives, L., & Knerr, A. (2023). Toward an era of impact of digital contingency management in the treatment of substance use disorders. <i>Preventive Medicine</i>, 176, 107518. https://doi.org/10.1016/j.ypmed.2023.107518</p>
	Final Exam	Due during the University final exam period. Covers material from Week 9 through Week 15.

Additional Course Policies & Information

Learning Barriers

Students who experience learning barriers and would like to request academic accommodations should contact 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.

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world and makes each of us unique and important. We tend to attach labels, develop values, and express attitudes based on our differences. In this course, we will attempt to minimize barriers to sensitive topics and maximize a trusting environment.

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 (<https://policy.ufl.edu/regulation/4-040/>).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) is not acceptable. 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.

Office Hours & Communication

Students are encouraged to meet with the instructor at least once during the semester either by phone, via email, or via Zoom. Phone calls, e-mails, and appointments outside of office hours are also welcome. I am happy to work with your schedule and ask you to provide advance notice for optimal scheduling. For general course questions, you are encouraged to check the Course Questions Discussion Board since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

Course Evaluation

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/> .

Getting Help

The University of Florida recognizes that pursuit of an online degree or certificate requires just as much student support as pursuit of a traditional on-campus degree or certificate and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree or certificate through distance learning. The following links provide support services for students:

Online Computing Help Desk- e-Learning Support Services

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

Online Library Help Desk

The help desk is available to assist students with access to all of the UF Libraries resources.

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and the University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

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 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 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 University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual, and should be expected.

Campus Resources

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.

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](#).

Health and Wellness

- Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- 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; Visit the [UF Health Emergency Room and Trauma Center website](#)
- University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

Online Students Complaints

BEHAVIORAL ECONOMICS AND HEALTH I

Discussion Questions – Required Assignment

During the semester, there will be 4 opportunities worth up to 10 points each to write a brief discussion essay on 4 of the following topics/questions that are directly tied to the assigned readings as indicated. You may select the 4 topics depending on your interests. The total maximum points you can earn for all 4 of these required assignments is 40 points graded according to the rubric that follows. It is important that you write your essays in your own words and do not quote the readings verbatim.

Topics/Questions (Choose up to 4):

1. Compare and contrast conventional clinical therapeutic approaches to health behavior change and approaches based on contemporary behavior theory and behavioral economics. Give an example illustrating how the different approaches would seek to change a harmful pattern of health behavior (e.g., substance misuse, physical inactivity, poor nutrition). (Weeks 1-3)
2. Health behaviors occur in environmental contexts characterized by the target health behavior and other alternative behaviors and commodities that vary in their reinforcement value over time. Why is characterizing alternative reinforcers important for assessing a problem health behavior and intervening to reduce it? (Weeks 2-4)
3. Contingency management (CM) programs have well established efficacy for substance use disorders and a growing number of other health behaviors. Despite this support, there are concerns about the approach, and dissemination and implementation in usual practice have been slow. Summarize the major concerns about CM and how its use in usual practice may be increased. (Week 5)
4. Much health behavior change and maintenance of change take place in the natural environment. Describe at least two lower threshold interventions that have been developed to support positive health behavior change in the natural environment and discuss why such interventions have better dissemination potential compared to more intensive clinical treatments that require entry into the healthcare system. (Weeks 5 & 6)
5. Over time in the U.S., access to tobacco products have been increasingly restricted and access to marijuana products have been increasingly available, drug delivery systems for nicotine and THC have become more numerous, and market segmentation for advertising has shifted. Discuss how these changes in the broader legal, policy, and marketing environment have affected individual tobacco and marijuana use in their various forms and how these issues may be considered in planning health behavior change programs. (Weeks 7 & 8)
6. Pick one of the following health behavior domains. Discuss the range of behavioral economic factors that have improved understanding of the health behavior and led to improved behavior change interventions for individuals:
 - weight management, food purchasing, and food choices (Weeks 9 & 10)
 - physical activity and exercise (Week 11)
 - reduce risky sex and increase HIV testing and care (Week 12)
 - medical treatment adherence (Week 14)
7. Pick another health behavior domain than the one chosen for Question #6. Answer the same question.
8. Discuss the status of using digital technologies in health-related behavior change programs. What are some advantages and what are some limitations and ethical concerns about their use?

Grading Rubric

Category:			
Length (0-2 points)	The author's post is between 150-200 words. 2 pts	The author's post is between 100-149 words 1 pt	The author's post consists of 99 words or less. 0 pts
Grammar, usage, and spelling (0-2 points)	The author's post contained less than 2 grammar, usage or spelling errors. 2 pts	The author's post contained 3-4 grammar, usage, or spelling errors. 1 pt	The author's post contained 5 or more grammar, usage or spelling errors and proofreading was not apparent. 0 pts
Demonstrates application of the assigned readings and behavioral concepts (0-6 points)	The author's post clearly demonstrates correct application and understanding of the module's assigned readings and addresses all parts of the prompt. 5-6 pts	The author's post refers to the assigned readings tangentially but does not clearly demonstrate accurate application or understanding or does not address all parts of the prompt. 2-4 pts	The author's post does not refer to the readings or does not address the prompt. 0-1 pts
Maximum total for each question = 10 points			

Course|New for request 21468

Info

Request: HSC 6XXX Behavioral Economics and Health II

Description of request: approval of new course as part of new graduate certificate

Submitter: Amy Mobley amy.mobley@mail.ufl.edu

Created: 4/2/2025 1:44:32 PM

Form version: 1

Responses

Recommended Prefix HSC

Course Level 6

Course Number XXX

Lab Code None

Course Title Behavioral Economics and Health II

Transcript Title Behav Econ and Health II

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on health-relevant applications involving the broader community, social, economic, health services, health policy, and legal/regulatory environments.

Prerequisites HSC XXX Foundations of Behavioral Economics (B)

Co-requisites N/A

Rationale for Placement in the Curriculum Required course as part of new graduate certificate in Behavioral Economics and Health

Syllabus Content Requirements All Items Included

BEHAVIORAL ECONOMICS AND HEALTH II
Semester XXXX
HSC 6XXX (Section # XXXXX) ~ 3 Credit Hours

Instructor: Justin Van Heukelom, Ph.D.

Email: j.vanheukelom@ufl.edu

Office: Yon 026, Phone: 352-294-7029

Office Hours: [DAY of week] #:00-#:00 EST, with alternate dates/times by appointment. Office hours will be held virtually via Zoom (access [here](#)).

Department Chair: Dr. Mildred M. Maldonado-Molina, Ph.D.

Course Description

Covers applied behavioral economic (BE) research and applications concerned with understanding and modifying behavior involved in disease prevention and health promotion. This course is guided by the social ecological model of health behavior and focuses primarily on health-relevant applications involving the broader community, social, economic, health services, health policy, and legal/regulatory environments.

Students should have completed HSC6XXX (*Foundations of Behavioral Economics*) with a grade of B or higher in order to enroll in this course.

Course/Student Learning Objectives

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

- Describe key features of health and behavioral health care systems, as well as health policy environments
- Discuss research and practice involving approaches to individual and aggregate health behavior change that involve broader health-relevant environments
- List individual- and aggregate-level outcomes of interventions involving broader health-relevant environments
- Explain variations in research methods on individual-, meso-, and macro-level intervention approaches
- Demonstrate critical thinking regarding the opportunities and challenges of applying BE to reduce risks and harms associated with unhealthy behaviors

Course website <http://elearning.ufl.edu/>

Required reading

- Hanoch, Y., Barnes, A. J., & Rice, T. (Eds.) (2017). *Behavioral economics and healthy behaviors: Key concepts and current research*. New York: Routledge. ISBN: 9781138638211
- Thaler, R. H. & Sunstein, C. R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. Penguin Books. ISBN: 978-0143115267
- Additional course readings (articles and other book chapters) as assigned and made available to you in electronic format

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.

Class Format

This graduate course is organized around weekly topics and will be delivered in an asynchronous online format. Course content will be a combination of readings, lectures, videos, and other in- and out-of-class activities. The course will not meet at regularly scheduled times, and it is your responsibility to view the recorded lectures and complete all required course assignments by the specified deadlines. You can view/download class lectures, readings, and assignments from the Canvas website through the UF eLearning dashboard. Engagement with the material is essential for synthesis and comprehension. We encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

A virtual learning environment can present significant challenges, particularly for individuals who are not 'self-starters' or those who do not possess advanced writing skills. Procrastination often results in low-quality performance and will be reflected in student grades. This course is partially self-paced. While you are welcome to work through the lecture materials and individual assignments at your own pace, you are expected to adhere to the course quiz and exam schedule and engage in any required zoom meetings as scheduled.

Assignments are due on the date and time specified on Canvas. The instructor generally responds to all e-mails within 48 hours. Anytime you have a question or problem, email the instructor immediately.

Internet Access via eduroam network

If you have limited wi-fi access, you may use eduroam, the on campus wi-fi network accessible to UF students for free using their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

If you can get a Wi-Fi signal at any eduroam location (see below) and on your mobile device (laptop, smartphone, or tablet) that has already been configured for eduroam, you will be automatically connected. Otherwise, follow the instructions for connecting here:

<https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>

There are over 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges, and many locations have open spaces and communal rooms. Also, in Florida all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area, you can visit a REC to securely watch course videos and take care of your academic needs. Here is a link to all of the eduroam sites in the U.S.:

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>

If you have any problems connecting to eduroam, call (352-392-HELP/4357) or email the UF Computing Help Desk.

Course Assignments

Below you will find a description of each assignment and evaluative component. Additional information, resources, readings, and rubrics can be found on Canvas.

Discussion Questions (40 points total)

These will be four required exercises throughout the semester involving your written reflections on and analysis of assigned readings. The topics chosen are vital to your understanding of behavioral economics and are designed to help you master key material. Each exercise is worth 10 points.

Quizzes (8 @ 10 pts each; drop the lowest 2 scores = 60 points total)

Eight quizzes will be provided throughout the semester assessing course content. Questions will be drawn from lectures, course readings, and other course materials (e.g., videos). Each quiz will be composed of 10 multiple-choice questions. Any missed quizzes will receive a score of zero; there will be no make-up quizzes. Your two lowest quiz scores at the end of the semester will be excluded from your total points. Quizzes will be administered using Honorlock with a room scan required.

Midterm and Final Exam (100 points each = 200 points total)

The midterm and final exams will consist of 50 multiple-choice and short answer questions that cover material presented in the first and second half of the course, respectively. The final exam is thus not cumulative covering the entire semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed. Midterm and final exams will be administered using Honorlock with a room scan required. See:

<https://pfs.tnt.aa.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Guide-UF-Update.pdf>

Information on current UF grading policies for assigning grade points can be found [HERE](#).

Course Assignments	
Individual Assignments	Points
Course attendance/engagement	40
Quizzes	60
Mid-term exam	100
Final exam	100
TOTAL	300

Grading Scale			
Grade	GPA Value	Minimal Percentage	Points
A	4.0	95	285-300
A-	3.7	90	270-284
B+	3.3	85	255-269
B	3.0	80	240-254
B-	2.7	75	225-239
C+	2.3	70	210-224
C-	1.7	65	195-209
D	1.3	60	180-195
D-	1	55	165-179
E	0	< 54	< 164

Note: Missed assignments will not be made up; a certain level of missingness is built into the course (e.g., lowest 2 quizzes are dropped). All final grades are final and will not be adjusted. **Certificate students are required to maintain a 3.0 GPA averaged across the 3 certificate courses in order for the Behavioral Economics and Health certificate to be awarded. All 3 certificate courses must be taken at the University of Florida.**

Attendance/Engagement

Although online courses offer students the option of doing their work in isolation, participation is still a critical component. Your attendance/engagement grade will depend on how often you meet your deadlines, how often you view lectures, how often you interact with course materials, etc. You will find you learn from this class in direct proportion to your contributions, and engagement is necessary for success. You are responsible for participating regularly and attending the asynchronous sessions. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click this link to read the university attendance policies: <https://gradcatalog.ufl.edu/graduate/regulations/> If personal circumstances arise that may interfere with your ability to meet a deadline, please let me know as soon as possible before the due date.

DUE DATES: There will be 4 quizzes in each of the first and second halves of the course as noted below. Each will cover readings and videos since the last quiz through the current week. The mid-term exam will cover material through Week 8. The final exam will cover material from Week 9 through the end of the course. The mid-term exam must be completed within 7 days after Week 8, and the final exam must be completed during the University final exam period.

WEEK	TOPIC	READINGS & VIDEO ASSIGNMENTS
1	Course introduction/overview Systems models of health behavior and social determinants of health I	Course syllabus Centers for Disease Control and Prevention. (2024). Social determinants of health. https://www.cdc.gov/about/priorities/why-is-addressing-sdoh-important.html VIDEO: Mermin on Social Determinants of Health https://www.youtube.com/watch?v=NOjd3rPJGWo
2	Systems models of health behavior and social determinants of health II	World Health Organization (2010). A conceptual framework for action on the social determinants of health (pp. 3-11 and pp. 23-52). https://apps.who.int/iris/handle/10665/44489 Chater, N., & Loewenstein, G. (2023). The i-frame and the s-frame: How focusing on individual-level solutions has led behavioral public policy astray. <i>Behavioral and Brain Sciences</i> , 46, e147. https://doi.org/10.1017/S0140525X22002023 QUIZ 1
3	Addictive and Health Behavior Systems Models I	Vuchinich, R. E., Tucker, J. A., Acuff, S. F., Reed, D. D., Murphy, J. G., Buscemi, J., & Murphy, J. G. (2023). Matching, behavioral economics, and teleological behaviorism: Final cause analysis of substance use and health behavior. <i>Journal of the Experimental Analysis of Behavior</i> , 119(1), 240- 258. https://doi.org/10.1002/jeab.815 Witkiewitz, K., & Tucker, J. A. (2024). Whole person recovery from Substance Use Disorder: A call for research examining a dynamic behavioral ecological model of contexts supportive of recovery. <i>Addiction Research & Theory</i> , 1-12. https://doi.org/10.1080/16066359.2024.2329580 QUIZ 2
4	Addictive and Health Behavior Systems Models II	Tucker, J. A., & Simpson, C. A. (2003). Merging behavioral economic and public health approaches to the delivery of services for substance abuse: Concepts and applications. In R. E. Vuchinich & N. Heather (Eds.), <i>Choice, behavioral economics, and addiction</i> . Oxford, England: Elsevier Science Limited. (pp. 365-378) Marreo, D. G., Ard, J., Delamater, A. M., Peragallo-Dittko, V., Mayer-Davis, E. J., Nwankwo, R., & Fisher, E. B. (2013). Twenty-first century behavioral medicine: A context for empowering clinicians and patients with diabetes: A consensus report (2013). <i>Diabetes Care</i> , 36(2), 463–470. https://doi.org/10.2337/dc12-2305

5	Social environments	<p>Strickland, J. C., & Acuff, S. F. (2023). Role of social context in addiction etiology and recovery. <i>Pharmacology, Biochemistry, and Behavior</i>, 229, 173603. https://doi.org/10.1016/j.pbb.2023.173603</p> <p>Acuff, S. F., MacKillop, J., & Murphy, J. G. (2020). Integrating behavioral economic and social network influences in understanding alcohol misuse in a diverse sample of emerging adults. <i>Alcoholism: Clinical and Experimental Research</i>, 44(7), 1444-1455. https://doi.org/10.1111/acer.14351</p> <p>MacKillop, J., Acker, J. D., Bollinger, J., Clifton, A., Miller, J. D., Campbell, W. K., & Goodie, A. S. (2013). Brief report: The Brief Alcohol Social Density Assessment (BASDA): Convergent, criterion-related, and incremental validity. <i>Journal of Studies on Alcohol and Drugs</i>, 74(5), 810–815. https://doi.org/10.15288/jsad.2013.74.810</p> <p>QUIZ 3</p>
6	Enriching the broader environment I	<p>Kristjansson, A. L., Mann, M. J., Sigfusson, J., Thorisdottir, I. E., Allegrante, J. P., & Sigfusdottir, I. D. (2019). Implementing the Icelandic Model for preventing adolescent substance use. <i>Health Promotion Practice</i>, 21(1), 70–79. https://doi.org/10.1177/1524839919849033</p> <p>Tucker, J. A., Cheong, J., Creamer, C. C., & Witkiewitz, K. (2025). Community characteristics and substance free activity and service access predict membership in alcohol use disorder risk profiles. <i>Psychology of Addictive Behaviors</i>. Advance online publication. https://dx.doi.org/10.1037/adb0001048</p> <p>Best, D., Hargreaves, C., Hodgson, P., & Patton, D. (2022). Recovery communities: Resources and settings. In J. A. Tucker & K. Witkiewitz (Eds.), <i>Dynamic pathways to recovery from Alcohol Use Disorder: Meaning and methods</i>. Cambridge University Press. (pp. 303-316).</p>
7	Enriching the broader environment II	<p>Kertesz, S. G., Crouch, K., Milby, J. B., Cusimano, R. E., & Schumacher, J. E. (2009). Housing first for homeless persons with active addiction: Are we overreaching? <i>The Milbank Quarterly</i>, 87(2), 495–534. https://doi.org/10.1111/j.1468-0009.2009.00565.x</p> <p>Donovan, D. M., Thomas, L. R., Sigo, R. L., Price, L., Lonczak, H., Lawrence, N., Ahvakana, K., Austin, L., Lawrence, A., Price, J., Purser, A., & Bagley, L. (2015). Healing of the canoe: Preliminary results of a culturally tailored intervention to prevent substance abuse and promote tribal identity for Native youth in two Pacific Northwest tribes. <i>American Indian and Alaska Native Mental Health Research</i>, 22(1), 42–76. https://doi.org/10.5820/aian.2201.2015.42</p> <p>Benvegnù, G., Piva, A., Cadorin, C., Mannari, V., Girondini, M., Federico, A., Tamburin, S., & Chiamulera, C. (2024). The effects of</p>

		<p>virtual reality environmental enrichments on craving to food in healthy volunteers. <i>Psychopharmacology</i> 241, 49–60. https://doi.org/10.1007/s00213-023-06462-z</p> <p>QUIZ 4</p>
8	Consumer health decision-making	<p>Tucker, J. A., Simpson, C. A., & Khodneva, Y. A. (2010). Role of time and delay in health decision making. In G. J. Madden & W. K. Bickel (Eds.), <i>Impulsivity: The behavioral and neurological science of discounting</i> (pp. 297–322). American Psychological Association. https://doi.org/10.1037/12069-011</p> <p>Li, Y. Wilson, F.A., Villarreal, R. M. & Pagan, J. A. (2017). Integrating principles from behavioral economics into patient navigation programs targeting cancer screening. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 127-140). Routledge.</p> <p>Barnes, A. J., Rice, T., & Hanoch, Y. (2017). Using behavioral economics to improve people’s decisions about purchasing health insurance. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 193- 210). Routledge.</p>
8	Mid-term Exam	Due within 7 days after Week 8 lecture. Covers material through Week 8.
9	Choice architecture: Strategies and tactics	<p>Loewenstein, G., Brennan, T., & Volpp, K.G. (2007). Asymmetric paternalism to improve health behaviors. <i>JAMA</i>, 298, 2415-2417. doi:10.1001/jama.298.20.2415</p> <p>Thaler, R. H. & Sunstein, C. R. (2009). <i>Nudge: Improving decisions about health, wealth, and happiness</i>. Chapter 1 (Introduction, pp. 1-14) & Chapter 5 (Choice Architecture, pp. 83-102). Yale University Press.</p> <p>Gigerenzer, G. (2015). On the supposed evidence for libertarian paternalism. <i>Review of Philosophy and Psychology</i>, 6, 361–383. https://doi.org/10.1007/s13164-015-0248-1</p>
10	Choice architecture: Health behavior applications I	<p>Tucker, J. A., Chandler, S. D., & Cheong, J. (2017). Role of choice biases and choice architecture in behavioral economic strategies to reduce addictive behaviors. In N. Heather & G. Segal (Eds.), <i>Addiction and choice: Rethinking the relationship</i>. (pp. 346-364). Oxford University Press.</p> <p>Kullgren, J. T., Hafez, D., Fedewa, A. & Heisler, M. (2017). A scoping review of behavioral economic interventions for prevention and treatment of Type 2 diabetes mellitus. <i>Current Diabetes Reports</i>, 17(9), 73. https://doi.org/10.1007/s11892-017-0894-z</p> <p>QUIZ 5</p>
11	Choice architecture: Health	Lindstrom, K. N., Tucker, J. A., & McVay, M. (2023). Nudges and choice architecture to promote healthy food purchases in adults: A

	behavior applications II	<p>systematized review. <i>Psychology of Addictive Behaviors</i>, 37(1), 87–103. https://doi.org/10.1037/adb0000892</p> <p>Thorndike, A. (2021, September). <i>Behavioral economics to promote healthy food choices and prevent cardiometabolic disease (CBEHR Seminar)</i>. https://mediasite.video.ufl.edu/Mediasite/Play/77eee9f5451c4c889b79aff42d92a7291d</p> <p>Rachlin, H. (2015). Choice architecture: A review of why nudge: The politics of libertarian paternalism. <i>Journal of the Experimental Analysis of Behavior</i>, 104(2), 198-203. https://doi.org/10.1002/jeab.163</p> <p>QUIZ 6</p>
12	Health policy and regulatory approaches I	<p>Sen, A. P., & Frank, R. G. (2017). The role of government: How behavioral economics can inform policies to improve health behaviors. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 211-230). Routledge.</p> <p>Luoto, J. (2017). Behavioral economics and health behaviors among the poor: Findings from developing country populations. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 157-172). Routledge.</p> <p>Amlung, M., Reed, D. D., Morris, V., Aston, E. R., Metrik, J., & MacKillop, J. (2019). Price elasticity of illegal vs. legal cannabis: A behavioral economic substitutability analysis. <i>Addiction</i>, 114(1), 112–118. https://doi.org/10.1111/add.14437</p> <p>QUIZ 7</p>
13	Health policy and regulatory approaches II	<p>Kerr, W. C. & Subbaraman, M. S. (2022). Alcohol control policy and regulations to promote recovery from alcohol use disorder. In J. A. Tucker & K. Witkiewitz (Eds.), <i>Dynamic pathways to recovery from Alcohol Use Disorder: Meaning and methods</i>. (pp. 346-363). Cambridge University Press.</p> <p>Moreno, N., & Moore, R. S. (2025). Differential effects of alcohol policies across race/ethnicity and socioeconomic status. <i>Alcohol Research Current Reviews</i>, 45(1), 2. https://doi.org/10.35946/arcr.v45.1.02</p> <p>Bickel, W. K, Moody, L. N., Snider, S. E., Mellis, A. M., Stein, J. S., & Quisenberry, A. J. (2017). The behavioral economics of tobacco products: Innovations in laboratory methods to inform regulatory science. In Y. Hanoch, A. J. Barnes, & T. Rice (Eds.), <i>Behavioral economics and healthy behaviors</i> (pp. 33-50). Routledge,</p>
14	Experimental approaches to health policy	<p>Reed, D. (2022, April). <i>Applying behavioral economics to public health crises: Historical precedence and translational promise (CBEHR Seminar)</i>.</p>

		https://drive.google.com/file/d/1iBpDFm6fEtRHK7dSnfDEF6M4fRzhkmTw/view Day-Watkins, J., Vladescu, J. D., Reed, D. D., Kaplan, B., Graham, M., & Schnell-Peskin, L. K. (2025). Optimizing variables for contingency management among infant caregivers using a simulated purchase task. <i>Journal of the Experimental Analysis of Behavior</i> , 1–13. Published Online: 2025-01-10. https://doi.org/10.1002/jeab.4233 QUIZ 8
15	Environmental Applications	Gelino, B. (2023, November). <i>Environmental sustainability and behavioral economics (CBEHR Seminar)</i> . https://mediasite.video.ufl.edu/Mediasite/Play/7914e718c3624bf9ac586d30847e0e391d Gelino, B. W., Erath, T. G., & Reed, D. D. (2021). Going green: A systematic review of proenvironmental empirical research in behavior analysis. <i>Behavior and Social Issues</i> , 30, 587–611. https://doi.org/10.1007/s42822-020-00043-x Thaler, R. H. & Sunstein, C. R. (2009). <i>Nudge: Improving decisions about health, wealth, and happiness</i> . Chapter 12 (<i>Saving the Planet</i> , pp. 185-198). Yale University Press.
	Final Exam	Due during the University final exam period. Covers material from Week 9 through Week 15.

Additional Course Policies & Information

Learning Barriers

Students who experience learning barriers and would like to request academic accommodations should contact 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.

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world and makes each of us unique and important. We tend to attach labels, develop values, and express attitudes based on our differences. In this course, we will attempt to minimize barriers to sensitive topics and maximize a trusting environment.

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 (<https://policy.ufl.edu/regulation/4-040/>).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) is not acceptable. 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.

Office Hours & Communication

Students are encouraged to meet with the instructor at least once during the semester either by phone, via email, or via Zoom. Phone calls, e-mails, and appointments outside of office hours are also welcome. I am happy to work with your schedule and ask you to provide advance notice for optimal scheduling. For general course questions, you are encouraged to check the Course Questions Discussion Board since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

Course Evaluation

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/> .

Getting Help

The University of Florida recognizes that pursuit of an online degree or certificate requires just as much student support as pursuit of a traditional on-campus degree or certificate and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree or certificate through distance learning. The following links provide support services for students:

Online Computing Help Desk- e-Learning Support Services

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

Online Library Help Desk

The help desk is available to assist students with access to all of the UF Libraries resources.

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and the University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

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 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 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 University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual, and should be expected.

Campus Resources

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.

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](#).

Health and Wellness

- **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- **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; Visit the [UF Health Emergency Room and Trauma Center website](#)
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

Online Students Complaints

BEHAVIORAL ECONOMICS AND HEALTH II

Discussion Questions – Required Assignment

During the semester, there will be 4 opportunities worth up to 10 points each to write a brief discussion essay on 4 of the following topics/questions that are directly tied to the assigned readings as indicated. You may select the 4 topics depending on your interests. The total maximum points you can earn for all 4 of these required assignments is 40 points graded according to the rubric that follows. It is important that you write your essays in your own words and do not quote the readings verbatim.

Topics/Questions (Choose up to 4):

1. Describe the social ecological model of health behavior and its utility for conceptualizing and addressing social determinants of health. (Weeks 1 & 2)
2. Explain the differences between i-frame and s-frame approaches to addressing public health problems involving health behaviors. (Week 2)
3. How has the social ecological model been expanded in molar behavioral and behavioral economic accounts of addictive and other health behaviors to incorporate dynamic changes in environment-behavior relations over time? (Weeks 3 & 4)
4. Summarize the ways social environments are associated with patterns of substance use and misuse and how social network interventions may promote positive change. (Week 5)
5. Enriching the broader community environment with access to valued, health-promoting activities and commodities is a recent intervention approach that expands conventional interventions that focus primarily on changing the problem behavior pattern. Describe two such programs that have been found to be effective in changing individual behavior and community characteristics. What are some barriers to resourcing and implementing this approach? (Weeks 6 & 7)
6. Health care is considered a consumable good in behavioral economics and health economics. How has behavioral economics advanced understanding of barriers to and incentives for health care utilization? Give an example of a behavioral economic intervention found to promote positive health-seeking behavior and health outcomes. (Week 8)
7. How does choice architecture incorporate known biases in decision-making and behavioral allocation over time to improve healthy choice behavior? What are some limitations and criticisms of the approach? (Weeks 9-11)
8. For two public health problems, describe how behavioral economics has influenced health policy making and public health programs. How has experimental analogue research helped with the formulation of health policy and public health programs? (Weeks 12-15)

Grading Rubric

Category:			
Length (0-2 points)	The author's post is between 150-200 words. 2 pts	The author's post is between 100-149 words 1 pt	The author's post consists of 99 words or less. 0 pts
Grammar, usage, and spelling (0-2 points)	The author's post contained less than 2 grammar, usage or spelling errors. 2 pts	The author's post contained 3-4 grammar, usage, or spelling errors. 1 pt	The author's post contained 5 or more grammar, usage or spelling errors and proofreading was not apparent. 0 pts
Demonstrates application of the assigned readings and behavioral concepts (0-6 points)	The author's post clearly demonstrates correct application and understanding of the module's assigned readings and addresses all parts of the prompt. 5-6 pts	The author's post refers to the assigned readings tangentially but does not clearly demonstrate accurate application or understanding or does not address all parts of the prompt. 2-4 pts	The author's post does not refer to the readings or does not address the prompt. 0-1 pts
Maximum total for each question = 10 points			

Course|New for request 21466

Info

Request: HSC 6XXX Foundations of Behavioral Economics

Description of request: New course approval

Submitter: Amy Mobley amy.mobley@mail.ufl.edu

Created: 4/30/2025 12:57:56 PM

Form version: 2

Responses

Recommended Prefix HSC

Course Level 6

Course Number XXX

Lab Code None

Course Title Foundations of Behavioral Economics

Transcript Title Foundations of Behav Econ

Rationale for Placement in the Curriculum This course will be required as part of a new graduate certificate program.

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Reviews the scientific foundations of behavior theory, methods, and findings that are fundamental to modern behavioral economics (BE) and its health-relevant applications. The course will cover schedules of reinforcement, behavioral measurement approaches, and major BE principles and findings with utility for translation in health-relevant prevention, intervention, and policy applications.

Co-requisites N/A

Prerequisites Graduate student standing

Syllabus Content Requirements All Items Included

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

FOUNDATIONS OF BEHAVIORAL ECONOMICS
Semester XXXX
HSC 6XXX (Section # XXXXX) ~ 3 Credit Hours

Instructor: Justin Van Heukelom, Ph.D.

Email: j.vanheukelom@ufl.edu

Office: Yon 026, Phone: 352-294-7029

Office Hours: [DAY of week] #:00-#:00 EST, with alternate dates/times by appointment. Office hours will be held virtually via Zoom (access [here](#)).

Department Chair: Dr. Mildred M. Maldonado-Molina, Ph.D.

Course Description

Reviews the scientific foundations of behavior theory, methods, and findings that are fundamental to modern behavioral economics (BE) and its health-relevant applications. The course will cover schedules of reinforcement, behavioral measurement approaches, and major BE principles and findings with utility for translation in health-relevant prevention, intervention, and policy applications.

Course/Student Learning Objectives

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

- Analyze the history and foundational principles of behavioral economics (BE).
- Describe schedules of reinforcement and behavioral measurement approaches.
- Summarize commodity purchase tasks and delay discounting tasks to assess individual demand and discounting rates.
- Identify and compare fundamental principles of BE with alternative frameworks for health behavior change.

Course website <http://elearning.ufl.edu/>

Required Reading

Course readings (articles and book chapters) as assigned each week and made available to you in electronic format.

Optional as background information about behavioral science:

Rachlin, H. (1990). *Introduction to modern behaviorism* (3rd ed.). Freeman & Co Ltd. ISBN: 0716721767

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.

Class Format

This graduate course is organized around weekly topics and will be delivered in an asynchronous online format. Course content will be a combination of readings, lectures, videos, and other in-

and out-of-class activities. The course will not meet at regularly scheduled times, and it is your responsibility to view the recorded lectures and complete all course assignments by the specified deadlines. You can view/download class lectures, readings, and assignments from the Canvas website through the UF eLearning dashboard. Engagement with the material is essential for synthesis and comprehension. We encourage you to report all problems with Canvas directly to e-Learning Support Services (352-392-4357 or <https://helpdesk.ufl.edu/>). NOTE: *A faulty internet connection IS NOT an excusable reason for any missed assignments, activities, and/or quizzes/exams.*

A virtual learning environment can present significant challenges, particularly for individuals who are not ‘self-starters’ or those who do not possess advanced writing skills. Procrastination often results in low-quality performance and will be reflected in student grades. This course is partially self-paced. While you are welcome to work through the lecture materials and individual assignments at your own pace, you are expected to adhere to the course quiz and exam schedule and engage in any required zoom meetings as scheduled.

Assignments are due on the date and time specified on Canvas. The instructor generally responds to all e-mails within 48 hours. Anytime you have a question or problem, email the instructor immediately.

Internet Access via eduroam network

If you have limited wi-fi access, you may use eduroam, the on campus wi-fi network accessible to UF students for free using their GatorLink log-in credentials. The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide.

How to connect to eduroam:

If you can get a Wi-Fi signal at any eduroam location (see below) and on your mobile device (laptop, smartphone, or tablet) that has already been configured for eduroam, you will be automatically connected. Otherwise, follow the instructions for connecting here:

<https://helpdesk.ufl.edu/connecting-to-eduroam-off-campus/>

There are over 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges, and many locations have open spaces and communal rooms. Also, in Florida all UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area, you can visit a REC to securely watch course videos and take care of your academic needs. Here is a link to all of the eduroam sites in the U.S.:

<https://incommon.org/eduroam/eduroam-u-s-locator-map/>

If you have any problems connecting to eduroam, call (352-392-HELP/4357) or email the UF Computing Help Desk.

Course Assignments

Below you will find a description of each assignment and evaluative component. Additional information, resources, readings, and rubrics can be found on Canvas.

Discussion Questions (40 points total)

These will be four required exercises throughout the semester involving your written reflections on and analysis of assigned readings. The topics chosen are vital to your understanding of behavioral economics and are designed to help you master key material. Each exercise is worth 10 points.

Quizzes (8 @ 10 pts each; drop the lowest 2 scores = 60 points total)

Eight quizzes will be provided throughout the semester assessing course content. Questions will be drawn from lectures, course readings, and other course materials (e.g., videos). Each quiz will be composed of 10 multiple-choice questions. Any missed quizzes will receive a score of zero; there will be no make-up quizzes. Your two lowest quiz scores at the end of the semester will be excluded from your total points. Quizzes will be administered using Honorlock with a room scan required.

Midterm and Final Exam (100 points each = 200 points total)

The midterm and final exams will consist of 50 multiple-choice and short answer questions that cover material presented in the first and second half of the course, respectively. The final exam is thus not cumulative covering the entire semester. A topical outline will be provided to support study efforts. The exam will be timed, closed notes, and one attempt will be allowed. Midterm and final exams will be administered using Honorlock with a room scan required. See:

<https://pfs.tnt.aa.ufl.edu/media/dceufledu/pdfs/Honorlock-Student-Guide-UF-Update.pdf>

Information on current UF grading policies for assigning grade points can be found [HERE](#).

Course Assignments	
Individual Assignments	Points
Course attendance/engagement	40
Quizzes	60
Mid-term exam	100
Final exam	100
TOTAL	300

Grading Scale			
Grade	GPA Value	Minimal Percentage	Points
A	4.0	95	285-300
A-	3.7	90	270-284
B+	3.3	85	255-269
B	3.0	80	240-254
B-	2.7	75	225-239
C+	2.3	70	210-224
C-	1.7	65	195-209
D	1.3	60	180-195
D-	1	55	165-179
E	0	< 54	< 164

Note: Missed assignments will not be made up; a certain level of missingness is built into the course (e.g., lowest 2 quizzes are dropped). All final grades are final and will not be adjusted.

Certificate students are required to maintain a 3.0 GPA averaged across the 3 certificate courses in order for the Behavioral Economics and Health certificate to be awarded. All 3 certificate courses must be taken at the University of Florida.

Attendance/Engagement

Although online courses offer students the option of doing their work in isolation, participation is still a critical component. Attendance/engagement will be recorded by tracking your progress through the course via meeting deadlines, time spent viewing lectures and course materials, etc. You will find you learn from this class in direct proportion to your contributions, and engagement is necessary for success. You are responsible for participating regularly and attending the asynchronous sessions. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click this link to read the university attendance policies: <https://gradcatalog.ufl.edu/graduate/regulations/> If personal circumstances arise that may interfere with your ability to meet a deadline, please let the instructor know as soon as possible before the due date.

DUE DATES: There will be 4 quizzes in each of the first and second halves of the course as noted below. Each will cover readings and videos since the last quiz through the current week. The mid-term exam will cover material through Week 8. The final exam will cover material from Week 9 through the end of the course. The mid-term exam must be completed within 7 days after Week 8, and the final exam must be completed during the University final exam period.

WEEK	TOPIC	READINGS & VIDEO ASSIGNMENTS
1	Course introduction/overview	Course syllabus and introduction to the topic Skinner, B. F. (1975). The steep and thorny way to a science of behavior. <i>American Psychologist</i> , 30(1), 42–49. https://doi.org/10.1037/0003-066X.30.1.42
2	Reinforcement principles and schedules	Pierce, W. D., & Cheney, C. D. (2017). <i>Behavior analysis and learning: A biobehavioral approach</i> . Routledge. Chapters 4-5 (pp. 135-174).
3	Behavioral measurement	Johnston, J. S., & Pennypacker, H. S. (1980). Traditions of behavioral measurement. Chapter 4 in <i>Strategies and Tactics of Human Behavioral Research</i> . Lawrence Erlbaum. (pp. 55-78) PsychCore Videos (please click on each to access): <ul style="list-style-type: none"> • True value (#5) • Rate (#15) • Reactivity (#33) • Functional-based definition (#36) • Topography-based definition (#40) • Replication (#63) <p>QUIZ 1</p>
4	Scientific origins of behavioral choice and the matching law	Baum, W. M., & Rachlin, H. C. (1969). Choice as time allocation. <i>Journal of the Experimental Analysis of Behavior</i> , 12(6), 861-874. https://doi.org/10.1901/jeab.1969.12-861 Herrnstein, R. J. (1971). Quantitative hedonism. <i>Journal of Psychiatric Research</i> , 8(3), 399-412. doi: 10.1016/0022-3956(71)90033-1.
5	Behavioral choice and self-control	Rachlin, H., & Green, L. (1972). Commitment, choice and self-control. <i>Journal of the Experimental Analysis of Behavior</i> , 17(1), 15-22. https://doi.org/10.1901/jeab.1972.17-15 Ainslie, G. (1975). Specious reward: A behavioral theory of impulsiveness and impulse control. <i>Psychological Bulletin</i> , 82(4), 463–496. https://doi.org/10.1037/h0076860 QUIZ 2
6	Molar behaviorism and teleological behaviorism	Skinner, B. F. (1976). Farewell my lovely! <i>Journal of the Experimental Analysis of Behavior</i> , 25(2), 218. https://doi.org/10.1901/jeab.1976.25-218 Baum, W. M. (2011). Behaviorism, private events, and the molar view of behavior. <i>The Behavior Analyst</i> , 34(2), 185–200. https://doi.org/10.1007/BF03392249

		<p>Rachlin, H. (1992). Teleological behaviorism. <i>American Psychologist</i>, 47(11), 1371–1382. https://doi.org/10.1037/0003-066X.47.11.1371</p> <p>QUIZ 3</p>
7	Behavioral Economics I	<p>Rachlin, H., Battalio, R., Kagel, J., & Green, L. (1981). Maximization theory in behavioral psychology. <i>The Behavioral & Brain Sciences</i>, 4(3), 371–388. https://doi.org/10.1017/S0140525X00009407</p> <p>QUIZ 4</p>
8	Behavioral Economics II	<p>Madden, G. J. (2000). A behavioral economics primer. In W. K. Bickel & R. E. Vuchinich (Eds.), <i>Reframing health behavior change with behavioral economics</i>. Lawrence Erlbaum. (pp. 3-26)</p> <p>Hursh, S. R., Madden, G. J., Spiga, R., DeLeon, I. G., & Francisco, M. T. (2013). The translational utility of behavioral economics: The experimental analysis of consumption and choice. In G. J. Madden, W. V. Dube, T. D. Hackenberg, G. P. Hanley, & K. A. Lattal (Eds.), <i>APA handbook of behavior analysis, Vol. 2. Translating principles into practice</i> (pp. 191–224). American Psychological Association. https://doi.org/10.1037/13938-008</p>
8	Mid-term Exam	Due within 7 days after Week 8 lecture. Covers material through Week 8.
9	Verbal Reports	<p>Critchfield, T. S., Tucker, J. A., & Vuchinich, R. E. (1998). Self-report methods. In K. A. Lattal & M. Perone (Eds.), <i>Handbook of research methods in human operant behavior</i> (pp. 435–470). Plenum Press. https://doi.org/10.1007/978-1-4899-1947-2_14</p> <p>Tucker, J. A., Vuchinich, R. E., Harris, C. V., Gavornik, M. G., & Rudd, E. J. (1991). Agreement between subject and collateral reports of alcohol consumption in older adults. <i>Journal of Studies on Alcohol</i>, 52(2), 148–155. https://doi.org/10.15288/jsa.1991.52.148</p> <p>Tucker, J. A., Foushee, H. R., Black, B. C., & Roth, D. L. (2007). Agreement between prospective IVR self-monitoring and structured retrospective reports of drinking and contextual variables during natural resolution attempts. <i>Journal of Studies on Alcohol and Drugs</i>, 68(4), 538–542. https://doi.org/10.15288/jsad.2007.68.538</p>
10	Delay Discounting	<p>Madden, G. J., & Johnson, P. S. (2010). A delay-discounting primer. In G. J. Madden & W. K. Bickel (Eds.), <i>Impulsivity: The behavioral and neurological science of discounting</i>. American Psychological Association. (pp. 11-37)</p> <p>Critchfield, T. S., & Kollins, S. H. (2001). Temporal discounting: Basic research and the analysis of socially important behavior. <i>Journal of Applied Behavior Analysis</i>, 34(1), 101-122. https://psycnet.apa.org/doi/10.1901/jaba.2001.34-101</p> <p>QUIZ 5</p>

11	Supply, Demand, and Elasticity; Complements and Substitutes; Opportunity Costs	<p>Francisco, M. T.; Madden, G. J.; & Borrero, J. (2009). Behavioral economics: Principles, procedures, and utility for applied behavior analysis. <i>The Behavior Analyst Today</i>, 10(2), 277-294. (Special issue: Bridge studies)</p> <p>Strickland, J. (2022, September). <i>Behavioral and economic demand across the translational continuum (CBEHR Seminar)</i>. https://mediasite.video.ufl.edu/Mediasite/Play/45cdbde837ea4643bffa7e59ec794fd1d</p>
12	Measuring and quantifying discounting and demand	<p>Mazur, J. E. (1987). An adjusting procedure for studying delayed reinforcement. In M. L. Commons, J. E. Mazur, J. A. Nevin, & H. Rachlin (Eds.), <i>The effect of delay and of intervening events on reinforcement value</i> (pp. 55–73). Lawrence Erlbaum Associates, Inc.</p> <p>MacKillop, J., Murphy, J. G., Tidey, J. W., Kahler, C. W., Ray, L. A., & Bickel, W. K. (2009). Latent structure of facets of alcohol reinforcement from a behavioral economic demand curve. <i>Psychopharmacology</i>, 203(1), 33–40. https://doi.org/10.1007/s00213-008-1367-5</p> <p>QUIZ 6</p>
13	Prospect Theory	<p>Levy, J. S. (1992). An introduction to prospect theory. <i>Political Psychology</i>, 13(2), 171-186. https://fas-polisci.rutgers.edu/levy/articles/1992%20Prospect%20Theory%20-%20Intro.pdf</p> <p>Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. <i>Science</i>, 211(4481), 453–458. https://doi.org/10.1126/science.7455683</p> <p>QUIZ 7</p>
14	Neuroeconomics	<p>Heilbrunner, S. R., Hayden, B. Y., & Platt, M. L. (2010). Neuroeconomics of risk-sensitive decision making. In G. Madden & W. K. Bickel (Eds.). (2010). <i>Impulsivity: The behavioral and neurological science of discounting</i>. American Psychological Association. (pp. 159-187)</p> <p>MacKillop, J. (2016). The behavioral economics and neuroeconomics of alcohol use disorders. <i>Alcoholism: Clinical and Experimental Research</i>, 40(4), 672–685. https://doi.org/10.1111/acer.13004</p> <p>QUIZ 8</p>
15	Neuroeconomics and the Brain Disease Model of Addiction	<p>Acuff, S. F., Tucker, J. A., Vuchinich, R. E., & Murphy, J. G. (2022). Addiction is not (only) in the brain: Molar behavioral economic models of etiology and cessation of harmful substance use. In N. Heather, M. Field, A. Moss, & S. Satel (Eds.) on behalf of the Addiction Theory Network, <i>Evaluating the brain disease model of addiction</i> (pp. 459-474). Oxon, U.K.: Taylor & Francis.</p>
	Final Exam	Due during the University final exam period. Covers material from Week 9 through Week 15.

Additional Course Policies & Information

Learning Barriers

Students who experience learning barriers and would like to request academic accommodations should contact 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.

Respectful Environment

Each of you has a heritage, history, and variety of experiences that influence how you see the world and makes each of us unique and important. We tend to attach labels, develop values, and express attitudes based on our differences. In this course, we will attempt to minimize barriers to sensitive topics and maximize a trusting environment.

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 (<https://policy.ufl.edu/regulation/4-040/>).

All students must adhere to university regulations regarding academic integrity. Any form of academic dishonesty (including but not limited to any form of cheating, plagiarism, misrepresentation, etc.) is not acceptable. 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.

Office Hours & Communication

Students are encouraged to meet with the instructor at least once during the semester either by phone, via email, or via Zoom. Phone calls, e-mails, and appointments outside of office hours are also welcome. I am happy to work with your schedule and ask you to provide advance notice for optimal scheduling. For general course questions, you are encouraged to check the Course Questions Discussion Board since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the [Netiquette Guide](#) (also on course website) for further important information.

Course Evaluation

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/> .

Getting Help

The University of Florida recognizes that pursuit of an online degree or certificate requires just as much student support as pursuit of a traditional on-campus degree or certificate and, therefore, each online program is responsible for providing the same student support services to both students who are in residence on the main campus and those who are seeking an online degree or certificate through distance learning. The following links provide support services for students:

Online Computing Help Desk- e-Learning Support Services

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number prior to the due date for the assignment.

For issues with technical difficulties in E-learning, please contact the UF Help Desk:

helpdesk@ufl.edu

(352) 392-4357

<https://elearning.ufl.edu/student-help-faqs/>

Other resources are available at: <https://distance.ufl.edu/getting-help/>

Online Library Help Desk

The help desk is available to assist students with access to all of the UF Libraries resources.

Copyright/Recording Statement

The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and the University of Florida and may not be used for any commercial purposes. Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy will be subject to disciplinary action under the UF Conduct Code.

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 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 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 University of Florida Regulation 4.040 Student Honor Code and Student Conduct Code.

Disclaimer

This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual, and should be expected.

Campus Resources

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.

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](#).

Health and Wellness

- **Counseling and Wellness Center:** counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- **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; Visit the [UF Health Emergency Room and Trauma Center website](#)
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

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

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

Online Students Complaints

FOUNDATIONS OF BEHAVIORAL ECONOMICS

Discussion Questions – Required Assignment

During the semester, there will be 4 opportunities worth up to 10 points each to write a brief discussion essay on 4 of the following topics/questions that are directly tied to the assigned readings as indicated. You may select the 4 topics depending on your interests. The total maximum points you can earn for all 4 of these required assignments is 40 points graded according to the rubric that follows. It is important that you write your essays in your own words and do not quote the readings verbatim.

Topics/Questions (Choose up to 4):

1. Per Johnston and Pennypacker (1980), describe some key differences between vaganotic and idemnotic measurement. Why is vaganotic measurement of limited utility in measuring patterns of behavior over time? When is a vaganotic approach useful? (Week 3)
2. Describe the matching law and the correlational law of effect, summarizing the research on choice behavior that led to their formulation. How were they a departure from earlier Skinnerian analyses of behavior based on the stimulus-response-reinforcer approach? (Weeks 4-6)
3. Many harmful health behaviors like substance misuse involve abrupt changes between engaging in healthy and unhealthy behavior patterns, and vice versa. Distinguish between exponential and hyperbolic discounting in intertemporal choice and why hyperbolic discounting has utility in understanding abrupt preference changes. (Weeks 4-9)
4. Describe at least two common criticisms of using verbal reports in psychological research, as discussed in Critchfield et al. (1998). What are some ways that the accuracy of verbal reports can be enhanced? (Week 8)
5. Describe the meaning of elastic and inelastic demand for a commodity. In choices involving access to more than one commodity, describe substitution and complementary relationships. (Weeks 8, 10-11)
6. Succinctly describe the four observed and one derived metric that can be obtained from a demand curve. What is the underlying factor structure of the metrics of alcohol reinforcement generated from an alcohol demand curve? (Week 12)
7. Per teleological behaviorism (Rachlin, 1992), explain the differences between a psychological science of efficient causes and a psychological science of final causes. For each approach, give at least one example of a scientific content area that follows the approach. Why is this issue relevant to the debate between a molar behavioral economic model and a brain disease model of addiction? (Weeks 6 & 15)
8. Compare and contrast an alternative approach to understanding choice behavior (i.e., neuroeconomics or prospect theory) to a molar behavioral economic account. What are shared concepts and assumptions? How do they differ? (Weeks 13-15)

Grading Rubric

Category:			
Length (0-2 points)	The author's post is between 150-200 words. 2 pts	The author's post is between 100-149 words 1 pt	The author's post consists of 99 words or less. 0 pts
Grammar, usage, and spelling (0-2 points)	The author's post contained less than 2 grammar, usage or spelling errors. 2 pts	The author's post contained 3-4 grammar, usage, or spelling errors. 1 pt	The author's post contained 5 or more grammar, usage or spelling errors and proofreading was not apparent. 0 pts
Demonstrates application of the assigned readings and behavioral concepts (0-6 points)	The author's post clearly demonstrates correct application and understanding of the module's assigned readings and addresses all parts of the prompt. 5-6 pts	The author's post refers to the assigned readings tangentially but does not clearly demonstrate accurate application or understanding or does not address all parts of the prompt. 2-4 pts	The author's post does not refer to the readings or does not address the prompt. 0-1 pts
Maximum total for each question = 10 points			

Course|New for request 21572

Info

Request: JOU 5XXX Multimedia Editing

Description of request: JOU 5XXX Multimedia Editing is essential to our Digital Journalism and Multimedia Storytelling MAMC concentration curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 5/13/2025 11:46:42 AM

Form version: 1

Responses

Recommended Prefix JOU

Course Level 5

Course Number XXX

Lab Code None

Course Title Multimedia Editing

Transcript Title Multimedia Editing

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students learn the many levels of producing journalistic work, ranging from high-level critical thinking to editing with precision. The editing techniques covered will focus on writing, audio, video and photos, so the skills can be applied to multiple forms of journalism, including short-form social media to longer-form narratives and a variety of other genres. Emphasis will be on tools that are used to help journalists produce compelling content relevant to specific audiences.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Digital Journalism and Multimedia Storytelling concentration curriculum. Students begin to learn about how to edit a variety of media to produce compelling storytelling. The information in this course supports the other core courses in the MAMC concentration curriculum by creating a strong foundation on which the student can build their communication skills specific to journalism.

Syllabus Content Requirements All Items Included



JOU5XXX Multimedia Editing

Academic Term: Summer 2025
3 Credit Hours

Instructor

Name: **Erin McIntyre**

Email Address: mcintyreerin@ufl.edu

Office Phone Number: **971.570.5455**

Virtual Office Hours: **Wednesdays 12:00 - 1:00pm EST**

Course Description and Prerequisites

Course Description: This course covers the many levels of the editing/coaching process that happens when producing journalistic work—ranging from high-level critical thinking to editing with precision. The editing techniques covered will focus on writing, audio, video and photos, so that the editing tools can be applied to multiple forms of journalism—from short-form social media to longer-form narratives and a variety of genres in between. Emphasis will be on tools that are used to help journalists produce compelling content relevant to specific audiences.

Course Prerequisites – N/A

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.



Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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 letters with their instructors 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. 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/>.

Course-Learning Objectives

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

1. Identify and analyze target audiences to create story ideas that resonate with them across multiple platforms.
2. Analyze different media platforms' strengths and audiences, tailoring storytelling to maximize impact across digital, broadcast, and social media channels.
3. Develop effective research and sourcing strategies that ensure credible, contextual, and clear storytelling.



4. Conduct impactful interviews that contribute to streamlined and compelling storytelling, with a focus on the final edit.
5. Master writing and structural editing skills tailored for digital platforms, optimizing content for readability, engagement, and online accessibility.
6. Develop editing techniques for digital and social media platforms, focusing on creating visually engaging content specific to each platform.
7. Adapt long-form journalism into shorter, engaging digital content while maintaining story integrity and optimizing for audience interaction.
8. Strengthen leadership and coaching strategies to guide teams in producing high-quality journalism, promoting collaboration, and ethical storytelling.
9. Apply SEO strategies in editing to enhance content visibility while maintaining relevance and engagement for the target audience.
10. Develop editorial leadership by offering constructive criticism that fosters collaboration, encourages growth, and improves content quality.
11. Conduct peer reviews, providing thoughtful and actionable feedback that elevates the quality of content and encourages collaboration.
12. Synthesize and present a final multimedia project that integrates storytelling, editing, and incorporates peer feedback and audience insights.

Textbooks and Materials

Required Course Textbook(s)

Carroll, B. (2023). *Writing and editing for digital media* (5th ed.). Routledge.
eBook ISBN: 9781003223849

Required Software: There is no required software to purchase for this course.

Recommended Textbook(s)

This textbook is recommended in all CJC Online classes to support student expectations for writing style.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

An example of a (mock) student paper in APA format is included in your actual course.

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.

University and Course Grading Policies

University 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 the number of behaviors that violate this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism

Plagiarism is unacceptable, especially in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one's own specific words from previously submitted assignments or published texts. Remember that plagiarism is unacceptable in any of your work, including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It's important to always cite your sources in your assignments.

Grading Criterion

Your grade will be calculated based on the following:

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
10 Discussions	30%
2 Peer Review Components	10%
11 Written Assignments	60%
TOTAL	100%

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

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [Graduate Catalog](#) and [UF graduate school grading policy](#) for more information.



Student Privacy

Federal laws protect your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk.

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For



course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies

Video 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF’s Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don’t hesitate to contact me directly.



Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.
- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhine@uflib.ufl.edu.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-294-2273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [University Bursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements



The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course Schedule

Week Number	Topic and Assignments
1	Audience Analysis & Story Development, Discussion 1, Assignment 1
2	Multiplatform Storytelling, Discussion 2, Assignment 2
3	Research and Sourcing in Journalism, Discussion 3, Assignment 3
4	Interviewing & Reporting Techniques, Assignment 4
5	Writing & Structural Editing, Discussion 4, Assignment 5
6	Editing Across Platforms, Discussion 5, Assignment 6
7	Summer Break
8	Adapting Long-Form Journalism for Digital & Social Media, Assignment 7
9	Leadership in Journalism & Coaching Strategies, Discussion 6, Assignment 8
10	Constructive Criticism & Peer Review, Discussion 1, Assignment 10, Peer Review
11-12	Pitching Multimedia Story Idea, Discussion 8, Assignment 11
13-15	Ethics in Digital Media, Discussion 9, Assignment 12, Discussion 10

The instructor reserves the right to adjust this syllabus as necessary.

Course|New for request 21356

Info

Request: JOU 5XXX Principles of Journalism

Description of request: JOU 5XXX Principles of Journalism is essential to our Digital Journalism and Multimedia Storytelling MAMC concentration curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/28/2025 9:57:54 AM

Form version: 1

Responses

Recommended Prefix JOU

Course Level 5

Course Number XXX

Lab Code None

Course Title Principles of Journalism

Transcript Title Principles of Journalism

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students will learn about the history, ethics, legal issues, economics and modern challenges of journalism today. Students will engage in discussions about the role of journalism in a democracy, the threats to modern journalism, the function of a free press and the elements/characteristics of strong and compelling journalism. This course will provide a contextual overview for the journalistic work that students will produce.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Digital Journalism and Multimedia Storytelling concentration curriculum. Students begin to learn about the contextual foundations for journalism and storytelling. The information in this course supports the other core courses in the MAMC concentration curriculum by creating a strong foundation on which the student can build their communication skills specific to journalism.

Syllabus Content Requirements All Items Included



JOU 5XXX Principles of Journalism

Academic Term: Spring 2025

3 Credit Hours

Instructor

Name: **Adam Eisenberg**

Email Address: eisenberg.am@ufl.edu

Office Phone Number and Times: **754-333-0059. Please text first. I am also available via Zoom by appointment during the office hours listed below. Other arrangements may be made on a case-by-case basis. Please contact me via email to make alternative arrangements.**

Virtual Office Hours: **Monday/Wednesday, 1:30-3:30 p.m. eastern time.**

Course Description and Prerequisites

Course Description: The course covers the history, ethics, legal issues, economics and modern challenges of journalism today. Students will gain knowledge and engage in discussions about the role of journalism in a democracy, the threats to modern journalism, the function of a free press and the elements/characteristics of strong and compelling journalism. This course will provide a contextual overview for the journalistic work that students will produce.

Course Prerequisites – N/A

Course Expectations

This is a fully online course; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that includes scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.



Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. **No late work will be accepted for final projects or work due in the final week of class due to the university grading deadlines.** If potential issues arise concerning submitting the final work, students should contact their instructors before the assignment deadline.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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

Course-Level Objectives

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

1. Describe the role of journalism in a democratic society (CO:1)
2. Describe what skills are required of a journalist and their public service obligation (CO:2)
3. Analyze the legal and ethical obligations of journalists, political leaders, and citizens in the preservation of a free press (CO:3)
4. Present an overview of the history and evolution of American journalism (CO:4)
5. Describe key media formats and technologies (print, radio, television, internet) and how they have evolved alongside the practice of journalism (CO:5)
6. Demonstrate different media formats and technologies (CO:6)



7. Analyze issues that are currently impacting, or could potentially impact, the contemporary practice and business of journalism now and in the near future (CO:7)

Textbooks and Materials

Required Course Textbook

Campbell, Richard et al. (2021) *Media & Culture : an Introduction to Mass Communication*. 13th ed. Boston: Bedford/St. Martin's.

- ISBN-10: 1319244939
- ISBN-13: 978-1319244934

Kershner, J. W. (2012). *The Elements of News Writing* (3rd ed.). Pearson Allyn & Bacon.

- ISBN-10: 0205781128
- ISBN-13: 9780205781126

There is no required software to purchase for this course.

Recommended Textbook(s)

This textbook is recommended in all CJC Online classes to support student expectations for writing style.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

University and Course Grading Policies

University 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 the number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism

Plagiarism is unacceptable, especially in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one's own specific words from previously submitted assignments or published texts. Remember that plagiarism is unacceptable in any of your work, including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It's important to always cite your sources in your assignments.



Grading Criterion

Your grade will be calculated based on the following:

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
13 Discussions	35%
10 Short Papers	25%
8 Activities	20%
Final Project	20%
TOTAL	100%

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

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [Graduate Catalog](#) and [UF graduate school grading policy](#) for more information.

Student Privacy

Federal laws protect your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Technology Requirements

Software Use

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



Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk.

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations

Students are expected to keep up with all weekly reading assignments and review all weekly course materials and resources.

Students are also expected to participate in all assigned discussion boards. Complete participation includes submitting one main post that provides a substantive response to the discussion prompt, as well as submitting at least two substantive replies to classmates' main posts. Students are encouraged to engage in the discussion boards beyond these requirements.

Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy



I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies

Video 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF’s Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don’t hesitate to contact me directly.

Commitment to Diversity

The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.



Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.
- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhine@uflib.ufl.edu.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-294-2273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [University Bursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements



The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course Schedule

Week Number	Topic and Assignments
1	What Is News? Discussion #1, Activity #1, Short Paper #1
2	Journalism, Democracy and Society; Discussion #2, Short Paper #2
3	Journalism Ethics; Discussion #3, Short Paper #3, Introduce Final Project
4	Media Law; Activity #2, Short Paper #4
5	Evolution of Print Media; Discussion #4, Activity #3
6	Evolution of Broadcast Media; Discussion #5, Activity #4
7	The Internet; Discussion #6, Short Paper #5
8	Social Media's Impact; Discussion #7, Activity #5
9	Media Ownership; Discussion #8, Short Paper #6
10	SPRING BREAK
11	Nonprofit and Niche Journalism; Activity #6, Discussion #9
12	Metrics and Measurement; Activity #7, Short Paper #7
13	Race, Class and Gender; Discussion #10, Short Paper #8
14	Investigative and Solutions Journalism; Discussion #11, Short Paper #9 AND The Modern Journalist's Toolkit; Discussion #12, Short Paper #10
15	What Does the Future Hold? Discussion #13, Activity #8, Final Project Due

The instructor reserves the right to adjust this syllabus, as necessary.

Course|New for request 21357

Info

Request: JOU 5XXX Reporting and Writing for Digital, Audio, and Video

Description of request: JOU 5XXX Reporting and Writing for Digital, Audio, and Video is essential to our Digital Journalism and Multimedia Storytelling MAMC concentration curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/28/2025 10:08:22 AM

Form version: 1

Responses

Recommended Prefix JOU

Course Level 5

Course Number XXX

Lab Code None

Course Title Reporting and Writing for Digital, Audio, and Video

Transcript Title Report & Writing Digi Aud Vid

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Student combines traditional reporting skills with the multimedia skills required of journalists today, including writing, audio, video, photo, data visualizations and more. Students will learn to pitch ideas, produce content and market ideas to various media platforms. The emphasis will be on community-based reporting with a strong focus on producing content/stories for specific audiences.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Digital Journalism and Multimedia Storytelling concentration curriculum. Students begin to learn about how to use traditional reporting skills and multimedia tools to create engaging stories for a variety of audiences. The information in this course supports the other core courses in the MAMC concentration curriculum by creating a strong foundation on which the student can build their communication skills specific to journalism.

Syllabus Content Requirements All Items Included



JOU 5XXX—Reporting and Writing for Digital, Audio, and Video

Academic Term: Spring 2025
3 Credit Hours

Instructor

Name: **Krystal Knowles M.A**

Email Address: krystalknowles@ufl.edu

Office Phone Number: **786-399-0993**

Virtual Office Hours: Wednesday, 6:00 -7:00 p.m. on Zoom

Course Description and Prerequisites

Course Description: This course combines traditional reporting skills with the multimedia skills required of journalists today, including writing, audio, video, photo, data visualizations and more. Students will learn to pitch ideas, produce content and market ideas to various media platforms. The emphasis will be on community-based reporting with a strong focus on producing content/stories for specific audiences.

Course Prerequisites – N/A

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.



Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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

Course-Level Objectives

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

1. Explain the principles of journalism ethics, with an emphasis on the importance of adhering to the SPJ Code of Ethics (CO: 1)
2. Compose story pitches to send to media outlets and platforms for broadcast and publication. (CO: 2)
3. Conduct remote or in-person interviews with community members for journalistic reporting (CO: 3)
4. Develop a digital news article based on interviews with community members on significant topics. (CO: 4)
5. Demonstrate proficiency in conducting audio interviews using the latest reporting and storytelling techniques. (CO: 5)
6. Implement video and Zoom techniques, incorporating talkback and Q&A methods. (CO: 6)
7. Execute field and Zoom interviews with community members, applying lighting, audio, and framing techniques. (CO: 7)
8. Apply data visualization techniques to enhance storytelling, including audio, video, and written content. (CO: 8)
9. Create engaging social media posts to promote stories, utilizing visuals, hashtags, and effective audience engagement strategies. (CO: 9)



10. Provide thoughtful critiques of peers' journalistic work, including articles, audio interviews, and video stories. (CO: 10)
11. Design a comprehensive website that showcases written articles, video stories, audio interviews, and your professional biography. (CO: 11)

Textbooks and Materials

Required Course Textbook.

Tompkins, A. (2017). Aim for the HeartLinks to an external site. (3rd ed.). SAGE Publications, Inc. (US).

- ISBN-10: 9781506315256
- ISBN-13: 978-1506315256

Required Software: There is no required software to purchase for this course.

Recommended Textbook(s)

This textbook is recommended in all CJC Online classes to support student expectations for writing style.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

University and Course Grading Policies

University 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 the number of behaviors that violate this code and the possible sanctions. Click [here](#) to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism

Plagiarism is unacceptable, especially in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one's own specific words from previously submitted assignments or published texts. Remember that plagiarism is unacceptable in any of your work, including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It's important to always cite your sources in your assignments.

Grading Criterion

Your grade will be calculated based on the following:



Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
Discussions	10%
Short Papers	15%
Peer Review	5%
Digital Writing	20%
Audio Project	20%
Video Project	20%
Final Website Portfolio	10%
TOTAL	100%

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

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [Graduate Catalog](#) and [UF graduate school grading policy](#) for more information.

Student Privacy

Federal laws protect your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Technology Requirements

Software Use

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



Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk.

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations

You are required to log in to the course daily. If you have questions, please attend virtual office hours or schedule a private Zoom appointment with me by sending your request via email at krystelknowles@ufl.edu

Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies

Video 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF’s Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don’t hesitate to contact me directly.

Commitment to Diversity

The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.



Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.
- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhine@uflib.ufl.edu.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-294-2273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [University Bursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]



Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course Schedule	
Week Number	Topic and Assignments
1	Seeking the Truth: Ethical Reporting, Discussion 1, Assignment 1
2	Three Word Story Pitches: Focus Statement, Discussion 2, Assignment 2
3	Finding the Story: The Character, Discussion 3, Assignment 3
4	Reporting & Writing for Publication, Discussion 4, Assignment
5	Reporting & Writing for Audio, Discussion 5, Assignment 5
6	Using Sound to Tell the Story, Discussion 6, Assignment 6
7 & 8	Visual Writing and Reporting for Video, Discussion 7, Assignment 7
9	Shaping the Story with Data Visualization, Discussion 8, Assignment 8
10	Spring Break
11	Social Media: Teasing the Story, Discussion 9, Assignment 9
12	Community Journalism, Discussion 10, Assignment 10
13	Website Portfolio: Digital, Audio, Video, Assignment 11
14 & 15	Finalizing Your Reporter Portfolio, Discussion 11

The instructor reserves the right to adjust this syllabus as necessary.

Course|New for request 21573

Info

Request: JOU 5XXX Social Media for Journalists

Description of request: JOU 5XXX Social Media for Journalists is essential to our Digital Journalism and Multimedia Storytelling MAMC concentration curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 5/13/2025 11:54:30 AM

Form version: 1

Responses

Recommended Prefix JOU

Course Level 5

Course Number XXX

Lab Code None

Course Title Social Media for Journalists

Transcript Title Social Media for Journalists

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students explore the relationship between journalists and audiences, which has changed from a one-way broadcast model to a two-way method of communication. Students will analyze how a collaborative culture is changing journalism and how journalists operate in this world. Students will develop skills in social media strategies, tools, audience engagement, reporting through social media and other essential social media topics.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Digital Journalism and Multimedia Storytelling concentration curriculum. Students begin to learn about the tools and strategies necessary for journalists on social media. The information in this course supports the other core courses in the MAMC concentration curriculum by creating a strong foundation on which the student can build their communication skills specific to journalism.

Syllabus Content Requirements All Items Included



JOU 5XXX Social Media for Journalists

Academic Term: Summer 2025
3 Credit Hours

Instructor

Name: Stephen Adams

Email Address: stephenadams@ufl.edu

Office Phone Number: 585-643-0495

Virtual Office Hours: Tuesday 5-6 p.m. ET

Course Description and Prerequisites

Course Description: This course covers the relationship between journalists and audiences, which has changed from a one-way broadcast model to a two-way method of communication. As journalists need to have a respect for an understanding of the people journalism is designed to cover, this course will look at how a collaborative culture is changing journalism and how journalists operate in this world. Course will cover social-media strategy and tools, audience engagement, reporting through social media and more.

Course Prerequisites – N/A

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.



Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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 letters with their instructors 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. 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.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/>.

Course-Level Objectives

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

1. Explain the history of social media journalism, including the evolution from a 1-way to 2-way communication model. (CO 1)
2. Identify modern journalistic social media strategies that drive engagement. (CO 2)
3. Discuss tools and analytics driving modern social media content creation. (CO 3)



4. Analyze target audiences. (CO 4)
5. Execute social listening techniques. (CO 5)
6. Recognize social media content manipulation. (CO 6)
7. Explain productive uses for artificial intelligence in social journalism. (CO 7)
8. Implement methods for securing social media accounts against attacks. (CO 8)
9. Construct a brand identity. (CO 9)
10. Implement investigative journalism techniques for finding information through social media. (CO 10)
11. Describe the rise of independent journalism on social media (CO 11)
12. Formulate ways to implement best practices for news brands. (CO 12)
13. Assemble a business plan for social media journalism. (CO 13)

Textbooks and Materials

Required Course Textbook(s): There are no required works to purchase for this course. All required learning materials will be linked in the modules or be freely available via UF Library resources.

Required Software: There is no required software to purchase for this course.

Recommended Textbook(s)

1. This textbook is recommended in all CJC Online classes to support student expectations for writing style:
American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).
ISBN-13: 978-1433832161
ISBN-10: 143383216X
2. Adornato, A. (2021). *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism* (2nd ed.).
Routledge. <https://doi.org/10.4324/9781003186779>

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.

University and Course Grading Policies

University 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 the number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism

Plagiarism is unacceptable, especially in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one’s own specific words



from previously submitted assignments or published texts. Remember that plagiarism is unacceptable in any of your work, including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It's important to always cite your sources in your assignments.

Grading Criterion

Your grade will be calculated based on the following:

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
10 Discussions	20%
14 Written Assignments	60%
1 Final Project	20%
TOTAL	100%

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

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [Graduate Catalog](#) and [UF graduate school grading policy](#) for more information.

Student Privacy

Federal laws protect your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Technology Requirements

Software Use

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



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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk.

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations

You are expected to log in to the course daily. If you have questions, you are expected to attend virtual office hours or set up a private Zoom appointment with me (send your request via email to stephenadams@ufl.edu). Please note: There are two instructors named Stephen Adams at UF. So, please enter the above email carefully.

Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.



Course Policies

Video 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF's Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don't hesitate to contact me directly.

Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.



- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.
- [Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources.
[UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-294-2273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [University Bursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course Schedule

Week Number	Topic
1	Journalism and Social Media date back Centuries, Discussion 1, Assignment 1
2	Social Strategies for Journalists, Discussion 2, Assignment 2
3	Tools and Analytics, Discussion 3, Assignment 3
4	Target Audiences, Discussion 4, Assignment 4, Assignment 5
5	Social Listening, Discussion 5, Assignment 6, Assignment 7
6	Artificial Intelligence & Misinformation, Discussion 6, Assignment 8
7	Summer Break
8	Social Media Security, Discussion 7, Assignment 9
9	Building a Brand Identity, Assignment 10, Assignment 11
10	Find Anything: Supercharge your Social Media Searches, Discussion 8, Assignment 12
11	Rise of Independent Journalism, Discussion 9, Assignment 13
12-13	Designing a Business Plan, Discussion 10, Assignment 14
14-15	Final Project: Building Your Business Plan, Final Project

The instructor reserves the right to adjust this syllabus as necessary.

Course|New for request 20288

Info

Request: LAS 6XXX Social Movements and Gender: A View from Latin America

Description of request: I am applying to receive a unique course number for my graduate seminar on Latin American social movements and gender. I can provide a syllabus if necessary.

Submitter: Margaret Weeks weeksm@ufl.edu

Created: 8/21/2025 3:14:00 PM

Form version: 4

Responses

Recommended Prefix LAS

Course Level 6

Course Number XXX

Lab Code None

Category of Instruction Joint (Ugrad/Grad)

Course Title Social Movements and Gender: A View from Latin America

Transcript Title Social Movements and Gender

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing Yes

Co-Listing Explanation Graduate students will write a final paper of 15-20 pages while undergraduates will write one of 12-15.

Effective Term Fall

Effective Year 2024

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description This seminar examines social and cultural movements led by women and LGBTQ activists in twentieth-century Latin America. We will analyze the major moments of social and political change in the region through the prisms of gender, race, and sexuality, asking how these transitions were experienced by women and people of non-normative genders and sexualities, problematizing and disaggregating these categories.

Prerequisites n/a

Rationale and Placement in Curriculum This course brings together the fields of gender history and Latin American studies with the aim of questioning the main trends of historiography on the 20th century in Latin America. In the course, we will center our discussions around the question of how gender is treated in the historiography of this period, drawing our attention to archival silences with regard to the perspectives of women and LGBTQ people. In order to remediate these silences, we will look to a wide array of sources (beyond the types of written documents that privilege certain voices over others) to illuminate plural historical perspectives, such as memoirs, visual art, oral histories, music, and other manifestations of folk art and popular culture.

This course is a worthy complement to the offerings of the Center for Latin American Studies and the History Department, which have ample courses on contemporary and historical issues in Latin

America, respectively, but do not focus on gender history in the region. Furthermore, my expertise in Brazil brings a new perspective to a field that tends to focus more on Spanish-speaking countries.

Course Objectives Course Learning Objectives:

- Gain an understanding of the major political changes and social movements in Latin America in the twentieth century
- Critically interrogate categories of gender, race, and sexuality and how they shifted over time and across moments of political change
- Identify feminist methodological innovations and interventions into existing bodies of scholarship
- Develop skills to analyze a diverse range of sources, including material culture, visual sources, music, and cultural production
- Develop research skills through rigorous engagement with both primary and secondary sources
- Develop critical reflection skills by completing frequent short written assignments
- Learn to formulate historical arguments by marshaling and interpreting sources
- Produce original scholarship grounded in extensive research

Course Textbook(s) and/or Other Assigned Reading - Before Night Falls by Reinaldo Arenas

- The Country Under My Skin: A Memoir of Love and War by Gioconda Belli
- Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love by Benedita da Silva
- I, Rigoberta Menchú by Rigoberta Menchú

Weekly Schedule of Topics PART I - INTRODUCTION TO THE FIELD OF GENDER HISTORY: In the first week, we will familiarize ourselves with gender as a category of historical analysis, discuss feminist methodologies, and consider the general project of revisionist history.

August 25, Week 1: Course Introduction + Gender and History

- Michel-Rolph Trouillot, Silencing the Past: Power and the Production of History, Chapter 1, p. 1-30
- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," The American Historical Review, p. 1053-1075
- Kathryn M. Smith, "Female Voice and Feminist Text: Testimonio as a Form of Resistance in Latin America," Florida Atlantic Comparative Studies Journal, p. 22-38

PART II - COUNTRY CASE STUDIES: In this portion of the course, we will examine countries that experienced significant political conflicts during what historian Gilbert Joseph calls "Latin America's long Cold War." Specifically, we will look at how women and LGBTQ people participated in these conflicts and how their perspectives can serve to complicate conventional historiographies. Each week, we will examine primary sources in class.

September 2: Labor Day, no class

September 9, Week 2: Mexico (1910-1940) – Women at the Vanguard of a Social Revolution

- For historical background on Latin America in the 20th century: Tanya Harmer, "The Cold War in Latin America," in The Routledge Handbook of the Cold War, p. 133-148
- Carlos Monsiváis, "When Gender Can't Be Seen amid the Symbols: Women and the Mexican Revolution," and Mary Kay Vaughn, "Pancho Villa, the Daughters of Mary, and the Modern Woman: Gender in the Long Mexican Revolution," in Sex and Revolution: gender, politics and power in modern Mexico, p. 1-32
- Jocelyn Olcott, Revolutionary Women in Postrevolutionary Mexico, Introduction and Chapter 1; p. 1-59
- Elena Poniatowska, Las Soldaderas: women of the Mexican Revolution, review selected photographs

September 16, Week 3: Cuba (1959-1975) – Feminism, Queerness, Art, and the Limits of Revolutionary Socialism

- Michelle Chase, Revolution Within the Revolution: Women and Gender Policy in Cuba: 1952-1962, Introduction; p. 1-18
- Reinaldo Arenas, Before Night Falls: A Memoir
- Film: Fresa y Chocolate, directed by Tomás Gutiérrez Alea and Juan Carlos Tabío

September 23, Week 4: Brazil (1960-1990) – Political Resistance, Counterculture, and Legacies of Slavery under Authoritarianism

- Daphne Patai, *Brazilian Women Speak: Contemporary Life Stories*, "Marta," "Conceição," and "Madalena," p. 197-212, 248-269; optional: "Célia," p. 231-247 (book is on reserve at the library)
- James N. Green, *Beyond Carnival: Male Homosexuality in Twentieth-Century Brazil*, Chapter 6, p. 242-278
- Benedita da Silva, *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love*

September 30, Week 5: Chile (1965-1990) – Patriarchy Retreats?

- Heidi Tinsman, *Partners in Conflict: The Politics of Gender, Sexuality, and Labor in the Chilean Agrarian Reform, 1950-1973*, Introduction, Chapter 6; p. 1-18, 210-246
- Florencia E. Mallon, "Barbudos, Warriors, and Rotos: The MIR, Masculinity, and Power in the Chilean Agrarian Reform, 1965-74," in *Changing Men and Masculinities in Latin America*; p. 179-215
- Lisa Baldez, *Why Women Protest*, Chapter 7; p.
- OR Heidi Tinsman, "Reviving Feminist Materialism: Gender and Neoliberalism in Pinochet's Chile," p. 145-188

October 7, Week 6: Argentina (1970-1990) – Maternal Activism and Gendered Violence

- Jennifer Adair, "The Mothers of the Plaza de Mayo: From Dictatorship to Democracy," *Routledge History of Human Rights*; p. 375-391
- Isabella Cosse, "Infidelities: Morality, Revolution, and Sexuality in Left-Wing Guerrilla Organizations in 1960s and 1970s Argentina," *Journal of the History of Sexuality*; p. 415-450
- Valeria Manzano, "Sex, Gender, and the Making of the 'Enemy Within' in Cold War Argentina," *Journal of Latin American Studies*; p. 1-29
- Primary source analysis paper due Thursday, October 10

October 14, Week 7: Guatemala (1960-1996) – Women as Gendered and Racialized Subjects

- Betsy Konefal, *For Every Indio Who Falls: A History of Maya Activism in Guatemala*, Chapter 4; p. 83-110
- Rigoberta Menchú, *I, Rigoberta Menchú*
- Jon Reed, "'The Dictatorship Has Taught Me the Road': Interview with Nineth de Garcia, Leader of GAM," *Latin American Perspectives*; p. 96-103
- Optional: Carlota McAllister, "Rural Markets, Revolutionary Souls, and Rebellious Women in Cold War Guatemala," in *From the Cold: Latin America's New Encounter with the Cold War*; p. 350-377

October 21, Week 8: El Salvador and Nicaragua (1970-1992) – Women at War and in Politics

- Jocelyn Viterna, *Women in War: The Micro-Processes of Mobilization in El Salvador*, Chapter 1 and Conclusion; p. 1-13; 203-220
- Gioconda Belli, *The Country Under My Skin: A Memoir of Love and War*
- Research proposal for final paper due Thursday, October 24 (2-3 pages)

PART III – LABOR AND AFFINITY-BASED SOCIAL MOVEMENTS: In the final portion of the class, we will look to how certain social movements coalesced around issues of labor, identity, sexuality, and religion and how these affinities informed their claims pertaining to gender, politics, and public life.

October 28, Week 9: Conservative and Religious Women – Wives and Mothers as Guardians of Tradition

- Margaret Power, "Defending Dictatorship: Conservative Women in Pinochet's Chile and the 1988 Plebiscite," in *Radical Women in Latin America: left and right*, p. 299-324
- Margaret Power, "Who but a Woman? The Transnational Diffusion of Anti-Communism among Conservative Women in Brazil, Chile and the United States during the Cold War," *Journal of Latin American Studies*, p. 93-119
- Victoria González, "Somocista Women, Right-wing Politics, and Feminism in Nicaragua, 1936-1979," *Radical Women in Latin America: left and right*, p. 41-78

November 4, Week 10: Domestic Workers – "Women's Work" and Legacies of Colonial Violence

- Elizabeth Quay Hutchison, "Shifting Solidarities: The Politics of Household Workers in Cold War Chile," *The Hispanic American Historical Review*, p. 129-162
- Joaze Bernardino-Costa, "Destabilizing the National Hegemonic Narrative: The Decolonized Thought of Brazil's Domestic Workers' Unions," *Latin American Perspectives*, p. 33-45
- Adelinda Díaz Uriarte, "The Autobiography of a Fighter" in *Muchachas No More*, ed. Elsa M.

Chaney and Mary Garcia Castro, p. 389-406

- Annotated bibliography due Thursday, November 7 (8-10 sources)

November 11: Veterans' Day, no class

November 18, Week 11: Sex Workers – Labor, Deviance and Defiance

- Mizilikazi Koné, "Transnational Sex Worker Organizing in Latin America: RedTraSex, Labour, and Human Rights," *Social and Economic Studies*; p. 87-108

- Global sex workers: rights, resistance, and redefinition, edited by Kamala Kempadoo and Jo Doezema: Amalia Lucía Cabezas, "Discourses of Prostitution;" *The Association of Autonomous Women Workers, Ecuador*, "22nd June;" "A world of people: sex workers in Mexico;" p. 79-86, p. 172-177, 197-199

- Excerpts of *Filha, Mãe, Avó e Puta: a história de uma mulher que decidiu ser prostituta* by Gabriela Leite, translated by Meg Weeks

- A Kiss for Gabriela, a documentary by Laura Murray:

<https://www.youtube.com/watch?v=LqgwDysJjY0>

December 2, Week 12: LGBTQ Activists – Rights, Assimilation, and (Non-)Normativity in Post-Cold War Democracies

- Cymene Howe, *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*, Introduction; p. 1-22

- Rafael de la Dehesa, *Queering the Public Sphere in Mexico and Brazil: Sexual Rights Movements in Emerging Democracies*, Introduction; p. 1-23

- Moises Lino e Silva, *Minoritarian Liberalism: A Travesti Life in a Brazilian Favela*, Introduction; p. 1-24

Final paper due December 10

Grading Scheme Assignments:

Grade Breakdown:

Attendance and participation: 20%

Weekly reading responses: 20%

Primary source analysis paper: 20%

Annotated bibliography and paper proposal: 10%

Final Paper: 30%

Attendance and participation in discussion (20%): Please come to class having read the assigned texts and ready to participate in group discussions. If you are unable to read a particular text in a comprehensive manner, try to at least distill its main arguments. If helpful to you, prepare a list of questions in advance of each class so that our discussion will proceed dynamically. I encourage lively, rigorous debate but I ask that you engage with your peers and with me in a respectful manner.

Unexcused absences will negatively affect your participation grade.

- Attendance and absence policy: If you have to miss class, I ask that you email me to notify me of your absence and make every effort to come to office hours to make up the missed material.

Multiple unexcused absences will adversely affect your participation grade. Otherwise, requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- I ask that you make every effort to arrive on time to class, so we can take full advantage of the limited time we have together as a course. Regular tardiness will adversely affect your participation grade

- I ask that you refrain from texting, chatting, or using your computers for tasks not related to our course during class time. Phones should be kept out of sight for the duration of the class.

Response papers (20%): Over the course of the semester, students must write six one-page response papers in dialogue with the assigned readings for the week. These papers should prepare you for our weekly discussions and should not merely summarize the readings but rather place them in conversation with one another and with readings from previous weeks. Be sure to engage with the texts themselves in a rigorous manner, but your writing can remain fairly informal. You may choose when to write your response papers (you can alternate weeks to evenly distribute the workload over

the semester or focus on the six units that interest you most; it is up to you), but please keep track of how many you have written. Papers will be due at 10am on the Monday morning before class. At the end of the semester, each missing paper will incur a penalty of 3% off your total grade. Please do not exceed one page, double-spaced for each paper.

Primary source analysis paper (20%): Mid-way through the semester, students will be asked to write a short paper (4-5 pages) that engages with one or more primary sources. A primary source is defined as a first-hand account of an event or topic, generally authored or recorded by someone who directly experienced it. Secondary sources, on the other hand, are documents created by someone, often a scholar, who was not present for a particular event but who analyzes or interprets it. Examples of primary sources include: letters/correspondence, historical documentation, contemporaneous press coverage, memoirs/autobiographies, oral testimonies/interviews, diaries, historical film footage, speeches, etc. Each week, we will complement our assigned readings of secondary sources with analysis of primary sources in class. This paper will continue the analytical work we start in class and is intended to prepare you to analyze primary sources at the service of furthering an historical argument in your final research paper. In this paper, you do not have to formulate a historical argument, but you should address a number of questions relating to the source(s), including but not limited to: authorship, mediation, language/style, intended audience/effect, influences, political context, and aesthetics (in the case of visual art, photographs, music, performance, protest signage, etc). Considering primary sources through multidimensional analysis is the bread and butter of the work that historians do to make sense of the past. While I am not requiring you to come up with a specific argument in this short paper (think of it more as an exercise to practice source analysis that you will then develop in your final paper), it should set you up to venture some broader conclusions about the nature and impact of your source. For this assignment, I will provide a folder on Canvas with sources that pertain to the topics we cover in the course.

Annotated bibliography (5%) and paper proposal (5%): These assignments are designed to help you advance your final research papers well before the end of the semester. A template for the annotated bibliography will be distributed in class. Paper proposal should be 2-3 pages and include your main research questions, hypothesized findings, source materials (both primary and secondary), and engagement with the existing literature on your topic.

Final Paper (30%): Each student will be expected to produce a final research paper of 12-15 pages for undergraduates and 15-20 pages for graduate students that articulates a particular historical argument by using evidence from primary sources. The topic must touch on the themes of the course and engage the methodological concerns discussed in class.

Instructor(s) Margaret (Meg) Weeks

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

LAS4935-6938/LAH3931: Social Movements and Gender: A View from Latin America
Assistant Professor Meg Weeks (weeksm@ufl.edu), office: 352-273-4708
Office hours (Grinter 378): Tuesdays and Thursdays, 2:30-4pm or by appointment

Fall 2025
Mondays, 12:50-3:50pm

Course Description: This seminar examines social and cultural movements led by women and LGBTQ activists in twentieth-century Latin America. We will analyze the major moments of social and political change in the region through the prisms of gender, race, and sexuality, asking how these transitions were experienced by women and people of non-normative genders and sexualities, problematizing and disaggregating these categories through rigorous analysis. What does it mean to be a “woman” doing politics? How did women and queer people envision social change in both the domestic sphere and the formal political arena? How did archetypes of gender and sexuality shift during moments of political change and how were they entrenched? How can we think of cultural production as a way in which subaltern subjects think and act politically and how do cultural movements intersect with formal politics? And finally, how do these social and cultural movements map onto historiographical concepts of feminism and LGBTQ activism originating in the Global North? In approaching these questions, we will interrogate notions of “revolutionary masculinity,” looking to how both grassroots politics and political change forged from the top down were expressed in deeply gendered and racialized ways. We will pay close attention to how these processes played out differently for women of different social classes, geographic origins, races, and ethnic identities, while situating our analysis in conversation with studies of the global sexual revolution, the Cold War, and the first, second, and third waves of feminism.

While we will focus primarily on women and queer people as vanguards of progressive change, the course will also consider women as agents of reactionary and conservative politics, examining Catholic activism and pro-regime mobilizations during the Cold War dictatorships of the Southern Cone and civil conflict in Central America. Relatedly, as a counterpoint to the notion of revolutionary masculinity, we will think about the ways in which authoritarian violence, in particular torture and forced disappearances, was justified by ideas about gender, family life, and Christian virtue. On a broader note, we will center our discussions around the question of how gender is treated in the historiography of this period, drawing our attention to archival silences with regard to the perspectives of women and LGBTQ people. In order to remediate these silences, we will look to a wide array of sources (beyond the types of written documents that privilege certain voices over others) to illuminate plural historical perspectives, such as memoirs, visual art, oral histories, music, and other manifestations of folk art and popular culture. Written assignments will ask students to make use of such sources in their historical argumentation.

Course Learning Objectives:

- Gain an understanding of the major political changes and social movements in Latin America in the twentieth century
- Critically interrogate categories of gender, race, and sexuality and how they shifted over time and across moments of political change
- Identify feminist methodological innovations and interventions into existing bodies of scholarship
- Develop skills to analyze a diverse range of sources, including material culture, visual sources, music, and cultural production

- Develop research skills through rigorous engagement with both primary and secondary sources
- Develop critical reflection skills by completing frequent short written assignments
- Learn to formulate historical arguments by marshaling and interpreting sources
- Produce original scholarship grounded in extensive research

Course Materials:

- *Before Night Falls* by Reinaldo Arenas
- *The Country Under My Skin: A Memoir of Love and War* by Gioconda Belli
- *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love* by Benedita da Silva
- *I, Rigoberta Menchú* by Rigoberta Menchú

Note: Students are welcome to read these texts in their original languages where possible.

Assignments:

Grade Breakdown:

Attendance and participation: 20%

Reading responses: 20%

Primary source analysis paper: 20%

Annotated bibliography and paper proposal: 10%

Final Paper: 30%

Attendance and participation in discussion (20%): Please come to class having read the assigned texts and ready to participate in group discussions. If you are unable to read a particular text in a comprehensive manner, try to at least distill its main arguments. If helpful to you, prepare a list of questions in advance of each class so that our discussion will proceed dynamically. I encourage lively, rigorous debate but I ask that you engage with your peers and with me in a respectful manner. Unexcused absences will negatively affect your participation grade.

- Attendance and absence policy: If you have to miss class, I ask that you email me to notify me of your absence and make every effort to come to office hours to make up the missed material. Multiple unexcused absences will adversely affect your participation grade. Otherwise, requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- I ask that you make every effort to arrive on time to class, so we can take full advantage of the limited time we have together as a course. Regular tardiness will adversely affect your participation grade
- I ask that you refrain from texting, chatting, or using your computers for tasks not related to our course during class time. Phones should be kept out of sight for the duration of the class and laptops should only be used to take notes and refer to course materials.

Reading responses (20%): Over the course of the semester, students must write **six** one-page response papers in dialogue with the assigned readings for the week. These papers should prepare you for our weekly discussions and should not merely summarize the readings but rather place them in conversation with one another and with readings from previous weeks. Be sure to engage with the

texts themselves in a rigorous manner, but your writing can remain fairly informal. You may choose when to write your response papers (you can alternate weeks to evenly distribute the workload over the semester or focus on the six units that interest you most; it is up to you), but please keep track of how many you have written. Papers will be due at 10am on the Monday morning before class. At the end of the semester, each missing paper will incur a penalty of 3% off your total grade. **Please do not exceed one page, double-spaced for each paper.**

Primary source analysis paper (20%): Mid-way through the semester, students will be asked to write a short paper (4-5 pages) that engages with one or more **primary sources**. A primary source is defined as a first-hand account of an event or topic, generally authored or recorded by someone who directly experienced it. Secondary sources, on the other hand, are documents created by someone, often a scholar, who was not present for a particular event but who analyzes or interprets it. Examples of primary sources include: letters/correspondence, historical documentation, contemporaneous press coverage, memoirs/autobiographies, oral testimonies/interviews, diaries, historical film footage, speeches, etc. Each week, we will complement our assigned readings of secondary sources with analysis of primary sources in class. This paper will continue the analytical work we start in class and is intended to prepare you to analyze primary sources at the service of furthering an historical argument in your final research paper. In this paper, you do not have to formulate a historical argument, but you should address a number of questions relating to the source(s), including but not limited to: authorship, mediation, language/style, intended audience/effect, influences, political context, and aesthetics (in the case of visual art, photographs, music, performance, protest signage, etc.). Considering primary sources through multidimensional analysis is the bread and butter of the work that historians do to make sense of the past. While I am not requiring you to come up with a specific argument in this short paper (think of it more as an exercise to practice source analysis that you will then develop in your final paper), it should set you up to venture some broader conclusions about the nature and impact of your source. For this assignment, I will provide a folder on Canvas with sources that pertain to the topics we cover in the course.

Annotated bibliography (5%) and paper proposal (5%): These assignments are designed to help you advance your final research papers well before the end of the semester. A template for the annotated bibliography will be distributed in class. Paper proposal should be **2-3 pages** and include your main research questions, hypothesized findings, source materials (both primary and secondary), and engagement with the existing literature on your topic.

Final Paper (30%): Each student will be expected to produce a final research paper of **12-15 pages for undergraduates** and **15-20 pages for graduate students** that articulates a particular historical argument by using evidence from primary sources. The topic must touch on the themes of the course and engage the methodological concerns discussed in class.

Note: This course will count towards the minor/certificate in Latin American Studies. For more information about enrollment in the **undergraduate** programs offered by the Center for Latin American Studies, contact the undergraduate coordinator Luis Felipe Gómez Lomelí. If you are a **graduate student**, contact the graduate coordinator, Clate Korsant at ckorsant@latam.ufl.edu.

Extension policy: I will grant extensions of up to three days if requested in writing. If extenuating circumstances require a lengthier extension, please contact me and we can work out an alternate submission date.

Late papers: If a student has not requested an extension, I will deduct five points from the final grade the first day and 3 points for each subsequent day that a paper is late. Please communicate with me if you are facing circumstances that may challenge your ability to turn an assignment in on time!

Students with disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC): <https://disability.ufl.edu/get-started/> I ask that students share their accommodation letter with me and reach out to discuss access needs as early as possible in the semester.

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 at the end of the semester. 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/>.

Library Use: UF has a worldclass library, and I strongly encourage you to make good use of it. The Latin American and Caribbean Collection at Smathers Library has extensive secondary sources in addition to many fascinating collections of primary documents, ready to be analyzed for our final research paper. I suggest you reach out to LACC chief librarian Margarita Vargas-Betancourt (mvargasb@ufl.edu) or one of the other excellent librarians to learn more about the collection and see what possibilities exist for accessing sources either on campus or online. For more information: <https://lacc.uflib.ufl.edu/> or stop by the third floor of Smathers Library. Remember to plan ahead! Start thinking about your research topic in October.

UF Honesty Policy: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. For more information: <https://sccr.dso.ufl.edu/process/student-conduct-code/>

ChatGPT and Plagiarism Policy:

The use of ChatGPT or other AI programs is not appropriate for written contributions to this course. These assignments are meant to foster creative, critical, and synthetic thinking through evaluation and integration of course materials, personal experiences, discussion, and reflection. TURN IT IN will be used to confirm that written work is original. **Please do not use AI software to write your papers! This course provides ample opportunities to develop your writing and analytic skills (as I will provide extensive feedback), and it would be a shame to waste them! AI usage is often easy to detect, and if it is detected, I will take measures that could include significantly docking grades and/or reporting students to the appropriate university authorities.**

Grades will be calculated as follows:

A	100 pts to	93 pts
---	------------	--------

A-	<93 pts to	90 pts
B+	<90 pts to	87 pts
B	<87 pts to	83 pts
B-	<83 pts to	80 pts
C+	<80 pts to	77 pts
C	<77 pts to	73 pts
C-	<73 pts to	70 pts
D+	<70 pts to	67 pts
D	<67 pts to	63 pts
D-	<63 pts to	60 pts
F	<60 pts to	0 pts

Please consult the UF website for further information on grades and grading policies:
<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Rubric for final paper

/100

	Great	Good	Average	Poor	Absent
	19-20	16-18	9-15	2-8	0-1
Analysis	The thesis is original. Compelling ideas throughout.	The thesis is interesting. At least one original perspective in one of the points.	The essay is focused on a single thesis or idea.	The thesis is split or unclear; the paper wanders off-topic.	No thesis or focus. Or seems AI-generated.
Evidence	27-30	23-26	15-22	11-14	0-10
	A variety of support for every claim, and it is strong, concrete, and appropriate.	Supporting evidence for all claims, but it is not as strong or complete in some areas.	Supporting evidence for most of the claims, but some evidence may be unrelated or vague.	Some evidence, but in key places evidence is vague or missing.	Almost no detailed evidence to support the thesis.
Organization	19-20	16-18	13-15	7-12	0-6
	Each paragraph is focused and in the proper order. Introduction and conclusion are complementary. Excellent transitions. In the main, content and not vocabulary, achieves the transition.	Each part of the paper is engaging, but better transitions, more/fewer paragraphs, stronger conclusion are needed.	Clear introduction, body, and conclusion, but some paragraphs may need to be focused or moved.	Some organization, but the paper is “jumpy” without a clear introduction and conclusion. Paragraphs are not focused or out of order.	Little or no organization.
Language	10	8-9	6-7	4-5	0-3

	Creative word choice and sentence structure enhance the meaning and focus of the paper. Special attention to precise verbs. Avoids cliché.	The language is clear with complex sentence structure but contains minor grammatical errors.	Writing is clear, but sentence structures are simple or repetitive; or repeated grammatical errors.	Grammatical mistakes slightly interfere with the meaning of the paper. Basic and imprecise verbs. Or excessively informal expression.	Frequent and serious grammatical mistakes make the meaning unclear.
Style/Voice	9-10	8-9	6-7	4-5	0-3
	A keen sense of the intended audience. The author's voice and the writing convey passion.	The paper addresses the audience appropriately and is engaging with a strong sense of voice.	Essay addresses the audience appropriately with some examples of creative expression.	Writing is general with little sense of the audience or communication of the writer's voice or passion.	Writing is general with no sense of either the writer or audience. Robotic.
Citations	10	9	7-8	4-6	0-3
	All evidence is well cited in appropriate format.	All evidence is cited, but with minor format errors.	Good citations but not enough of them.	Some citations but either incomplete or inappropriate.	Almost entirely without citations. Or AI-generated content.

IMPORTANT: If I notice that a student's writing is in need of improvement prior to the final assignment, I may refer them to the UF Writing Studio. This is not meant as a punishment, and it is not a requirement, just a recommendation. On-campus resources are available so that we can all continue to improve our skills; there is no shame in needing a little extra help. Working with the Writing Studio will allow you to workshop drafts, improve sentence structure, clarify grammatical issues, and get a handle on organization. I strongly suggest availing yourself of this FREE resource to get your writing in top shape!

Writing Studio: 2215 Turlington Hall, 352-846-1138, <https://writing.ufl.edu/writing-studio/>

Course Schedule:

PART I - INTRODUCTION TO THE FIELD OF GENDER HISTORY/THEORY AND

METHODS: In the first week, we will familiarize ourselves with gender as a category of historical analysis, discuss feminist methodologies, and consider the general project of revisionist history.

Note If possible, read the assigned texts in the order in which they appear on the syllabus. Doing so may facilitate greater understanding of the material.

August 25, Week 1: Course Introduction + Gender and History

- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review*, p. 1053-1075
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, Chapter 1, p. 1-30

- Kathryn M. Smith. "Female Voice and Feminist Text: Testimonio as a Form of Resistance in Latin America," *Florida Atlantic Comparative Studies Journal*, p. 22-38

PART II - COUNTRY CASE STUDIES: In this portion of the course, we will examine countries that experienced significant political conflicts during what historian Gilbert Joseph calls "Latin America's long Cold War." Specifically, we will look at how women and LGBTQ people participated in these conflicts and how their perspectives can serve to complicate conventional historiographies. Each week, we will examine primary sources in class.

September 1: Labor Day, no class

September 8, Week 2: Mexico (1910-1940) – Women at the Vanguard of a Social Revolution

- For historical background on Latin America in the 20th century: Tanya Harmer, "The Cold War in Latin America," in *The Routledge Handbook of the Cold War*, p. 133-148
- Carlos Monsiváis, "When Gender Can't Be Seen amid the Symbols: Women and the Mexican Revolution," and Mary Kay Vaughn, "Pancho Villa, the Daughters of Mary, and the Modern Woman: Gender in the Long Mexican Revolution," in *Sex and Revolution: gender, politics and power in modern Mexico*, p. 1-32
- Jocelyn Olcott, *Revolutionary Women in Postrevolutionary Mexico*, Introduction and Chapter 1; p. 1-59
- Elena Poniatowska, *Las Soldaderas: women of the Mexican Revolution*, review selected photographs

September 15, Week 3: Cuba (1959-1975) – Feminism, Queerness, Art, and the Limits of Revolutionary Socialism

- Michelle Chase, *Revolution Within the Revolution: Women and Gender Policy in Cuba: 1952-1962*, Introduction; p. 1-18
- Reinaldo Arenas, *Before Night Falls: A Memoir*
- Film: *Fresa y Chocolate*, directed by Tomás Gutiérrez Alea and Juan Carlos Tabío (<https://www.youtube.com/watch?v=Qrz37EyJ1oE>) DVD on reserve at the library

September 22, Week 4: Brazil (1960-1990) – Political Resistance, Counterculture, and Legacies of Slavery under Authoritarianism

- James N. Green, *Beyond Carnival: Male Homosexuality in Twentieth-Century Brazil*, Chapter 6, p. 242-278
- Benedita da Silva, *Benedita da Silva: An Afro-Brazilian Woman's Story of Politics and Love*
- Daphne Patai, *Brazilian Women Speak: Contemporary Life Stories*, "Marta," "Conceição," and "Madalena," p. 197-212, 248-269; optional: "Célia," p. 231-247 (book is on reserve at the library)

September 29, Week 5: Chile (1965-1990) – Patriarchy Retreats?

- Heidi Tinsman, *Partners in Conflict: The Politics of Gender, Sexuality, and Labor in the Chilean Agrarian Reform, 1950-1973*, Introduction, Chapter 6; p. 1-18, 210-246
- Florencia E. Mallon, "Barbudos, Warriors, and Rotos: The MIR, Masculinity, and Power in the Chilean Agrarian Reform, 1965-74," in *Changing Men and Masculinities in Latin America*; p. 179-215

- Heidi Tinsman, "Reviving Feminist Materialism: Gender and Neoliberalism in Pinochet's Chile," p. 145-188

October 8, Week 6: Argentina (1970-1990) – Maternal Activism and Gendered Violence

- Isabella Cosse, "Infidelities: Morality, Revolution, and Sexuality in Left-Wing Guerrilla Organizations in 1960s and 1970s Argentina," *Journal of the History of Sexuality*; p. 415-450
- Valeria Manzano, "Sex, Gender, and the Making of the 'Enemy Within' in Cold War Argentina," *Journal of Latin American Studies*; p. 1-29
- Jennifer Adair, "The Mothers of the Plaza de Mayo: From Dictatorship to Democracy," *Routledge History of Human Rights*; p. 375-391
- **Primary source analysis paper due Thursday, October 10**

October 13, Week 7: Guatemala (1960-1996) – Women as Gendered and Racialized Subjects

- Rigoberta Menchú, *I, Rigoberta Menchú*
- Betsy Konefal, *For Every Indio Who Falls: A History of Maya Activism in Guatemala*, Introduction and Chapter 4; p. 1-10; p. 83-110
- Arturo Arias, "Letters from Guatemala: Indigenous Women on Civil War," p. 1874-1877

October 20, Week 8: El Salvador and Nicaragua (1970-1992) – Women at War and in Politics

- Jocelyn Viterna, *Women in War: The Micro-Processes of Mobilization in El Salvador*, Chapter 1 and Conclusion; p. 1-13; 203-220
- Gioconda Belli, *The Country Under My Skin: A Memoir of Love and War*
- *La Mujer en la Revolución Sandinista*, documentary (no subtitles available but the closed captioning in English is decent):
<https://www.youtube.com/watch?v=UdYyPZktQR8&t=1256s>

PART III – LABOR AND AFFINITY-BASED SOCIAL MOVEMENTS: In the final portion of the class, we will look to how certain social movements coalesced around issues of labor, identity, sexuality, and religion and how these affinities informed their claims pertaining to gender, politics, and public life.

October 27, Week 9:

- **Visit to the Latin American and Caribbean Collection at Smathers Library**

November 3, Week 10: Conservative and Religious Women – Wives and Mothers as Guardians of Tradition

- Margaret Power, "Who but a Woman? The Transnational Diffusion of Anti-Communism among Conservative Women in Brazil, Chile and the United States during the Cold War," *Journal of Latin American Studies*, p. 93-119
- Margaret Power, "Defending Dictatorship: Conservative Women in Pinochet's Chile and the 1988 Plebiscite," in *Radical Women in Latin America: left and right*, p. 299-324
- Karen Kampwith, "Women in the Armed Struggles in Nicaragua: Sandinistas and Contras Compared," in *Radical Women in Latin America: left and right*, p. 79-109
- **Research proposal for final paper due Thursday, November 6 (2-3 pages)**

November 10, Week 11: Domestic Workers – “Women’s Work” and Legacies of Colonial Violence

- Elizabeth Quay Hutchison, "Shifting Solidarities: The Politics of Household Workers in Cold War Chile," *The Hispanic American Historical Review*, p. 129-162
- Joaze Bernardino-Costa, "Destabilizing the National Hegemonic Narrative: The Decolonized Thought of Brazil's Domestic Workers' Unions," *Latin American Perspectives*, p. 33-45
- Adelinda Díaz Uriarte, “The Autobiography of a Fighter” in *Muchachas No More*, ed. Elsa M. Chaney and Mary Garcia Castro, p. 389-406

November 17, Week 12: Sex Workers – Labor, Deviance, and Resistance

- Mizilikazi Koné, “Transnational Sex Worker Organizing in Latin America: RedTraSex, Labour, and Human Rights,” *Social and Economic Studies*; p. 87-108
- *Global sex workers: rights, resistance, and redefinition*, edited by Kamala Kempadoo and Jo Doezema: Amalia Lucía Cabezas, “Discourses of Prostitution,” The Association of Autonomous Women Workers, Ecuador, "22nd June;" "A world of people: sex workers in Mexico;" p. 79-86, p. 172-177, 197-199
- Excerpts of *Daughter, Mother, Grandmother, and Whore: The Story of a Woman Who Decided to be a Puta*, by Gabriela Leite, translated by Meg Weeks
- *A Kiss for Gabriela*, a documentary by Laura Murray:
<https://www.youtube.com/watch?v=LqgwDysJjY0>

November 24: Thanksgiving, no class

December 1, Week 13: LGBTQ Activists – Rights, Assimilation, and (Non-)Normativity in Post-Cold War Democracies

- Cymene Howe, *Intimate Activism: The Struggle for Sexual Rights in Postrevolutionary Nicaragua*, Introduction; p. 1-22
- Stephen Brown, "'Con Discriminación y Represión No Hay Democracia': The Lesbian and Gay Movement in Argentina," in *The Politics of Sexuality in Latin America*, ed. Javier Corrales and Mario Pecheny, p. 86-101
- Moises Lino e Silva, *Minoritarian Liberalism: A Travesti Life in a Brazilian Favela*, Introduction; p. 1-24

Final paper due date: TBD

Course|New for request 21353

Info

Request: MMC 6XXX Digital Content Creation and Strategy in Sports

Description of request: MMC6XXX - Digital Content Creation and Strategy in Sports is essential to our Sports Media and Communications Graduate Certificate curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/28/2025 9:42:23 AM

Form version: 1

Responses

Recommended Prefix MMC

Course Level 6

Course Number XXX

Lab Code None

Course Title Digital Content Creation and Strategy in Sports

Transcript Title Digi Content & Strat in Sports

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students will learn the skills to design and implement effective digital content tailored for the sports industry. Through hands-on projects and strategic analysis, students will engage diverse audiences, enhance brand narratives, and leverage data-driven insights. Emphasizing ethical practices and inclusivity, the course prepares graduates to thrive in the dynamic landscape of sports media and communications.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Sports Media Graduate Certificate curriculum. Students learn how to create content and build a strategy around that content to engage audiences effectively and ethically. The information in this course supports the other core courses in the curriculum by creating a strong foundation on which the student can build their communication skills specific to sports media.

Syllabus Content Requirements All Items Included

MMC 6XXX - Digital Content Creation and Strategy in Sports

TERM

College of Journalism and Communications
University of Florida

Instructor: XXXXXXXX (TBD)

E-Mail: XXXXXXXX

Office Hours: XXXXXXXX

Office: XXXXXXXX

Phone: XXXXXXXX

Course Site: <https://ufl.instructure.com>

Course Text: NONE

Readings and Resources will be posted and available online.

Course Description

This course equips students with the skills to design and implement effective digital content tailored for the sports industry. Through hands-on projects and strategic analysis, students will learn to engage diverse audiences, enhance brand narratives, and leverage data-driven insights. Emphasizing ethical practices and inclusivity, the course prepares graduates to thrive in the dynamic landscape of sports media and communications.

Course Learning Objectives

In this course, students will learn to:

1. Demonstrate the ability to create and produce engaging digital content tailored for various sports platforms, utilizing multimedia tools and techniques to enhance audience engagement.
2. Develop and implement comprehensive digital content strategies that align with organizational goals, focusing on audience analysis, platform selection, and performance metrics.
3. Analyze and interpret data from digital campaigns to assess effectiveness, refine content strategies, and make informed decisions that optimize engagement and reach.
4. Craft compelling narratives that enhance brand identity in the sports industry, employing storytelling techniques that resonate with target audiences and foster community engagement.
5. Ethical and Inclusive Practices: Evaluate and apply ethical standards and inclusive practices in digital content creation, ensuring representation and accessibility across all platforms to reach diverse audiences effectively.

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the

American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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 letters with their instructors 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 professionally and respectfully 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/>.

Course Grades

The following tables outline the point-accruing components of the course and how final grades will be calculated.

Assignments

Assignments/Assessments	Points	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0 pts	0%
15 Current Events Discussions	10 pts each for a total of 150 pts	21%
12 Weekly Assignments	25 pts each for a total of 300 points	43%
4 Projects	50-100 pts each for a total of 250 pts	36%
TOTAL	700 pts	100%

Assignment Descriptions

CURRENT EVENTS DISCUSSIONS (10 POINTS EACH)

We will hold discussions surrounding various topics in the sports content industry, sports careers, or our guest speakers. You will be required to post your thoughts and respond to classmates as well. There will be a rubric for you to follow to ensure you participate and complete it properly.

WEEKLY ASSIGNMENTS (25 POINTS EACH)

You will have an assignment associated with each weekly topic and objectives. All assignments will be expected to be of high quality work and turned in via Canvas.

PROJECTS (50-100 POINTS EACH) (see below)

You will have four projects assigned during the semester associated with a combination of weekly topics and objectives. All projects are expected to be of high quality and turned in via Canvas.

Project 1: Digital Content Creation for Social Media (Week 3)

Objective: Create a multi-platform social media campaign for a fictional sports team or organization.

The campaign should be designed to engage fans, enhance brand identity, and drive interaction.

Deliverables:

- A content calendar outlining posts for at least one week, including a mix of images, videos, polls, and text-based posts.
- A sample post for Facebook, Instagram, and Twitter (or equivalent platforms) tailored to each platform's unique audience.
- A brief strategic analysis (1-2 pages) explaining your content choices, target audience, and expected outcomes.

Project 2: Digital Storytelling for Athlete Branding (Week 7)

Objective: Create a digital storytelling piece (video, interactive webpage, or podcast) focusing on the personal journey of an athlete. This project will allow you to develop a narrative that connects with audiences on an emotional level.

Deliverables:

- A 2-3 minute video or a well-designed interactive webpage.

- A written narrative or script for the story.
- A brief analysis (1-2 pages) explaining how the storytelling elements you used support the athlete's brand identity and audience engagement.

Project 3: Data-Driven Content Strategy (Week 11)

Objective: Analyze a sports organization's digital presence and create a data-driven content strategy. You will use available analytics tools (Google Analytics, social media insights) to evaluate engagement metrics and propose improvements.

Deliverables:

- A report (3-4 pages) analyzing current performance across platforms.
- A proposed content strategy to improve engagement, including recommended changes to content type, platform focus, and audience targeting.
- A set of KPIs (Key Performance Indicators) to measure the success of the new strategy.

Project 4: Digital Content Campaign (Week 14) - FINAL PROJECT

Objective: Design a digital content campaign that upholds ethical standards in sports media. The campaign should reflect a comprehensive plan that includes.

Deliverables:

- A content plan outlining themes, imagery, and language choices.
- A set of 5-7 posts across multiple platforms (e.g., social media, blogs, or videos) designed with diversity in mind.
- A brief analysis (1-2 pages) discussing how your campaign addresses ethical standards as well as focus on a wide range of platforms for a diverse audience.

Grading (grades are rounded up or down to the nearest whole number for grading purposes)

935-1000 points	A	895-934 points	A-		
865-894 points	B+	825-864 points	B	795-824 points	B-
765-794 points	C+	725-764 points	C	695-724 points	C-
665-694 points	D+	625-664 points	D	595-624 points	D-
0-594 points	F				

Course Schedule

Week 1	Introduction to Digital Content in Sports Objectives <ul style="list-style-type: none"> • Understand the evolution of digital media in the sports industry. • Identify the differences between traditional and digital sports media. Weekly Assignment <ul style="list-style-type: none"> • Understand the evolution of digital media in the sports industry.
Week 2	Analyzing Audience Demographics Objectives <ul style="list-style-type: none"> • Learn the importance of audience analysis in content creation. • Understand demographic segmentation and targeting for sports content. Weekly Assignment <ul style="list-style-type: none"> • Platform Comparison
Week 3	Social Media Content Creation Objectives <ul style="list-style-type: none"> • Develop a social media strategy for sports organizations. • Learn how to design posts for different platforms and maximize engagement. Weekly Assignment <ul style="list-style-type: none"> • Social Media Engagement Analysis

	Project <ul style="list-style-type: none"> Digital Content Creation for Social Media
Week 4	Visual Storytelling in Sports Objectives <ul style="list-style-type: none"> Understand the role of visuals (images, video, graphics) in engaging sports audiences. Learn the principles of visual storytelling. Weekly Assignment <ul style="list-style-type: none"> Visual Content Creation
Week 5	The Role of Data in Digital Content Strategy Objectives <ul style="list-style-type: none"> Learn how data analytics can guide content creation and strategy. Understand key metrics to assess content performance. Weekly Assignment <ul style="list-style-type: none"> Content Performance Review
Week 6	Ethics in Sports Media Objectives <ul style="list-style-type: none"> Examine ethical standards in digital content creation for sports. Understand the importance of integrity and fairness in sports media. Weekly Assignment <ul style="list-style-type: none"> Ethical Content Creation
Week 7	Digital Storytelling for Athlete Branding Objectives <ul style="list-style-type: none"> Develop digital storytelling techniques to enhance athlete branding. Explore how narrative can foster deeper fan engagement. Project <ul style="list-style-type: none"> Digital Storytelling for Athlete Branding
Week 8	Diverse Sports Content Objectives <ul style="list-style-type: none"> Explore how digital content can reflect diversity. Learn how to design accessible and diverse content for sports audiences. Weekly Assignment <ul style="list-style-type: none"> Interactive Content Design
Week 9	Building Brand Identity Through Digital Content Objectives <ul style="list-style-type: none"> Explore the intersection of digital content and brand identity in sports. Learn how content can shape and reinforce a sports team's identity. Weekly Assignment <ul style="list-style-type: none"> Mobile Content Strategy
Week 10	Crisis Communication in Sports Media Objectives <ul style="list-style-type: none"> Understand how digital content can be used during a crisis. Learn best practices for managing crises in sports media. Weekly Assignment <ul style="list-style-type: none"> Crisis Communication Plan
Week 11	Data-Driven Content Strategy Objectives <ul style="list-style-type: none"> Learn how to analyze digital content performance and optimize strategies based on data insights. Weekly Assignment <ul style="list-style-type: none"> Understand the evolution of digital media in the sports industry.
Week 12	Ethical Implications of Data Use in Sports Content Objectives

	<ul style="list-style-type: none"> • Explore the mobile-first strategy in sports content creation. • Learn best practices for optimizing content for mobile devices. Project <ul style="list-style-type: none"> • Storytelling Through Digital Media
Week 13	Mobile Optimization in Sports Digital Content Objectives <ul style="list-style-type: none"> • Understand the evolution of digital media in the sports industry. • Identify the differences between traditional and digital sports media. Weekly Assignment <ul style="list-style-type: none"> • Digital Content Strategy for a Sports Event
Week 14	Future Trends in Sports Digital Media Objectives <ul style="list-style-type: none"> • Explore emerging trends in sports digital media, such as VR, AI, and NFTs. • Learn how to innovate and adapt to new technologies. Project <ul style="list-style-type: none"> • Digital Content Campaign
Week 15	Final Project Presentations Are Due

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk. Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies Video

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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF's Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don't hesitate to contact me directly.

Commitment to Diversity

The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.

Academic and Student Resources

Academic Resources

E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.

[Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

[Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)

[Ask a Librarian](#) – chat with librarians online.

CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.

[Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-2942273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [UniversityBursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course|New for request 21163

Info

Request: MMC 6XXX Global Sports Media and Communication

Description of request: MMC6XXX - Global Sports Media and Communication is essential to our Sports Media and Communications Graduate Certificate curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/14/2025 1:03:37 PM

Form version: 1

Responses

Recommended Prefix MMC

Course Level 6

Course Number XXX

Lab Code None

Course Title Global Sports Media and Communication

Transcript Title Global Sports Media and Comm

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students will examine the evolution of sports media, its impact on society, and the cultural, ethical, and strategic considerations in a globalized sports world using comprehensive analysis with both U.S. and global perspectives. Through case studies, projects, and discussions, students will develop a foundational understanding of how sports media operates, the role of culture in shaping communication, and how international events and trends influence sports and media.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Sports Media Graduate Certificate curriculum. Students begin to learn about how sports media and its impact on culture and society has evolved over time both in the U.S. and globally. The information in this course supports the other core courses in the curriculum by creating a strong foundation on which the student can build their communication skills specific to sports media.

Syllabus Content Requirements All Items Included

MMC 6936 - Global Sports Media and Communication

TERM

College of Journalism and Communications
University of Florida

Instructor: XXXXXXXX (TBD)

E-Mail: XXXXXXXX

Office Hours: XXXXXXXX

Office: XXXXXXXX

Phone: XXXXXXXX

Course Site: <https://ufl.instructure.com>

Course Text: NONE

Readings and Resources will be posted and available online.

Course Description

This course offers a comprehensive exploration of the sports media landscape, focusing on both U.S. and global perspectives. Students will examine the evolution of sports media, its impact on society, and the cultural, ethical, and strategic considerations in a globalized sports world. Through case studies, projects, and discussions, students will develop a foundational understanding of how sports media operates, the role of culture in shaping communication, and how international events and trends influence both sports and media.

Course Learning Objectives

In this course, students will learn to:

1. Analyze the historical evolution of sports media in the U.S. and globally, identifying key players, platforms, and emerging trends shaping the landscape.
2. Examine how cultural differences influence sports communication strategies and develop approaches for effective cross-cultural engagement in the global sports industry.
3. Evaluate the impact of media on sports development, societal narratives, and the shaping of public opinion and cultural values.
4. Explore the role of international sporting events, media rights, and global sports marketing in shaping global sports narratives and audience engagement.
5. Discuss ethical considerations in sports media, focusing on representation, inclusivity, and cross-cultural sensitivity in both domestic and international contexts.
6. Identify current trends and challenges in sports communication, focusing on the rise of social media, the internationalization of sports leagues, and the role of digital platforms in engaging global audiences and promoting sports brands.

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the

American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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 letters with their instructors 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 professionally and respectfully 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/>.

Course Grades

The following tables outline the point-accruing components of the course and how final grades will be calculated.

Assignments

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
15 Group Discussions	15%
4 Quizzes	15%
11 Assignments	20%
3 Projects	30%
Final Project: Future of Sports Media	20%
TOTAL	100%

Assignment Descriptions

GLOBAL SPORTS MEDIA DISCUSSIONS

We will hold weekly discussions focused on current trends, issues, and developments in global sports media. These discussions will be guided by course content but will also incorporate timely news and events in the sports world. Students are expected to contribute thoughtful responses to the weekly prompts and engage with their peers by offering insights, asking questions, or providing relevant examples.

QUIZZES

There will be four quizzes throughout the semester to help reinforce your learning. They are designed to assess your understanding of key concepts and materials covered in the lectures, readings and discussions. These quizzes will consist of multiple-choice, true/false, and short-answer questions. Each quiz will be available online for a specified window, and you will have a set time to complete it.

WEEKLY ASSIGNMENTS

You will have an assignment associated with each weekly topic and objectives.

PROJECTS

Project 1: Sports Media and Cultural Identity (Week 4)

Objective: Analyze how sports media influences and reflects cultural identity, with a focus on either a U.S.-based sports league or a global sports event. The project should explore how media representation shapes perceptions of identity, diversity, and inclusion within sports.

Deliverables:

- **Analysis Report (4-6 pages):** A comprehensive report evaluating the role of sports media in shaping cultural narratives, focusing on a specific sports entity, league, or event. Discuss the influence of media coverage on cultural identity, societal perceptions, and inclusivity.
- **Case Study Presentation (5-7 minutes):** Record yourself presenting a focused case study on a specific instance of cultural representation (e.g., racial or gender diversity, international athletes) in sports media. Analyze how it was handled in the media and the outcomes.

Project 2: Ethical Challenges in Sports Media Project (Week 8)

Objective: Examine ethical dilemmas in sports media, particularly related to issues of representation, bias, and sensationalism. This project requires you to critically analyze a real-world case of ethical concern within sports media and propose solutions to address it.

Deliverables:

- Ethical Analysis Report (4-6 pages): A detailed analysis of a specific ethical issue in sports media—current or past (e.g., sensationalism in coverage of an athlete's personal life, biased reporting of a sports event, or racial/gender representation). Provide context, discuss the ethical implications, and recommend ways to address the issue responsibly.
- Solution Proposal (2 pages): A proposal for how sports media organizations can improve their ethical standards, with a focus on promoting diversity, accuracy, and responsibility in reporting.
- Reflection (1-2 pages): A brief reflection on the ethical challenges in sports media and how your proposed solution aligns with broader ethical standards in journalism and global media.

Project 3: Proposal for a Sports Diplomacy Initiative (Week 11)

Objective: Design your own sports diplomacy initiative that uses global sports events, media platforms, or athlete engagement to foster international relations. This could be an initiative by an existing sports organization, an international governing body (e.g., the United Nations or the IOC), or a new project concept.

Deliverables:

- Overview of the diplomatic goals of the initiative (e.g., peace-building, economic cooperation, conflict resolution)
- Detailed plan for how the initiative will use sports media, events, or athletes to achieve those goals
- Strategies for engaging different stakeholders (governments, media outlets, athletes, fans)

FINAL PROJECT: Future of Sports Media

Objective: Design a forward-thinking strategy for a sports media platform, incorporating emerging technologies, trends, and global expansion. This project will require you to envision the future of sports media by integrating concepts like augmented reality (AR), virtual reality (VR), AI, or fan-generated content to create a unique and engaging sports media experience.

Deliverables:

- Strategic Vision Document (3-5 pages): A comprehensive proposal that outlines the future sports media platform or initiative, explaining the use of emerging technologies, the target audience, and how it will foster global engagement.
- Ethical and Cultural Considerations Report (2-3 pages): A brief reflection on how your project addresses (or would address) ethical issues in sports media (e.g., inclusivity, data privacy, representation), especially in a global context.

Grading (grades are rounded up or down to the nearest whole number for grading purposes)

935-1000 points	A	895-934 points	A-		
865-894 points	B+	825-864 points	B	795-824 points	B-
765-794 points	C+	725-764 points	C	695-724 points	C-
665-694 points	D+	625-664 points	D	595-624 points	D-
0-594 points	F				

Course Schedule

Week 1	Introduction to Sports Media in a Globalized World Objectives: <ul style="list-style-type: none">• Define sports media and its scope.
---------------	---

	<ul style="list-style-type: none"> ● Introduce the historical evolution of sports media in the U.S. ● Identify key players and platforms in the sports media landscape. Assignment: <ul style="list-style-type: none"> ● Discussion ● Your role in Global Sports Media Paper
Week 2	Historical Evolution of Global Sports Media Objectives: <ul style="list-style-type: none"> ● Examine the historical development of sports media, with a focus on key players, platforms, and technologies that shaped its global expansion. ● Investigate the origins of sports broadcasting (e.g., radio, television) and its transition to digital platforms. Assignment: <ul style="list-style-type: none"> ● Discussion ● Evolution of Sports Broadcasting Timeline
Week 3	U.S. Sports Media Ecosystem and Revenue Models Objectives: <ul style="list-style-type: none"> ● Analyze the role of broadcasting, digital media, sponsorships, and ticket sales in generating revenue for U.S. sports media. ● Assess the impact of cable TV, streaming services, and new digital platforms on U.S. sports media consumption. Assignments: <ul style="list-style-type: none"> ● Discussion ● U.S. Sports League/Team Revenue Analysis ● Quiz #1
Week 4	Sports Media and Cultural Identity Objectives: <ul style="list-style-type: none"> ● Explore the intersection of sports media and cultural identity. ● Evaluate how sports media influences social cohesion in the U.S. and globally. Assignments: <ul style="list-style-type: none"> ● Discussion ● Project 1
Week 5	The Globalization of U.S. Sports Leagues Objectives: <ul style="list-style-type: none"> ● Analyze the globalization of major American sports leagues (e.g., NFL, NBA, WNBA, NWSL, etc.) and how their media strategies are designed for global audiences. ● Define the role of cross-cultural communication in the global sports communication industry. Assignment: <ul style="list-style-type: none"> ● Discussion ● U.S. League Global Expansion Plan Analysis
Week 6	The Role of Communication in Global Sports Events Objectives: <ul style="list-style-type: none"> ● Examine how sports media coverage communicates global narratives during major sports events (e.g., the Olympics, FIFA World Cup). ● Explore the role of journalism, commentary, and social media in shaping global perceptions. Assignment: <ul style="list-style-type: none"> ● Discussion

	<ul style="list-style-type: none"> ● FIFA World Cup or Olympics Communication Analysis ● Quiz #2
Week 7	<p>Ethical Challenges in Sports Media (Part 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Understand the ethical dilemmas that arise in sports journalism, particularly around issues of representation, bias, and sensationalism. ● Understand the responsibility of sports media in shaping public perceptions of athletes, teams, and leagues, particularly in regard to race, gender, and social issues. ● Discuss how sports entities handle controversial issues (e.g., concussions, race, and gender equality). <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Ethical Concern Paper
Week 8	<p>Ethical Challenges in Sports Media (Part 2)</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Discuss ethical issues surrounding the commercialization of sports media, including the impact of sponsorship, advertising, and media rights. ● Identify ethical challenges in data privacy, digital surveillance, and the increasing role of analytics in sports media. ● Address ethical concerns in the globalization of sports media, including the implications of broadcasting rights deals, fan engagement strategies, and the impact of cultural differences. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Project 2
Week 9	<p>Digital Platforms and Their Impact on Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Understand the impact of digital platforms (e.g., streaming services, social media, apps) on the sports media industry. ● Discuss the rise of direct-to-consumer sports media services (e.g., DAZN, ESPN+) and sports documentaries (The Last Dance, F1: Drive to Survive, etc.). <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Fan Consumption Survey ● Quiz #3
Week 10	<p>Media Ownership and Globalization</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Assess media ownership in sports, focusing on multinational corporations and foreign investments. ● Examine the dynamics of media rights deals, and how U.S. sports leagues are expanding internationally. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Case Study: Discovery
Week 11	<p>Political Influence on Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Investigate the political influences that shape sports media in the U.S. and abroad.

	<ul style="list-style-type: none"> ● Focus on how governments, regulatory bodies, and political figures impact sports coverage and media deals. ● Analyze the role of politics in shaping global sports media (including media rights regulation, government involvement in sports broadcasting, and censorship). <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Project 3
Week 12	<p>Global Sports Marketing and Sponsorships</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Explore the role of sports media in global marketing and sponsorship strategies. ● Understand how brands leverage sports media to reach global audiences. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Marketing in Sports Video or Photo Essay ● Quiz #4
Week 13	<p>Fan Engagement and Global Sports Communities</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Investigate how global sports organizations engage with international fan bases, including the use of digital media to create fan communities and personalize the sports experience. ● Discuss the role of global fan culture, online fan interactions, and how media companies use fan data to target specific audiences. ● Analyze the economic implications of fan engagement, including ticket sales, merchandise, and digital content. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Engaging Sports Fans Social Media Post Mock-Ups
Week 14	<p>Challenges and Trends in Global Sports Communication</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Identify current trends and challenges in global sports communication, including the rise of new media platforms and audience fragmentation. ● Discuss how the internationalization of sports leagues in the U.S. and abroad impacts communication strategies. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Trends Essay
Week 15	<p>The Future of Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Identify emerging trends in sports media, such as augmented reality, virtual reality, and AI. ● Discuss the role of fan-generated content and interactive media in the future of sports coverage. <p>Assignment:</p> <ul style="list-style-type: none"> ● Discussion ● Final Project

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk. Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies Video

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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF's Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don't hesitate to contact me directly.

Commitment to Diversity

The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.

Academic and Student Resources

Academic Resources

E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.

[Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

[Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)

[Ask a Librarian](#) – chat with librarians online.

CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.

[Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-2942273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [UniversityBursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course|New for request 21354

Info

Request: MMC 6XXX Sports Media Analytics

Description of request: MMC6XXX - Sports Media Analytics is essential to our Sports Media and Communications Graduate Certificate curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/28/2025 9:48:44 AM

Form version: 1

Responses

Recommended Prefix MMC

Course Level 6

Course Number XXX

Lab Code None

Course Title Sports Media Analytics

Transcript Title Sports Media Analytics

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students learn the skills to analyze and interpret data within the sports media landscape. Emphasizing the use of advanced analytics and visualization techniques, students will transform complex data into actionable insights that enhance content strategy and audience engagement. By integrating theory with practical applications, the course prepares graduates to leverage data effectively in decision-making processes for sports media organizations.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Sports Media Graduate Certificate curriculum. Students begin to use quantitative and qualitative data to provide actionable insights to promote engaging content in sports media. The information in this course supports the other core courses in the curriculum by creating a strong foundation on which the student can build their communication skills specific to sports media.

Syllabus Content Requirements All Items Included

MMC 6XXX - Sports Media Analytics

TERM

College of Journalism and Communications
University of Florida

Instructor: XXXXXXXX (TBD)

E-Mail: XXXXXXXX

Office Hours: XXXXXXXX

Office: XXXXXXXX

Phone: XXXXXXXX

Course Site: <https://ufl.instructure.com>

Course Text: NONE

Readings and Resources will be posted and available online.

Overview and Objectives

This course equips students with the skills to analyze and interpret data within the sports media landscape. Emphasizing the use of advanced analytics and visualization techniques, students will learn to transform complex data into actionable insights that enhance content strategy and audience engagement. By integrating theory with practical applications, the course prepares graduates to leverage data effectively in decision-making processes for sports media organizations.

Course Learning Objectives

In this course, students will learn to:

1. Demonstrate the ability to analyze and interpret quantitative and qualitative data relevant to sports media, utilizing statistical tools and software to derive meaningful insights.
2. Develop effective data visualization skills to create compelling graphical representations of sports media data, enabling clear communication of insights to diverse stakeholders.
3. Identify and evaluate key performance indicators (KPIs) for sports media content, assessing their impact on audience engagement and business outcomes.
4. Apply predictive analytics techniques to forecast trends and behaviors in sports media consumption, informing strategic decisions and content development.
5. Assess the ethical considerations related to data collection, analysis, and visualization in sports media, promoting responsible practices that respect user privacy and ensure data integrity.

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the

American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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

Course Grades

The following tables outline the point-accruing components of the course and how final grades will be calculated.

Assignments

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none"> • Student Introduction • Course Evaluation 	0%
12 Discussions	15%
13 Weekly Assignments	30%
4 Final Project Assignments	30%
1 Final Project	25%
TOTAL	100%

Assignment Descriptions

CURRENT EVENTS DISCUSSIONS

In this course, we will hold regular discussions on various topics related to sports data, analytics techniques, and their applications in the sports media industry. These discussions are designed to help you think analytically about how data shapes decisions in sports content creation, fan engagement, and organizational strategy. So, you are expected to engage critically with concepts and methods covered in the class, apply them to real-world scenarios, and reflect on the evolving role of data in sports media.

WEEKLY ASSIGNMENTS

You will have an assignment associated with each weekly topic and objectives. No assignments are due the week of the midterm or the final week.

FINAL PROJECT ASSIGNMENTS

Final Project Pitch (Week 4): A one-to-two-page pitch outlining your final project idea, including the sports media data you plan to analyze, your overall approach, the rationale justifying your choice, and the key insights you hope to uncover.

Final Project Data Collection Method (Week 9): A one-to-two-page outline of your data collection method for the final project, including the types of data you plan to collect, the sources of the data, and tools you plan on using.

Final Project Data Analysis (Week 11): A draft of your final project that includes the data analysis and initial visualizations. Share your findings and explain how the data is helping to answer your research questions.

Final Project Data Analysis, Visualization, and Interpretation (Week 12): An updated draft of your final project, including your revised data analysis, visualizations, and the interpretation of your findings.

FINAL PROJECT

The final project gives you the chance to demonstrate your ability to collect, clean, analyze, and visualize sports data, while interpreting your findings to make data-driven recommendations for sports media organizations.

Grading (grades are rounded up or down to the nearest whole number for grading purposes)

935-1000 points	A	895-934 points	A-		
865-894 points	B+	825-864 points	B	795-824 points	B-
765-794 points	C+	725-764 points	C	695-724 points	C-
665-694 points	D+	625-664 points	D	595-624 points	D-
0-594 points	F				

Course Schedule

Week 1	<p>Introduction to Sports Media Analytics and Data</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the role and significance of data analytics within the sports media landscape. • Overview foundational data analysis tools. • Learn data cleaning techniques to prepare simple datasets for analysis. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • My Sports Data Experience Essay
Week 2	<p>Sports Data Collection and Sources (Part 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify the types of sports data (e.g., player stats, game statistics, audience engagement metrics, social media data) and how they are used in sports media. • Evaluate key data sources for sports media, including publicly available data and proprietary data. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Data availability paper
Week 3	<p>Sports Data Collection and Sources (Part 2)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn basic data collection methods and techniques, including using APIs and accessing data from sports media websites and databases. • Import and organize sports media data for analysis, ensuring data quality and consistency. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Collect Public Data & Cleaning Assignment
Week 4	<p>Exploratory Data Analysis in Sports Media (Part 1)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand and calculate key descriptive statistics (mean, median, mode, standard deviation, range, percentiles) to summarize and interpret sports media data (e.g., audience engagement, viewership, or social media metrics). • Create pivot tables and summary statistics to uncover patterns in sports media datasets. • Apply exploratory data analysis techniques to uncover patterns and trends in sports media data. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Pivot tables and summary statistics with NBA data
Week 5	<p>Exploratory Data Analysis in Sports Media (Part 2)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Use data visualization to explore and summarize data (histograms, pie charts, etc.). • Identify and address data anomalies, outliers, and inconsistencies in sports media datasets. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • UF & Title IX • Final project pitch
Week 6	<p>Data Visualization Principles for Sports Media</p> <p>Objectives:</p>

	<ul style="list-style-type: none"> • Understand the principles of effective data visualization, including choosing the right chart types for different data. • Learn to design clean, user-friendly visualizations that can inform informative and visually engaging content creation. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Visualization Critique and Improvement
Week 7	<p>Correlations and Linear Regressions</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the principles of effective data visualization, including choosing the right chart types for different data. • Learn the basics of linear regression as a predictive tool (e.g., predict viewership based on historical engagement, or forecast audience growth based on team performance). • Analyze the results of correlation and regression models to inform decision-making <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Media engagement & Team Success Assignment
Week 8	<p>Midterm Exam</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Evaluate your knowledge of data collection sources and methods • Assess your ability to explain and apply basic statistical concepts to sports media data <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Midterm exam
Week 9	<p>Predictive Analytics in Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn to forecast future outcomes using historical data. • Apply techniques to predict trends in sports media, such as audience growth, viewership, or engagement. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Final project: Data collection method • Modeling of FIFA World Cup Sports Viewership
Week 10	<p>Advanced Data Visualization Techniques for Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn advanced visualization techniques such as heatmaps to represent more complex sports media data. • Explore interactive visualizations and dashboards using tools like Tableau or Power BI to create dynamic charts. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Discussion • Interactive Data Example
Week 11	<p>Introduction to Qualitative Data Analysis in Sports Media</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the importance and applications of qualitative data in sports media. • Understand the challenges of working with unstructured data (e.g., social media posts, video data, news articles) and learn how to structure this data for analysis. • Explore the use of word clouds as a method for visualizing qualitative data. <p>Weekly Assignment:</p> <ul style="list-style-type: none"> • Final project: Data Analysis

	<ul style="list-style-type: none"> ● Multimedia Story with quantitative and qualitative data
Week 12	Ethical Considerations and Data Privacy Objectives: <ul style="list-style-type: none"> ● Understand the ethical considerations related to sports media analytics, including data privacy, transparency, and fairness in analysis. ● Learn best practices for responsible data analysis and visualization. Weekly Assignment: <ul style="list-style-type: none"> ● Final project: Data Analysis, Visualization and Interpretation ● Ethical Dilemma Essay
Week 13	Evaluating Sports Media KPIs and Metrics Objectives: <ul style="list-style-type: none"> ● Understand key performance indicators (KPIs) for sports media, including viewership, engagement rates, social media shares, etc. ● Create a report on KPIs, summarizing how data-driven decisions can improve content performance, engagement, and profitability. Weekly Assignment: <ul style="list-style-type: none"> ● Discussion ● Effective KPIs in Sports Media
Week 14	Data-Driven Decision-Making in Sports Media Objectives: <ul style="list-style-type: none"> ● Learn how to use data-driven insights to inform content strategy decisions. ● Understand the process of integrating data analytics into the workflow of sports media organizations, ensuring that data becomes a key part of strategic decision-making. Weekly Assignment: <ul style="list-style-type: none"> ● Discussion ● Performance Review Using KPIs
Week 15	Final project Objectives: <ul style="list-style-type: none"> ● Use data analysis techniques on data you collected ● Present actionable insights and recommendations based on data analysis Weekly Assignment: <ul style="list-style-type: none"> ● Final project

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk. Phone: 352-392-HELP (4357)
Email: helpdesk@ufl.edu

Communication Policies

Student Expectations Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies Video

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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF's Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don't hesitate to contact me directly.

Commitment to Diversity

The College of Journalism and Communications embraces diversity as a shared responsibility among faculty, staff, and students and strives for tangible expressions of this responsibility. We are committed to fostering a safe, welcoming, and inclusive environment for individuals of all races, genders, nationalities, religions, sexual orientations, identities, and abilities to express their culture and perspectives through the art and science of journalism and communication.

Academic and Student Resources

Academic Resources

E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.

[Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

[Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)

[Ask a Librarian](#) – chat with librarians online.

CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.

[Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-2942273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [UniversityBursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course|New for request 21486

Info

Request: MMC 6XXX Sports Media Innovation and Entrepreneurship

Description of request: MMC 6XXX - Sports Media Innovation and Entrepreneurship is essential to our Sports Media and Communications Graduate Certificate curriculum. We are seeking an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 4/7/2025 11:22:21 AM

Form version: 2

Responses

Recommended Prefix MMC

Course Level 6

Course Number XXX

Lab Code None

Course Title Sports Media Innovation and Entrepreneurship

Transcript Title Sports Media Innov & Entrepren

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Students learn the skills to launch and manage innovative ventures in the rapidly evolving sports media landscape. Students will explore emerging technologies, creative content strategies, and entrepreneurial principles to develop groundbreaking media solutions. By combining theoretical frameworks with practical projects, the course prepares graduates to launch and lead successful ventures that redefine the sports media experience.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is essential to our Sports Media Graduate Certificate curriculum. Students begin to use actionable business models and market research strategies to develop an entrepreneurial mindset regarding sports media and content. The information in this course supports the other core courses in the curriculum by creating a strong foundation on which the student can build their communication skills specific to sports media.

Syllabus Content Requirements All Items Included

MMC 6XXX - Sports Media Innovation and Entrepreneurship

TERM

College of Journalism and Communications
University of Florida

Instructor: TBD

E-Mail: XXXXXXXX

Office Hours: XXXXXXXX

Office: XXXXXXXX

Phone: XXXXXXXX

Course Site: <https://ufl.instructure.com>

Course Text: NONE

Readings and Resources will be posted and available online.

Overview and Objectives

This course focuses on equipping students with the skills to launch and manage innovative ventures in the rapidly evolving sports media landscape. Students will explore emerging technologies, creative content strategies, and entrepreneurial principles to develop groundbreaking media solutions. By combining theoretical frameworks with practical projects, the course prepares graduates to launch and lead successful ventures that redefine the sports media experience.

Course Learning Objectives

In this course, students will learn to:

1. Develop and implement innovative media content strategies that leverage emerging technologies and trends to engage diverse audiences in the sports industry.
2. Cultivate an entrepreneurial mindset by identifying and evaluating business opportunities within the sports media landscape, and creating actionable business models to capitalize on them.
3. Analyze and apply various digital tools and platforms to enhance media production, distribution, and consumption in the sports sector, driving audience engagement and revenue generation.
4. Conduct comprehensive market research to identify consumer needs and preferences, enabling the development of targeted marketing strategies that effectively position sports media ventures.
5. Evaluate the ethical implications of media innovation in sports, promoting sustainable practices that ensure responsible content creation and audience engagement in a diverse society.

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the

American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.

Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

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 letters with their instructors 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 professionally and respectfully 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/>.

Course Grades

The following tables outline the point-accruing components of the course and how final grades will be calculated.

Assignments

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
15 Group Discussions	21%
10 Weekly Assignments	36%
4 Projects	29%
1 Reflection Paper	14%
TOTAL	100%

Assignment Descriptions

CURRENT EVENTS GROUP DISCUSSIONS (10 POINTS EACH)

We will hold discussions surrounding various topics in the sports content industry, sports careers, or our guest speakers. You will be required to post your thoughts and respond to classmates as well. There will be a rubric for you to follow to ensure you participate and complete it properly.

WEEKLY ASSIGNMENTS (25 POINTS EACH)

You will have an assignment associated with each weekly topic and objectives. All assignments will be expected to be of high quality work and turned in via Canvas.

PROJECTS (50-100 POINTS EACH)

You will have projects assigned four times during the semester associated with a combination of weekly topics and objectives. All projects will be expected to be of high quality work and turned in via Canvas.

REFLECTION PAPER (100 POINTS) - Reflect on the course content, what you've learned, and how you plan to apply these concepts in the future.

Grading (grades are rounded up or down to the nearest whole number for grading purposes)

935-1000 points	A	895-934 points	A-		
865-894 points	B+	825-864 points	B	795-824 points	B-
765-794 points	C+	725-764 points	C	695-724 points	C-
665-694 points	D+	625-664 points	D	595-624 points	D-
0-594 points	F				

Course Schedule

Week 1	Introduction to Sports Media Landscape & Emerging Technologies Overview: Introduction to the current sports media landscape, emerging technologies (AI, VR, blockchain), and their transformative potential in the industry. Weekly Assignment <ul style="list-style-type: none">• Research Paper
---------------	---

Week 2	Identifying Market Gaps in Sports Media Overview: Focus on market gaps within sports media, identifying underserved audiences and emerging business opportunities. Weekly Assignment <ul style="list-style-type: none"> Market Gap Analysis
Week 3	Developing a Sports Media Business Model Overview: Introduction to business model development, using frameworks like the Business Model Canvas to create a sustainable sports media venture. Weekly Assignment <ul style="list-style-type: none"> Business Model Canvas
Week 4	Content Strategy and Audience Engagement Overview: How to develop content strategies that leverage emerging technologies and engage diverse fan bases. Project <ul style="list-style-type: none"> Sports Media Content Strategy Development
Week 5	Analyzing Digital Platforms and Tools for Sports Media Overview: Analyzing various digital platforms (YouTube, Twitch, TikTok, etc.) and their effectiveness in sports media content distribution. Weekly Assignment <ul style="list-style-type: none"> Platform Comparison Report
Week 6	Creating a Sports Media App Prototype Overview: Introduction to app prototyping and user experience design in sports media apps (e.g., live streaming, fan communities). Weekly Assignment <ul style="list-style-type: none"> Wireframe Design for a Sports Media App
Week 7	Conducting Market Research in Sports Media Overview: Developing skills in conducting market research to understand consumer preferences and behavior in sports media. Weekly Assignment <ul style="list-style-type: none"> Consumer Survey Analysis
Week 8	Developing a Digital Marketing Strategy for a Sports Media Venture Overview: Introduction to digital marketing techniques to grow and engage a sports media brand using SEO, social media, and paid ads. Project <ul style="list-style-type: none"> Digital Platform & Audience Analysis
Week 9	Exploring the Ethical Implications of Media Innovation Overview: Exploring the ethical challenges of new technologies and data privacy in sports media. Weekly Assignment <ul style="list-style-type: none"> Ethical Case Study Analysis
Week 10	Revenue Models and Monetization Strategies in Sports Media Overview: Exploring the various revenue models used in sports media and the pros and cons of each. Weekly Assignment

	<ul style="list-style-type: none"> Revenue Model Proposal
Week 11	Augmented and Virtual Reality in Sports Media Overview: Explore how AR and VR are revolutionizing fan experiences and content creation in sports media. Weekly Assignment <ul style="list-style-type: none"> AR/VR Fan Experience Proposal
Week 12	Sustainability and Ethics in Sports Media Overview: Ethical and sustainability challenges in the sports media landscape, including environmental and social justice considerations Project <ul style="list-style-type: none"> Ethics and Sustainability in Sports Media Innovation
Week 13	Sports Media Venture Pitch Overview: Students will integrate their learnings from the course to create and pitch their own sports media venture. Project <ul style="list-style-type: none"> Sports Media Venture Pitch (due in 2 weeks)
Week 14	Course Review and Future Trends in Sports Media Overview: Reviewing course content and discussing future trends in sports media. Weekly Assignment <ul style="list-style-type: none"> Final Reflection Paper
Week 15	Final Project Presentations Due

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.
- [Adobe Reader](#)
- [Zoom](#)

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk. Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Student Expectations Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies Video

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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF's Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don't hesitate to contact me directly.

Academic and Student Resources

Academic Resources

E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.

[Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.

[Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources. [UF Library Services for Distance Students](#)

[Ask a Librarian](#) – chat with librarians online.

CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.

[Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-2942273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).

GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [UniversityBursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course|New for request 21355

Info

Request: MMC 6XXX The Art of Podcasting

Description of request: MMC6XXX The Art of Podcasting has been offered as an elective for a few years under the MMC6936 Special Topics heading. As this is no longer a short-term offering and we believe we will continue to offer the course a regularly scheduled class, we would like to request an official course number at this time.

Submitter: Tiffany Robbert trobbert@ufl.edu

Created: 2/28/2025 9:53:11 AM

Form version: 1

Responses

Recommended Prefix MMC

Course Level 6

Course Number XXX

Lab Code None

Course Title The Art of Podcasting

Transcript Title The Art of Podcasting

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description students will learn to build a podcast for a brand, advertising, or a strategic communication challenge. The students will learn to find subjects, create strong themes, generate ideas, develop and conduct interviews, and utilize their skills and style as a host. This course reinforces the importance of authentic communication.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This graduate-level class has been offered as an elective for a few years under the MMC6936 Special Topics heading as podcasting was emerging as a legitimate communication field. As podcasting has become a major media channel and the class continues to be relevant to students in the mass communication field, we would like to officially request a course number as this course is no longer a short-term offering.

Syllabus Content Requirements All Items Included



MMC6XXX The Art of Podcasting

Academic Term: Spring 2025
3 Credit Hours

Instructor

Name: Dr Heidi Kirby

Email Address: heidi.kirby@ufl.edu

Office Phone Number: Contact me via email to set up a Zoom call

Virtual Office Hours: Friday 9:30-10:30 a.m ET

Course Description and Prerequisites

Course Description: In this course, the students will learn to build a podcast for a brand, advertising, or a strategic communication challenge. The students will learn to find subjects, create strong themes, generate ideas, develop and conduct interviews, and utilize their skills and style as a host. This course reinforces the importance of authentic communication.

Course Prerequisites – N/A

Course Expectations

This course is fully online; you must log in to Canvas with your Gatorlink username and password to access the materials and assignments. The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00 AM ET and ends on Sunday at 11:59 PM ET.

Time Commitment & Student Workload Expectations

Expect to spend 10 to 20 hours per week per course watching or attending lectures, reading, working on assignments and projects, and engaging in discussions.

Expectations for Writing Assignments: Writing Style

To meet the academic rigor and standards of a graduate program, all students must use the Publication Manual of the American Psychological Association (APA) 7th Edition style in their courses when appropriate for the assignment. The APA 7th Edition Manual has a plethora of guidelines that include scholarly writing, publishing principles, elements and format for your papers, writing style and grammar, bias-free language guidelines, mechanics of style, in-text citing references, etc. For additional information on notable changes, see changes between APA 6th Edition and APA 7th Edition.

Attendance Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies](#) for information on absences, religious holidays, illness, and the twelve-day rule. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation.



Late Assignment Policy

Late assignments will not be accepted unless it is a [University excused absence](#), as stated in the attendance policies. ***Due to the university grading deadlines, no late work will be accepted for final projects or work due in the final week of class.*** Students should contact their instructors before submitting the assignment deadline if potential issues arise concerning submitting the final work.

1. Late Assignment Grade Reductions
 - a. 0-24 Hours Late: 10% reduction in grade.
 - b. Over 24 Hours (24 hours and 1 minute) to 7 Calendar Days Late: 20% reduction in grade.
 - c. After the 7th Calendar Day: Work will not be accepted.
2. Late Discussions will not be accepted.

Student Guidelines for Course Challenges

A student with questions regarding course content such as assignments, assessments, instructional materials, lectures, meetings, course objectives, course module objectives, or other areas of the course, please adhere to the following guidelines: First, *approach the faculty member who is teaching the course* to ask for clarifications regarding the course assignments, assessments, materials, lectures, meetings, etc. Use the instructor's contact information to request an appointment where you can address any concerns and/or questions. If, after meeting with *the faculty member teaching the course*, you are still unclear on the course assignments, assessments, materials, lectures, meetings, etc., then the next step would be to contact online advising (onlineadvising@jou.ufl.edu) for additional guidance.

Accessibility/Students with Disabilities Information

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). <https://disability.ufl.edu/students/get-started/> It is important for students to share their accommodation letters with their instructors 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 professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course-Level Objectives

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

1. Develop a brand and theme for a podcast (CO: 1)
2. Prepare interviews for a podcast series (CO: 2)
3. Explain the interview process (CO: 3)
4. Operate podcasting tools (CO: 4)
5. Transcript interview scripts (CO: 5)
6. Examine the skills and voice of a podcast host (CO: 6)

(CO = Course-Level Objective)



Textbooks and Materials

Required Course Textbook(s) Olmsted, J. (2019). *Tools for Podcasting*. American University.

Required Software: There is no required software to purchase for this course. However, students will need to access Zoom or another recording platform to record podcast episodes and will need to access and/or download free audio editing and transcript generating software. Free software suggestions will be provided in the modules.

Recommended Textbook(s)

This textbook is recommended in all CJC Online classes to support student expectations for writing style.

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.).

- ISBN-13: 978-1433832161
- ISBN-10: 143383216X

University and Course Grading Policies

University 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 the number of behaviors that violate this code and the possible sanctions. Click here to read the Conduct Code. If you have any questions or concerns, please consult with the instructor in this class.

Plagiarism

Plagiarism is unacceptable, especially in academic communities. All academic work must be an original work of your own thought, research, or self-expression. Plagiarism includes, but is not limited to, prohibited collaboration, consultation, and submission of academic work that has been purchased or obtained (see the [UF Policy: Student Conduct Violation](#)). In addition, self-plagiarism is also unacceptable. Self-plagiarism is defined as recycling or reusing one’s own specific words from previously submitted assignments or published texts. Remember that plagiarism is unacceptable in any of your work, including all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. It’s important to always cite your sources in your assignments.

Grading Criterion

Your grade will be calculated based on the following:

Assignments/Assessments	Weight (%)
Course Orientation: These assignments are required; however, they do not count toward the final grade. <ul style="list-style-type: none">• Student Introduction• Course Evaluation	0%
Personal Goals (this is an optional assignment)	0%



12 Weekly Podcast Listens/Discussions	40%
Podcast Project: Brainstorming	5%
Podcast Project: Audience Personas	10%
Podcast Project: 2 Podcast Episode Recordings	20%
Podcast Project: Branding Materials	10%
Podcast Project: Trailer	5%
Podcast Project: 2 Peer Review Assignments (Brainstorming and Recording #1)	10%
TOTAL	100%

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

The only passing grades for graduate students are A, A-, B+, B, B-, C+, and C. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level. However, the grade points associated with these letter grades are included in grade point average calculations. See the [Graduate Catalog](#) and [UF graduate school grading policy](#) for more information.

Student Privacy

Federal laws protect your privacy regarding grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Technology Requirements

Software Use

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

Software

- [Microsoft Office 365](#).
- [UF Apps](#) – access UF software applications from any device from any location at any time.



- [Adobe Reader](#)
- [Zoom](#)
- [Otter.ai](#) – for creating podcast transcripts
- [Audacity](#) – for editing podcast audio

Technical Support

If you have technical difficulties with your course, don't hesitate to contact the UF Computing Help Desk by filling out an online request form or calling 352-392-4357 (HELP).

If your technical difficulties cause you to miss a due date, you must report the problem to the Help Desk and then email your instructor. Include the ticket number you are given from the Help Desk in an email to the instructor to explain the late assignment/quiz/test.

IT Support

For all Technical assistance questions, please get in touch with the UF Computing Help Desk.

Phone: 352-392-HELP (4357)

Email: helpdesk@ufl.edu

Communication Policies

Announcements

You are responsible for reading all announcements posted in the course each time you log in.

Email

You are responsible for reading all your course emails and responding promptly (within 24 hours).

Instructor Communications

Email Policy

Except for weekends, holidays, and University breaks, the instructor will typically respond to emails within 48 hours. For course-related questions, please post on the Canvas FAQ discussion board. If you have questions of a personal nature, please email me directly.

Assignment Feedback Policy

I will provide feedback/grades on submitted assignments within two weeks of the due date. Some assignments may require a longer review period, which I will communicate to you if necessary.

Course Policies

Video 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 preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.



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

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

Privacy

If your course includes live synchronous meetings, the class sessions will all be recorded for students in the class to refer to and for enrolled students who cannot attend live. Students who participate with their camera engaged or utilized a profile image agree to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate agree 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. Please see UF’s Information Technology [policies](#) for additional information.

Challenging Topics

In this course, we may cover subjects that may be sensitive and/or challenging. As in all our courses, we do this not to indoctrinate but to instruct, to prepare you to be the most effective and successful media professional or scholar you can be. We encourage you to understand all concepts presented in class, but we know that what you personally believe is your choice. If you want to discuss anything regarding this, don’t hesitate to contact me directly.

Academic and Student Resources

Academic Resources

- E-learning Technical Support: Contact the UF Computing Help Desk at 352-392-4357 (HELP) or via e-mail at helpdesk@ufl.edu.
- [Career Connection Center](#): Career assistance and counseling. Reitz Union, Phone: 352-392-1601.



- [Library Support](#): Various ways to receive assistance concerning using the libraries or finding resources.
[UF Library Services for Distance Students](#)
[Ask a Librarian](#) – chat with librarians online.
CJC Librarian - April Hines, Phone: 352-273-2728, Email: aprhone@uflib.ufl.edu.
- [Writing Studio](#): Provides one-on-one consultations and workshops tailored to specific classes (graduate and undergraduate). 302 Tigert Hall, Phone: 352-846-1138.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, call 352-294-2273, or visit the 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 and 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 the [UF Police Department](#) website or call 352-392-1111 (or 9-1-1 for emergencies).
- GatorWell Health Promotion Services: For prevention services focused on optimal well-being, including wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Student Fees and Service Entitlement

Student Fees

There are fees mandated by the state and one local fee that ALL students must pay per credit hour. Visit the [University Bursar](#) for up-to-date fee rates.

- Capital Improvement Trust Fund Fee
- Technology Fee
- Student Financial Aid Fee [not applicable for certificate programs]

Student services and entitlements

The student services that the distance student is entitled to are comparable to those of the resident student and should include the following:

- Eligibility for financial aid and financial aid advising [not applicable for certificate programs]
- Student complaints and concerns
- Student counseling and advising
- Student organizations
- Technology assistance

Course Schedule

Week Number	Topic and Assignments
1	The History of Podcasting, Personal Goals
2	The Elements of a Podcast, Discussion Post 1
3	Podcast Branding, Discussion Post 2, Podcast Project: Brainstorming
4	The Host Voice, Discussion Post 3, Podcast Project: Peer Review #1
5	Interviews and Podcast Guests, Discussion Post 4, Audience Personas
6	Storytelling, Discussion Post 5
7	Recording Tools and Best Practices, Discussion Post 6
8	Editing Tools and Best Practices, Discussion Post 7, Podcast Project: Recording #1
9	Publishing, Platforms, and Transcripts, Discussion Post 8, Podcast Project: Peer Review #2
10	Spring Break
11	Marketing and Monetizing, Discussion Post 9
12	Ethics and Legal Issues, Discussion Post 10
13	Learn from an Organizational Podcast Creator, Discussion Post 11, Podcast Project: Branding Materials
14	Learn from a Video Podcaster, Create a Podcast Trailer, Discussion Post 12, Podcast Project: Recording #2
15	Learn from a Podcast Producer, Podcast Project: Podcast Project Trailer

The instructor reserves the right to adjust this syllabus as necessary.

Course|New for request 21685

Info

Request: PHC 7XXX Child and Family Treatment in Clinical Psychology

Description of request: Request to create new course 7XXX Child and Family Treatment in Clinical Psychology.

Submitter: April Oneal apriloneal3@ufl.edu

Created: 6/23/2025 8:47:24 AM

Form version: 1

Responses

Recommended Prefix CLP

Course Level 7

Course Number XXX

Lab Code None

Course Title Child and Family Treatment in Clinical Psychology

Transcript Title Child and Family Treatment

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description The purpose of this Public Health and Health Professions course in Clinical Psychology is to introduce you to evidence-based practice in the area of child and family therapy for a variety of childhood psychological disorders and family difficulties. This course will review concepts of assessment, case conceptualization, treatment planning, measurement of treatment outcomes, intersectionality, and ethics.

Prerequisites Completion of at least one 6000-level credit at University of Florida

Co-requisites N/A

Rationale for Placement in the Curriculum This course is integral to providing child/peds graduate students core foundational knowledge in evidence-based treatment techniques for child psychological disorders and how to consider fit of these treatments (or be able to appropriately choose treatments) for particular patients. This course is placed earlier in the training sequence so that students can take it as they are just starting to pick up therapy patients or have not yet seen much more advance patients (such that they can apply the knowledge as part of their early clinical training with patients).

Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7xxx Child and Family Treatment in Clinical Psychology (3 credit hours)

Fall 2024
 Delivery Format: In-person and Canvas

Instructor Name: Joy Gabrielli, Ph.D.
Office Number: HPNP 3130
Phone Number: (352) 273-8248
Email Address: jgabrielli@phhp.ufl.edu
Office Hours: Wednesdays 10am – 12 or by appointment
Preferred Course Communications: Email is preferred

PURPOSE AND OUTCOME

Course Overview

The purpose of this Public Health and Health Professions course in Clinical Psychology is to introduce you to evidence-based practice in the area of child and family therapy for a variety of childhood psychological disorders and family difficulties. This course will review concepts of assessment, case conceptualization, treatment planning, measurement of treatment outcomes, intersectionality, and ethics.

Relation to Program Outcomes

We will discuss the evidence-based practice in psychology movement. We will also review the conceptualization and evidence-base for a number of treatment approaches used with children and families for the most common childhood psychological disorders.

Course Objectives and/or Goals

Upon successful completion of this course, students will be able to identify and select empirically supported treatments for a variety of childhood psychological disorders that are congruent with presenting problems. Students will also be able to appraise individual, family, environmental, social, cultural, and situation factors that impact presenting concerns, case conceptualization, treatment planning, and treatment efficacy.

Students will be able to:

- 1.0 Apply knowledge of childhood psychological disorders to case conceptualization, treatment planning, and selection of empirically supported treatment approaches.
 - 1.1 Evaluate empirically supported treatments for a variety of childhood psychological disorders
 - 1.1.1 Discuss establishment of empirically supported treatments
 - 1.1.2 Compare and contrast empirically supported treatments
 - 1.1.3 Identify potential difficulties in dissemination of empirically supported treatments
- 2.0 Integrate knowledge of evidence-based practice in psychology, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and patient preferences to inform treatment for a variety of childhood psychological disorders.
 - 2.1 Differentiate between childhood psychological disorders based upon data gathered in

- a clinical interview, observations, and assessments
 - 2.2 Adjust data gathering, conceptualization, and treatment methods based upon presented concerns, relevant contextual and cultural information, and ongoing data received
- 3.0 Appraise individual, family, environmental, social, cultural, and situational factors that may influence the presence of childhood psychological disorders, case conceptualization, treatment planning, and treatment efficacy.
 - 3.1 Assess individual, family, environmental, cultural, social, and situational factors in a clinical interview
 - 3.2 Discuss how individual, family, environmental, cultural, social, and situational factors may impact treatment progress and efficacy.

Instructional Methods

I expect students to actively engage in the course throughout the semester. Students must come to class prepared by completing all out-of-class assignments. This preparation gives students the knowledge or practice needed to engage in higher levels of learning during the live class sessions. Students who are not prepared for the face-to-face sessions may struggle to keep pace with the activities occurring in class sessions, and it is unlikely that they will reach the higher learning goals of the course. Similarly, students are expected to actively participate in the class. Student participation fosters a rich course experience for all involved that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic	Readings
1	8/27	Evidence-Based Practice	1. APA Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice in psychology. <i>American Psychologist</i> , 51, 271-285. 2. Chambless & Hollon (1998). Defining empirically supported therapies. <i>Journal of Consulting and Clinical Psychology</i> , 66, 7-18. 3. Kazdin & Weisz (1998). Identifying and developing empirically supported child and adolescent treatments. <i>Journal of Consulting and Clinical Psychology</i> , 66, 19-36. 4. McHugh & Barlow (2010). The dissemination and implementation of evidence-based psychological treatments. <i>American Psychologist</i> , 65, 73-84. 5. Roberts & James (2008). Empirically supported treatments and evidence-based practice for children and adolescents. In Steele, Elkin, & Roberts (Eds.), <i>Handbook of evidence-based therapies for children and adolescents</i> (pp. 9-24). Springer.
2	9/3	Evaluating Treatments	1. Chambless (2002). Beware the Dodo Bird: The dangers of overgeneralization. <i>Clinical Psychology: Science and Practice</i> , 9, 13-16. 2. Guyatt et al. (2008). GRADE: an emerging consensus on rating quality of evidence and strength of recommendations. <i>BMJ</i> , 336, 924-926. 3. Koocher, McMann, Stout, & Norcross (2015). Discredited assessment and treatment methods used with children and adolescents: A Delphi Poll. <i>Journal of Clinical Child & Adolescent Psychology</i> , 44, 722-729. 4. Lambert (2011). What have we learned about treatment failure in

			<p>empirically supported treatments? Some suggestions for practice. <i>Cognitive and Behavioral Practice</i>, 18, 413-420.</p> <p>5. Lilienfeld (2007). Psychological treatments that cause harm. <i>Perspectives on Psychological Science</i>, 2, 53-70.</p> <p>6. Luborsky et al. (2002). The Dodo Bird Verdict is alive and well – mostly. <i>Clinical Psychology: Science and Practice</i>, 9, 2-12.</p> <p>7. Tolin, McKay, Forman, Klonsky, & Thombs (2015). Empirically supported treatment: Recommendations for a new model. <i>Clinical Psychology: Science and Practice</i>, 22, 317-338.</p> <p>8. Weisz et al. (2013). Performance of evidence-based youth psychotherapies compared with usual clinical care: A multilevel meta-analysis. <i>JAMA Psychiatry</i>, 70, 750-761.</p>
3	9/10	Case Conceptualization & Treatment Planning	<p>1. Christon, McLeod, Jensen-Doess (2015). Evidence-based assessment meets evidence-based treatment: An approach to science-informed case conceptualization. <i>Cognitive and Behavioral Practice</i>, 22, 36-48.</p> <p>2. Finch, Lochman, Nelson, & Roberts (2012). Case formulation models with children, adolescents, and their families. <i>Specialty competencies in clinical child and adolescent psychology</i>. Oxford.</p> <p>3. Scott & Lewis. (2015). Using measurement-based care to enhance any treatment. <i>Cognitive and Behavioral Practice</i>, 22, 49-59.</p> <p>Tsai et al. (2019). Do treatment plans matter? Moving from recommendations to action. <i>Journal of Clinical Child & Adolescent Psychology</i>, 48, 72-78.</p> <p>4. Sanchez, A. L., Jent, J., Aggarwal, N. K., Chavira, D., Coxe, S., Garcia, D., ... & Comer, J. S. (2022). Person-centered cultural assessment can improve child mental health service engagement and outcomes. <i>Journal of Clinical Child & Adolescent Psychology</i>, 51(1), 1-22.</p>
4	9/17	School Consultation and Accommodations	<p>1. Burns, Jimerson, VanDerHeyden, & Deno (2016). Toward a unified Response-to-Intervention model: Multi-tiered systems of support. In Jimerson, Burns, & VanDerHeyden (Eds.), <i>Handbook of response to intervention: The science and practice of multi-tiered systems of support</i> (2nd ed., pp. 719-732). Springer.</p> <p>2. Hosp, Huddle, Ford, & Hensley (2016). Learning disabilities/special education. In Jimerson, Burns, & VanDerHeyden (Eds.), <i>Handbook of response to intervention: The science and practice of multi-tiered systems of support</i> (2nd ed., pp. 43-58). Springer.</p> <p>5. Schultz, Reisweber, & Cobb (2004). Mental health consultation in secondary schools. In Robinson (Ed.), <i>Advances in School-Based Mental Health Interventions: Best Practices and Program Models</i> (pp. 10-1–10-20). Civic Research Institute.</p>
5	9/24	Multiculturalism and Diversity	<p>1. Bernal, Jiménez-Chaffey, & Domenech Rodríguez (2009). Cultural adaptation of treatments: A resource for considering culture in evidence-based practice. <i>Professional Psychology: Research and Practice</i>, 40, 361-368.</p> <p>2. Ecklund (2012). Intersectionality of identity in children: A case study. <i>Professional Psychology: Research and Practice</i>, 43, 256-264.</p> <p>3. Hall et al. (2016). A meta-analysis of cultural adaptations of psychological interventions. <i>Behavior Therapy</i>, 47, 993-1014.</p> <p>4. Huey & Polo (2017). Evidence-based psychotherapies with ethnic minority children and adolescents. In Weisz & Kazdin (Eds.), <i>Evidence-based psychotherapies for children and adolescents</i> (pp. 361-378).</p>

			<p>Guilford Press.</p> <p>5. Pina, Polo, & Huey (2019). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. <i>Journal of Clinical Child & Adolescent Psychology</i>, 48, 179-202.</p>
6	10/1	Behavior Therapy Foundations	<p>1. Farmer & Chapman (2016). Behavioral interventions in cognitive behavior therapy: Practical guidance for putting theory into action (2nd edition). American Psychological Association.</p> <p>2. Farmer & Chapman (2016). Principles, goals, and structure of initial assessment sessions. (2nd edition). American Psychological Association.</p> <p>3. Farmer & Chapman (2016). Changing behavior by changing the environment. (2nd edition). American Psychological Association.</p>
7	10/8	<p>Disruptive Behavior Disorders</p> <p>Student Presentation – Multisystemic Therapy</p> <p>Everyday Parenting DUE 10/8</p>	<p>1. Kaminski & Claussen (2017). Evidence base update for psychosocial treatment for disruptive behaviors in children. <i>Journal of Clinical Child & Adolescent Psychology</i>, 46, 477-499.</p> <p>2. McCart & Sheidow (2016). Evidence-based psychosocial treatments for adolescents with disruptive behavior. <i>Journal of Clinical Child & Adolescent Psychology</i>, 45, 529-563.</p> <p>3. Pelham (1999). The NIMH multimodal treatment study for attention-deficit hyperactivity disorder: Just say yes to drugs alone? <i>Canadian Journal of Psychiatry</i>, 44, 981-990.</p> <p>4. Sibley et al. (2014). Pharmacological and psychosocial treatment for adolescents with ADHD: An updated systematic review of the literature. <i>Clinical Psychology Review</i>, 34, 218-232.</p>
8	10/15	Cognitive Behavioral Therapy Foundations	<p>1. Stallard (2002). <i>Think good-feel good: A cognitive behavior therapy workbook for children and young people</i> (pp. 1-26). John Wiley & Sons.</p> <p>5. <i>Additional readings TBA</i></p>
9	10/22	<p>Depression</p> <p>Student Presentation - Interpersonal Therapy for Depression</p> <p>CBT Assignment DUE 10/22</p>	<p>1. Brent et al. (2008). Switching to another SSRI or to Venlafaxine with or without cognitive behavioral therapy for adolescents with SSRI-resistant depression. <i>Journal of the American Medical Association</i>, 299, 901-913.</p> <p>2. McCauley et al. (2016). The adolescent behavioral activation program: Adapting behavioral activation as a treatment for depression in adolescence. <i>Journal of Clinical Child & Adolescent Psychology</i>, 45, 291-304.</p> <p>3. Reinecke, Curry, & March (2009). Findings from the Treatment for Adolescents with Depression Study (TADS): What have we learned? What do we need to know? <i>Journal of Clinical Child & Adolescent Psychology</i>, 38, 761-767.</p> <p>4. Rohde (2017). Cognitive-behavioral treatment for adolescent depression. In Weisz & Kazdin (Eds.), <i>Evidence-based psychotherapies for children and adolescents</i> (pp. 49-65). Guilford Press.</p> <p>5. Weersing et al. (2017). Evidence base update of psychosocial treatments for child and adolescent depression. <i>Journal of Clinical Child & Adolescent Psychology</i>, 46, 11-43.</p>
10	10/29	<p>Anxiety</p> <p>Student Presentation - Pediatric OCD</p>	<p>1. Comer et al. (2019). Evidence base update on the treatment of early childhood anxiety and related problems. <i>Journal of Clinical Child & Adolescent Psychology</i>, 48, 1-15.</p> <p>2. Higa-McMillan, Francis, Rith-Najarian, & Chorpita (2016). Evidence base update: 50 years of research on treatment for child and adolescent anxiety. <i>Journal of Clinical Child & Adolescent Psychology</i>, 45, 91-113.</p> <p>3. Ollendick & Pincus (2008). Panic disorder in adolescents. In Steele,</p>

			Elkin, & Roberts (Eds.), <i>Handbook of evidence-based therapies for children and adolescents</i> (pp. 83-102). Springer. 4. Walkup et al. (2008). Cognitive behavioral therapy, sertraline, or a combination in childhood anxiety. <i>The New England Journal of Medicine</i> , 359, 2753-2766.
11	11/5	Trauma TF-CBT DUE 11/5	1. Dorsey et al. (2016). Evidence base update for psychosocial treatments for child and adolescents exposed to traumatic events. <i>Journal of Clinical Child & Adolescent Psychology</i> , 46, 303-330. 2. Additional readings TBA
12	11/12		1. Dean et al. (2014). The peer relationships of girls with ASD at school: Comparison to boys and girls with and without ASD. <i>The Journal of Child Psychology and Psychiatry</i> , 55, 1218-1225. 2. Hull et al. (2019). Development and validation of the Camouflaging Autistic Traits Questionnaire. <i>Journal of Autism and Developmental Disorders</i> , 49, 819-833. 3. Juárez et al. (2018). Early identification of ASD through telemedicine: potential value for underserved populations. <i>Journal of Autism and Developmental Disorders</i> , 48, 2601-2610. Stainbrook et al. (2019). Measuring the service system impact of a novel tediagnostic service program for young children with autism spectrum disorder. <i>Autism</i> , 23, 1051-1056.
13	11/19	3 rd Wave Treatments Student Presentation – Dialectical Behavioral Therapy	1. Hancock et al. (2018). Acceptance and commitment therapy versus cognitive behavior therapy for children with anxiety: Outcomes of a randomized controlled trial. <i>Journal of Clinical Child & Adolescent Psychology</i> , 47, 296-311. 2. Harris (2009). ACT in a nutshell. In Harris (Ed.), <i>ACT made simple: An easy-to-read primer on acceptance and commitment therapy</i> . New Harbinger. 3. Hayes et al. (2006). Acceptance and commitment therapy: Model, processes and outcomes. <i>Behaviour Research and Therapy</i> , 44, 1-25. 4. Wicksell et al. (2005). Using acceptance and commitment therapy in the rehabilitation of an adolescent female with chronic pain: A case example. <i>Cognitive and Behavioral Practice</i> , 12, 415-423.
14	11/26	Thanksgiving	Take a break!
15	12/3	Final Presentations	Final Papers Due 12/6

Course Materials and Technology

Text book (optional):

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). New York, NY: The Guilford Press.

Canvas

Weekly course readings will be posted on Canvas, the learning management system supported by the University of Florida. Students are expected to check Canvas on a daily basis for readings, announcements, course modifications, and other relevant materials.

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu

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

Additional Academic Resources

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

ACADEMIC REQUIREMENTS AND GRADING

1. Reading Notes (10 points per class; 120 total points)

Readings for each topic will be provided by the instructor on Canvas. During weeks 3-14, students will submit written responses to discussion questions over the assigned readings. The intention of this assignment is to demonstrate that you have read the articles and given them thought in advance of class. It is not expected that reading notes are well-crafted. The intention of this assignment is simply for you to demonstrate that you have read the material and thought about its application to the class and your experiences with child and family treatment. A scoring rubric will be posted on Canvas.

2. Discussion Questions (5 points per class; 60 total points)

Students will submit a discussion question during weeks 3-14. Discussion questions will be evaluated for depth of comprehension, integration of information with course content, and likelihood of eliciting meaningful class discussion. Please be aware that discussion questions are due on **Sundays by noon** to allow for integration into the upcoming class discussion.

3. Everyday Parenting: The ABCs of Child Rearing (30 points)

Students are assigned to complete Dr. Kazdin's Everyday Parenting: The ABCs of Child Rearing [course](#). This course takes approximately 10-12 hours to complete, so please plan accordingly. All modules must be completed in order to receive credit for this assignment. Please provide proof that that you completed the assignment by **October 8th** via Canvas to receive credit.

4. CBT Homework Exercise (30 points)

Cognitive behavioral therapy (CBT) often includes a homework component. Over the course of your training career you will ask patients to complete a variety of homework tasks including monitoring forms and behavioral exercises. A commonly used homework assignment in CBT is mood and relaxation (or pleasurable event) tracking. This assignment will entail you completing this form self-monitoring form from a stress management protocol ([Link](#)). You can select what sort of relaxation practice you want to

engage in (e.g., PMR, diaphragmatic breathing). You should make your best effort to keep as accurate of a log as possible by completing the log each day.

Please briefly answer the following questions after completing the monitoring form. This will be due to Canvas by **October 22nd** to receive credit. No more than two double-spaced pages of text.

- Describe your ability to complete the self-monitoring form each day (be honest).
- What were some of the barriers you encountered to completing the log and/or engaging in relaxation practice?
- Did it make a difference when you were able to engage in a relaxation practice? Why or why not? Did you notice any patterns for times that it was effective?
- Did this assignment change your perspective on patients completing homework assignments? If so, how?

5. Trauma Focused CBT Training (30 points)

Each student is assigned to take the Trauma-Focused CBT continuing education course provided without cost online at <http://tfcbt.musc.edu/>. This is an extensive website; there are 11 modules that you must complete on the website for this assignment. All modules (i.e., the entire course) must be completed in order to receive credit for this assignment. A Certificate of Completion is available for printing when you submit the final evaluation. Please upload that certificate into Canvas to receive credit. Students must provide this certificate by **November 5th**. Students are encouraged to begin the training well in advance of our discussion of TF CBT to allow adequate time to complete the training.

6. Class Presentation (150 points)

Pairs of students will conduct an in-class presentation on a childhood psychological disorder and empirically supported treatment. Presentations should include the following components and last approximately 45 minutes. Students are required to post presentation material and their resources document (see below) the evening before class so that others can access material in advance. Students will be assigned a presentation on the first day of class.

The presentation should be based on a recent review of the literature (e.g., journal articles, treatment manuals) on the student's chosen topic. Students are expected to provide an overview of the disorder, methods for assessment, and relevant information on empirically supported treatments (e.g., core treatment components, state of the treatment evidence). Students should compile a one-page handout of helpful resources to disseminate to the class. This can include organizational websites, links to videos explaining the disorder and/or treatment, therapy resources, and citations for key manuals, articles, or chapters.

7. Final Paper (180 points)

The final paper will include two components – an APA formatted case write up of cultural adaptation employed within an evidence-based treatment protocol (150 points). A rubric and additional instructions will be uploaded to Canvas. The last week of class we will also do class paper presentations to introduce one another to the specific protocol and adaptations you identified (30 points). Further details will be discussed in class.

Grading

Requirement	Due date	% of final grade
Notes	Weekly	20%
Discussion Questions	Weekly	10%
Everyday Parenting: The ABCs of Child Rearing Coursera	October 8	5%
CBT Homework Exercise	October 22	5%

Trauma-Focused CBT Training	November 5	5%
Class Presentation	Varies by Topic	25%
Final Paper	December 6	30%

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

Points earned	558-600	540-557	522-539	498-521	480-497	462-479	438-461	420-437	402-419	378-401	360-377	Below 360
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

More information on UF grading policy may be found at:

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

Exam Policy

While there is no exam in this course, make-up work will only be allowed in the event of an excused absence. Please schedule make-up work with the instructor. Late submissions of work will be assigned a grade of zero.

Policy Related to Make up Exams or Other Work

Students who must miss an assignment deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an assignment is missed because of illness, please contact the instructor to discuss.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor. Please let me know if there are any course conflicts with religious holidays, and I will make accommodations in dues dates accordingly.

If a student misses more than two classes and/or does not submit assignments by the due date, a plan for make-up work must be established with the professor to allow for a passing grade in the course. Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (<https://gradcatalog.ufl.edu/graduate/regulations/>).

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Please refrain from using cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Laptop use is acceptable for note taking or presenting. However, do not browse other websites during class time. It is expected that students will be engaged and actively participate during class. Do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

The University of Florida conduct code maintains high expectations for student behavior. Students are expected to refrain from inappropriate or unacceptable interpersonal or other behaviors with recognition that these behaviors can have a negative effect on the learning community.

Communication Guidelines

As a blended learning class, it is imperative that students check email and the Canvas website often (i.e., once daily). Students are expected to participate in graded online discussions on various topics throughout the course. Please reference the applicable assignment rubrics for online discussions for a clear outline of what is expected with regard to posts and replies. In addition, please see the following resource for guidelines on online course etiquette:

<https://www.google.com/search?client=safari&rls=en&q=ufl+netiquette&ie=UTF-8&oe=UTF-8>

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

I will work to respond to any of your requests, questions, or needs related to course content within 24 hours or sooner. If you do not hear back from me within that timeframe, please do not hesitate to send a follow up communication.

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://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
<https://graduateschool.ufl.edu/work/handbook/>

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

Recording Within the Course:

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

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

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

Online Faculty Course Evaluation Process

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

Online Synchronous Sessions:

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

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students 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.

Professor Commitment to Equity, Diversity, and Inclusion

Within the field of clinical psychology, recognition and celebration of individual differences and the impact of culture on personal development is a core professional value. As such, I intend to promote learning about the topics within this course through a lens of cultural humility. I am also committed to providing an inclusive

training environment within this course that enables all students to feel comfortable to discuss ideas or ask questions that provide a diversity of perspectives while maintaining respect for others. I welcome direct one-on-one feedback on my approach to establishing this type of inclusive environment within this class at any time throughout the course.

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 21776

Info

Request: PHC 7XXX Python Coding for Epidemiology

Description of request: Request to create new course PHC 7XXX Python Coding for Epidemiology

Submitter: April Oneal apriloneal3@ufl.edu

Created: 8/13/2025 9:06:01 AM

Form version: 1

Responses

Recommended Prefix PHC

Course Level 7

Course Number XXX

Lab Code None

Course Title Python Coding for Epidemiology

Transcript Title Python Coding for Epidemiology

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 2

Course Description Introduces Python programming with a focus on statistics and machine learning (ML) applications in public health and epidemiology. Covers Python language basics, including operations, data types, and functions. Students learn how to implement statistical methods (e.g., linear regression and mixed models) and ML approaches (e.g., dimension reduction and random forest) using Python and Python-based packages (i.e., Numpy, Scipy, and Scikit-learn) and their application in epidemiology.

Prerequisites PHC 6011 Epidemiology Methods II & PHC 7083 Artificial Intelligence and Data Science for Epidemiology and Population Health, or instructor permission.

Co-requisites n/a

Rationale for Placement in the Curriculum This two-credit course is an epidemiology core course for PhD students under the Epidemiologic Methods category. This course will teach students basic Python programming skills with a focus on how to implement and apply statistical and ML approaches using Python in the epidemiology and related research. The course contributes to the PhD program student learning outcomes "Design epidemiologic research studies and analyzes data to answer health-related research questions that are currently relevant to the population," and "Choose appropriate measurement and analytic methods to study health and disease in a population."

Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
Course PHC 7xxx: Python Coding for Epidemiology (2 credit hours)

Semester: Fall 2025
Delivery Format: On-Campus
Wednesday 3 pm - 4:55 pm
Canvas Website through E-Learning

Instructor Name: Sai Zhang, PhD
Room Number: 2004 Mowry Road, Clinical and Translational Research Building (CTRB) #3118
Phone Number: (352) 273-5468
Email Address: sai.zhang@ufl.edu
Office Hours: Thursday 3-4:30 PM (in office or over Zoom)
Teaching Assistants: N/A
Preferred Course Communications: Canvas message or Email

Prerequisites

PHC 6011 Epidemiology Methods II and PHC 7083 Artificial Intelligence and Data Science for Epidemiology and Population Health, or instructor permission.

PURPOSE AND OUTCOME

Course Overview

Introduces Python programming with a focus on statistics and machine learning (ML) applications in public health and epidemiology. Covers Python language basics, including operations, data types, and functions. Students learn how to implement statistical methods (e.g., linear regression and mixed models) and ML approaches (e.g., dimension reduction and random forest) using Python and Python-based packages (i.e., Numpy, Scipy, and Scikit-learn) and their application in epidemiology.

Relation to Program Outcomes

This two-credit course serves as an elective for Epidemiology PhD students and credits can count toward the Data Science Concentration. This course teaches students basic Python programming skills with a focus on how to implement and apply statistical and ML approaches using Python in the epidemiology and public health research. The course contributes to the PhD program student learning outcomes “Design epidemiologic research studies and analyzes data to answer health-related research questions that are currently relevant to the population,” and “Choose appropriate measurement and analytic methods to study health and disease in a population.”

Course Objectives and/or Goals

The overall objective of this course is to develop Python programming skills for statistical and ML application in epidemiology and related fields. Upon successful completion of the course, students will be able to:

1. Demonstrate proficiency in the basics of Python language by creating programs that utilize data types, execution control statements, functions, and other fundamental concepts.
2. Conduct scientific computation using Python and its packages (e.g., numpy and pandas), by solving complex problems and interpreting the results.

3. Develop and implement fundamental statistical and ML methods using Python by building and testing models on real-world data sets.
4. Evaluate and select appropriate statistical and ML methods for specific public health contexts by justifying the choice of methods and interpreting the outcomes.
5. Perform advanced data analysis in epidemiology and related research using Python by designing and executing comprehensive analyses, and interpreting findings to make informed decisions.

The following UF AI Competencies will be addressed in this course:

- Know and Understand – Comprehend the algorithms at the base of AI inference.
- Use and Apply – Determine appropriate AI methodologies to be used given an epidemiology- or public health-focused problem of interest and study design.
- AI Ethics – Understand the possible bias in the data that can affect AI learning and cause potentially harm when used for clinical or public health predictions/interventions.
- Evaluate and Create – Propose novel AI approaches for epidemiology and health sciences.
- AI Enabled – Build hands-on experience in AI programming languages and data analytics software suites.

Instructional Methods

This course runs 15 weeks, on Wednesday 3:00 PM – 4:55 PM, in person. Students should bring on their own laptops to all classes except the midterm or unless otherwise specified. The course will be primarily lecture-based, supplemented with presentations.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Assignment Due (40% of Final Grade)	Project Due/Exam (60% of Final Grade)
1	Aug 27, 2025	Course overview; Basics of Python I: import libraries, basic operations, data types, execution control statements		
2	Sept 3, 2025	Basics of Python II: list comprehensions, functions, system programming, scripts and argument parsing, documenting		
3	Sept 10, 2025	Scientific libraries (numpy, pandas) data visualization	Assignment 1: covers weeks 1 and 2 (50 pts, 5%). Due by 11:59PM	
4	Sept 17, 2025	Functions for epidemiological studies I: univariate tests (e.g., correlation, t-test, Wilcoxon, ANOVA—ttest_ind, chisquare, etc.)		

Week	Date(s)	Topic(s)	Assignment Due (40% of Final Grade)	Project Due/Exam (60% of Final Grade)
5	Sept 24, 2025	Functions for epidemiological studies II: generalized linear and mixed models (e.g., linear, logistic, Poisson, random effects— <code>PoissonRegressor</code> , <code>MixedLM</code> , etc.)	Assignment 2: covers weeks 3 and 4 (50 pts, 5%). Due by 11:59PM	
6	Oct 1, 2025	Functions for epidemiological studies III: survival models (e.g. Kaplan-Meier, Cox regression— <code>KaplanMeierFitter</code> , <code>CoxPHFitter</code> , etc.)		
7	Oct 8, 2025	Dimension reduction and clustering with applications in epidemiology (e.g., PCA, K-means, hierarchical clustering— <code>StandardScaler</code> , <code>scipy.cluster.hierarchy</code> , etc.)	Assignment 3: covers weeks 5 and 6 (100 pts, 10%). Due by 11:59PM	Project proposal (5%)
8	Oct 15, 2025	Midterm exam		Mid-term exam (30%)
9	Oct 22, 2025	Feature selection routines in linear risk prediction, prognostic or diagnostic model (e.g., L1, L2 penalized regression— <code>Ridge</code> , <code>Lasso</code> , <code>LassoCV</code> , etc.)		
10	Oct 29, 2025	Non-linear machine learning functions with applications in epidemiology (e.g., decision trees random forests, bagging, boosting— <code>AdaBoostClassifier</code> , <code>RandomForestRegressor</code> , etc.)	Assignment 4: covers weeks 7 and 9 (100 pts, 10%). Due by 11:59PM	
11	Nov 5, 2025	Assessing generalizability or epidemiological models (e.g., cross-validation, bootstrapping— <code>Kfold</code> , <code>bootstrap_point632_score</code> , etc.)		
12	Nov 12, 2025	Functions for causal epidemiology (e.g., propensity scores, inverse probability weighing, g-formula, causal forest— <code>pygformula</code> , <code>CausalInference</code> , <code>doWhy</code> , <code>EconML</code> , <code>CausalForestDML</code> , etc.)	Assignment 5: covers weeks 10 and 11 (100 pts, 10%). Due by 11:59PM	

Week	Date(s)	Topic(s)	Assignment Due (40% of Final Grade)	Project Due/Exam (60% of Final Grade)
13	Nov 19, 2025	Student presentation I		Final presentation (15%)
14	Nov 26, 2025	Holiday, no class		
15	Dec 3, 2025	Student presentation II		Final project report (10%)

Course Materials and Technology

In this class, we will use Python 3 for programming. Python 3 can be downloaded and installed freely through the official website (<https://www.python.org/downloads/>). There is no textbook required, but here are some references that might be helpful to you:

1. <https://duchesnay.github.io/pystatsml/>
2. <https://python.swaroopch.com/>
3. Python Cookbook: Recipes for Mastering Python 3 (3rd Edition)

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

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

Additional Academic Resources

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

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

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

ACADEMIC REQUIREMENTS AND GRADING

Grading

1. Homework: 40% (5 assignments; 80 points of grade each)
2. Mid-term Exam: 30%
3. Project Proposal: 5%
4. Final project presentation: 15%

5. Final project report: 10%

You are required to follow the assignment rules:

- Late homework assignments will not be accepted, unless approved by the instructor. If approved, assignments can be submitted to instructor's email.
- All assignments need to be submitted electronically on Canvas.
- For coding tasks, in addition to the .py file, you will also need to submit a word or PDF document that includes the following elements for each question in the assignment:
 - a. the original question for the assignment
 - b. copy and paste your Python codes for each question
 - c. a screenshot of the Python output/result
- DO NOT COPY OTHERS' HOMEWORK. There is zero-tolerance. This misconduct will be reported to the graduate school for formal investigation.
- You must work on the homework assignments independently. Plagiarism will receive 0 points. This misconduct will be reported to the graduate school for formal investigation.

Assignments – rubrics for all assignments will be made available on Canvas

Homework Assignments. There are five assignments in total. Assignments include both methodology questions and programming tasks. The goal of the assignment is to practice the knowledge and technologies introduced in the course. For methodology questions, you need to submit your answers in .doc or .PDF files. For programming tasks, you need to submit your (1) Python program in .py format, and (2) a word or PDF document that includes a copy of your Python codes, and a screenshot of the program results/outputs (if applicable). The first two assignments have 50 points, respectively, and the rest have 100 points for each. The assignments together account for 40% of the final grade (400 pts/1000 pts). All assignments are submitted in CANVAS.

Mid-term exam. The mid-term will be 300 points in total (30% of the total grade), including multiple method and coding questions. The points for each question will depend on the difficulty of that question. This is a handwritten exam with no access to the Internet, computer, cell phone, textbook, and any other materials. No discussion or consulting is permitted. Only one A4 page of cheatsheet is allowed to the exam.

Course project. The final product of the course is a course project, which consists of 30% (300 pts) of the final grade and includes three parts: a proposal, a presentation, and a final report. Each student is required to complete a course project individually (this is NOT a group project). In this final project, you will solve a real question in your own research or you are interested in using statistical or machine learning methods implemented in Python. The requirements are (1) using methods taught in the course, (2) it is a question/task with a real dataset, and (3) solving everything in Python.

1. Project proposal requirements:

Submit a one-page proposal that include (50 pts)

- a. Detailed description of the scientific question and the available dataset (20 pts)
- b. Which candidate method (statistical or ML) you are going to use to solve the problem; you may change the method later, if needed (20 pts)
- c. Proposed timeline (10 pts)

The submitted proposal should be 1.15 spaced, with main text font size 11pt, and include title, author, introduction, methods, results, conclusion, and references (APA format).

2. Project presentation requirements:

Prepare a 15 min presentation with slides (less than 15 pages) to demonstrate your project followed by a 5 min Q&A. (150 pts)

You will be scored based on:

- a. Well-defined question (40 pts)
- b. Well-described dataset (40 pts)
- c. Proposed method (40 pts)
- d. Presentation skills (30 pts)

A grading rubric for this assignment will be provided to students via the e-learning website.

3. Project final report requirements:

Submit the final project report along with your Python code and slides for the final presentation (100 pts)

You will be scored based on:

- a. Executability of the code (50 pts)
- b. Coding style, including documenting (20 pts)
- c. Writing and organization of the final report (30 pts)

A grading rubric for this assignment will be provided to students via the e-learning website.

Point system used (final point will be the sum of points divided by 10).

Points 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. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

Exam Policy

The midterm exam will cover course lectures from week 1 to week 7. The exam will be 1.5 hours long and will include method and coding questions that have been taught in the course. The students will take the exam in handwriting with no access to cell phone, computer, Internet, textbooks, and all other related materials, except one A4 page of cheat sheet for reference. No discussion or consulting will be permitted during the exam.

Policy Related to Make up Exams or Other Work

Make-Ups: If you are unable to meet a deadline in this course for a reason approved by the graduate school (i.e., excused absence) or by the instructor through prior notification to the instructor, when possible, you will be given adequate time to make up any coursework missed, established with the instructor and student. All other unexcused missed, or late work will receive a grade of zero. Make-up exams will be provided only in cases of excused absences or conflict during final exams per University policy and **MUST** be discussed with the instructor in advance. Make-up exams will differ from the regularly scheduled exam.

Assignments must be submitted on time to earn any credit. Late submissions will not be accepted, unless emergent and other unforeseen circumstances occur based on UF policies. Students are advised to access exercise instructions early each week and plan accordingly to ensure timely submission of exercises. Note that assignments close in Canvas at the stated date and time, and no work can be submitted via email after the deadline unless approved by the instructor.

Policy Related to Required Class Attendance

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalogue (e.g. illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day, when possible, or as soon as possible. UF rules require attendance during the first two course sessions. Each unexcused absence results in a 1.5% point deduction from the final grade. Missing more than three scheduled lectures without excuse will result in a failure. Students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Late arrival or early departure (defined by a gap of 10 mins), without the permission of the instructor, will be treated equally as absence.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Policy Related to AI Use in This Course (optional)

When authorized by the course director, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 [Student Honor Code](#) and [Student Conduct Code](#).

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students and intellectual property. You are also reminded that you should always review the terms and conditions of any third-party software you use (e.g. proof reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice.

Students are responsible for understanding their dynamic data stewardship responsibilities to minimize personal, college, and university risk.

[UF Integrated Risk Management – CHATGPT Privacy, Factual Accuracy and Usage Guidelines](#)

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Please come to class on time and be prepared to stay until the time scheduled as the end of class. We think your investment in the degree is worth maximizing your in-class experience, and we expect to provide materials that utilize the full, scheduled class times. The use of cell phones is not permitted. Please turn them off or, if you expect urgent calls, set them to "vibrate." Please do not engage in "side conversations" while the instructor or a presenter is leading the class. If the material is unclear, other students are likely to have a similar question; you are strongly encouraged to ask in-class questions so that all students may benefit from the discussion.

Communication Guidelines

Assistance with course material is available during scheduled office hours or by appointment. Canvas message is the preferred way for communication, and we aim to address all such inquiries within 24 hours of receipt (or on Monday if the email was sent on Friday). Please do not re-send the same question until the appropriate time frame has elapsed (24 hours or end of day Monday for

emails sent on Friday). Student success and understanding is of the utmost importance, so each email receives careful consideration.

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

PHHP Student Resources

PHHP's UPTurn (Unified Pathways to Support Wellness) program is a *no-cost mental health and wellness program* that is offered year-round to all PHHP students (undergraduate, graduate and professional level) and students (from any college) who are enrolled in PHHP courses. UPTurn advisors support students on their wellness journeys by curating individualized plans (resources and support) to help them manage academic, social, emotional, and health-related stress.

Interested students are paired with an UPTurn advisor, who meets with each student *virtually* (Zoom, Teams, phone) or *in person* (private office/room in HPNP) for a 45-minute consultation, followed by (if desired):

1. Up to 4 follow-up skills-building visits
2. When needed and appropriate, up to 10 psychotherapy sessions after completion of the 4 follow-up skills-building visits

Note: UPTurn is NOT a crisis/emergency resource. Students who are in crisis are strongly encouraged to use UF's existing crisis support resources, which are listed here:

<https://counseling.ufl.edu/services/crisis/>

Students can learn more about UPTurn and request an appointment here:

<https://phhp.ufl.edu/student-resources/upturn-wellness-program/>

Any questions regarding UPTurn can be directed to upturn@phhp.ufl.edu or (352) 273-6850.

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."