Graduate Curriculum Committee

Minutes

October 9, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

MED – Health Outcomes and Biomedical Informatics

1. GMS 6846   *Systematic Review and Meta-Analysis in Clinical, Health Services Research and Public Health*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20696

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

MED – Neuroscience

1. GMS 6705   *Functional Human Neuroanatomy*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21703

   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.

CALS – Food and Resource Economics

1. AEB 6XXX   *Agribusiness Enterprise Development*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21876

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

2. AEB 6XXX   *Agricultural and Rural Entrepreneurship*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21874

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

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

3. EEC 6973   *Early Childhood Project in Lieu of Thesis*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21763

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

ENG – Materials Science and Engineering

4. EMA 6XXX   *AI for Materials*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21017

   The proposal has been approved by the GCC with a note for corrections to the syllabus provided to students.

MED – Pathology, Immunology and Laboratory Medicine

5. GMS 6XXX   *Genomic Surveillance of Infectious Disease*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/18750

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

MED – Neuroscience

6. GMS 6XXX   *Homeostasis and the Brain*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21724

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

7. GMS 6XXX   *Neurobiology of Learning and Memory I*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21553

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

8. GMS 6XXX   *Neurobiology of Learning and Memory II*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21554

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

9. *GMS 6XXX   Neuroimaging II*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21786

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

MED – Physiology and Aging

10. GMS 6XXX   *Nutrition, Metabolism, and Human Aging*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21691

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

MED – Neuroscience

11. *GMS 6XXX   Rigor and Experimental Design*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21552

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

12. GMS 6706   *Functional Human Neuroanatomy II*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21770

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

CLAS – Latin American Studies

13. LAS 6XXX   *Reproduction and Reproductive Justice in the Americas*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21878

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

CALS – Microbiology and Cell Science

14. MCB 5XXX   *Clinical Mycology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21764

    The proposal has been approved by the GCC.

15. MCB 5XXX   *Clinical Parasitology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21765

    The proposal has been approved by the GCC.

PHHP – Environmental and Global Health

16. PHC 6XXX   *Grant Writing and Evaluation in Multidisciplinary Sciences*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21911

    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

17. VME 6XXX   *Animal Reproduction and Population Health*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21510

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

V. Information Items:

1. BCN 5729 – 21662 – Close course
2. BCN 5776 – 21661 – Close course
3. BCN 5874 – 21663 – Close course
4. BCN 5885 – 21664 – Close course
5. BCN 5957 – 21660 – Close course
6. BCN 6558C – 21658 – Close course
7. BCN 6580 – 21659 – Close course
8. BCN 6586 – 21657 – Close course
9. EDA 6948 – 21632 – Change prerequisite
10. EDA 6971 – 21605 – Change prerequisite
11. EDA 7945 – 21606 – Change prerequisite
12. EDA 7979 – 21607 – Change prerequisite
13. EDA 7980 – 21608 – Change prerequisite
14. EDF 6400 – 21840 – Change prerequisite

15. EDF 6403 – 21841 – Change prerequisite
16. EDF 6910 – 21631 – Change prerequisite
17. EDF 6938 – 21630 – Change prerequisite
18. EDF 6971 – 21633 – Change prerequisite
19. EDF 6973 – 21634 – Change prerequisite
20. EDF 7979 – 21627 – Change prerequisite
21. EDF 7980 – 21624 – Change prerequisite
22. EDH 6051 – 21643 – Change prerequisite
23. EDH 6935 – 21635 – Change prerequisite
24. EDH 6947 – 21636 – Change prerequisite and contact/course type
25. EDH 6973 – 21637 – Change prerequisite and contact/course type
26. EDH 7645 – 21638 – Change prerequisite
27. EDH 7910 – 21639 – Change prerequisite
28. EDH 7916 – 21644 – Change prerequisite
29. EDH 7934 – 21640 – Change prerequisite
30. EDH 7942 – 21641 – Change prerequisite
31. EDH 7948 – 21642 – Change prerequisite
32. EDH 7979 – 21628 – Change prerequisite
33. EDH 7980 – 21625 – Change prerequisite
34. EME 6480 – 21722 – Change prerequisite
35. FAS 6905 – 21277 – Change maximum repeatable credit
36. FIN 6425 – 21758 – Change course title
37. FIN 6427 – 21707 – Change prerequisite
38. FIN 6429 – 21708 – Change prerequisite
39. FIN 6438 – 21709 – Change prerequisite
40. FIN 6465 – 21710 – Change prerequisite
41. FIN 6496 – 21711 – Change prerequisite
42. FIN 6528 – 21712 – Change prerequisite
43. FIN 6537 – 21713 – Change prerequisite
44. FIN 6545 – 21714 – Change prerequisite
45. FIN 6575 – 21715 – Change prerequisite
46. FIN 6638 – 21716 – Change prerequisite
47. FIN 6728 – 21717 – Change prerequisite
48. FIN 6936 – 21718 – Change prerequisite
49. FNR 6905 – 21278 – Change maximum repeatable credit
50. GMS 6812 – 21834 – Change prerequisite
51. GMS 6848 – 21836 – Change prerequisite
52. GMS 6885 – 21814 – Change prerequisite
53. ICM 5905 – 21737 – Close course
54. ICM 6420 – 21738 – Close course
55. ICM 6440 – 21739 – Close course
56. ICM 6680 – 21648 – Close course
57. ICM 6682 – 21646 – Close course
58. ICM 6684 – 21647 – Close course
59. ICM 6710 – 21740 – Close course

60. ICM 6716 – 21655 – Close course
61. ICM 6750 – 21741 – Close course
62. ICM 6761 – 21742 – Close course
63. ICM 6762 – 21652 – Close course
64. ICM 6770 – 21653 – Close course
65. ICM 6775 – 21654 – Close course
66. ICM 6905 – 21656 – Close course
67. ICM 6934 – 21649 – Close course
68. ICM 6930 – 21650 – Close course
69. ICM 6910 – 21651 – Close course
70. MHS 7979 – 21629 – Change prerequisite
71. MHS 7980 – 21626 – Change prerequisite
72. PHC 6971 – 21891 – Change maximum repeatable credit
73. SPS 7931 – 21793 – Change maximum repeatable credit
74. SUR 6905 – 21804 – Change maximum repeatable credit

Graduate Curriculum Committee

Agenda

November 13, 2025
Meeting Materials

Voting Conducted
via Zoom

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

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

MED – Neuroscience

1. GMS 6706   *Functional Human Neuroanatomy II*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21770

   GCC requested revisions to the course description, course objectives, and syllabus policy information. The Committee requested that this proposal be re-reviewed once it was revised. The unit has since revised the attached submission materials, which are attached here.

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

PHHP – Health Science

1. PHC 7065   *Advanced Skills in Epidemiological Data Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21948

   This is a request to change the course description and 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.

CLAS – Anthropology

1. ANG 6XXX   *Theories of Care*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21949

   Explores the multiple, complex meanings and manifestations of care across a variety of settings. Discusses theories of care as moral/ethical practice, relational/intersubjective practice, forms of governance or violence, gendered experiences, and more. Addresses theoretical perspectives from anthropology and science and technology studies through ethnographic and theoretical readings.

COE – School of Teaching and Learning

2. EDG 6XXX   *Competencies and Pathways: Credentials for Learning, Skills, and Workforce Alignment*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21918

   Examines how learning and competencies are recognized, assessed, and aligned with educational and workforce goals through credentialing beyond traditional academic credit. Explore credentialing ecosystems across education, workforce, and community settings, with attention to policy, skills-based hiring, and evidence-based credentialing models. Apply evidence-based models to identify emerging trends and to design systems that support meaningful learner pathways into education and work.

SFRC – Forest Resources and Conservation

3. FNR 6XXX   *Social Science Research Methods for Natural Resource Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21726

   Application of the principles, processes, and important concepts of social science research to address natural resource issues using relevant case studies, examples from natural resources social science research and a variety of activities and writing assignments. Students will explore the various types of social science data collection methods, design, and implementation, including their advantages and disadvantages.

CBA – Business Administration

4. GEB 5XXX   *Career Success*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21872

   Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.

CLAS – Latin American Studies

5. LAS 6XXX   *Latin American Thought*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21939

   Latin American Thought is designed to offer students from all majors a comprehensive overview, as well as an in-depth discussion, of the most influential Latin American thinkers and their works.

CLAS – Mathematics

6. MAD 6XXX   *Graph Theory*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21985

   Fundamental and advanced topics in graph theory: matching, connectivity, planarity, coloring, flows, extremal methods, the regularity lemma, infinite graphs, Ramsey theory, Hamiltonian cycles, random graphs, and the graph minor theorem.

7. MAD 7XXX   *Combinatorics of Permutations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21986

   Introduction to the combinatorial theory of permutations. Topics include permutation statistics, inversions, cycle structure, pattern avoidance, random permutations, algebraic and geometric methods, permutation sorting algorithms, and applications to genome rearrangements.

CALS – Microbiology and Cell Science

8. MCB 5XXX   *Clinical Virology*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21799

   Focuses on human pathogenic viruses, their identification through laboratory techniques, and their clinical significance. Explores virulence factors, virus-host immune system interactions, and their impact on public health. Covers traditional and current methods for viral isolation, identification, and susceptibility testing. Emphasizes integrating lab results with clinical observations to enhance patient care. Ideal for students pursuing advanced studies in clinical microbiology.

CLAS – Philosophy

9. PHI 6XXX   *Research and Professional Development*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21813

   Practical guidance for students pursuing a PhD in Philosophy. Strategies for making progress on research, preparing effective presentations, identifying opportunities for conferences, fellowships, and grants, and submitting work for publication. Information on the job market and seeking careers in and out of academia. Techniques for marketing skill set and experience to different audiences.

SFRC – Geomatics

10. SUR 6XXX   *Principles and Applications of Radar Interferometry*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21681

A comprehensive overview of radar interferometry in remote sensing and geosciences. Students will learn principles of radar interferometry, advanced techniques and applications of Interferometric Synthetic Aperture Radar (InSAR). Topics covered include radar imaging, interferometric phase measurement, phase unwrapping, coherence estimation, error analysis, and InSAR applications to natural hazards. Hands-on experience with processing InSAR data using software tools like ISCE, Mintpy, and SNAP.

v. Information Items:

1. ALS 6931 – 21794 – Close course
2. CIS 6930 – 18794 – Make variable credit and raise max repeat credit
3. GMS 7887 – 21987 – Change course title
4. GMS 6822 – 21989 – Change course title
5. MAE 7899 – 21321 – Change prerequisites and repeatable credit
6. PHC 6001 – 22027 – Transfer of course ownership
7. PHC 6050 – 22029 – Transfer of course ownership
8. PHC 6052 – 22030 – Transfer of course ownership
9. PHC 6053 – 22031 – Transfer of course ownership
10. PHC 6195 – 22026 – Transfer of course ownership
11. PHC 6700 – 21932 – Change prerequisites
12. PHC 7902 – 22040 – Change course title and prerequisites

GMS 6706 Functional Human Neuroanatomy II (21770)

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

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

1) As information, the number 6706 is not guaranteed as the course number will be assigned by SCNS.

2) Functional Human Neuroanatomy2 (fits as a transcript title) – It currently reads like this could be course 1 of the series.

3) The course description needs minor revisions.

   a) Course description cuts off on the submitted form.

   b) Simplify the description and remove "This semester online course"

   c) It should describe course content rather than delivery and student activities

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

4) Consider more diverse and precise verbs for objectives. (As an example, proposal 21786 has stronger objectives.)

5) Confused by the Syllabus section saying it is not a syllabus. All courses require a syllabus. Perhaps the instructor should qualify that in lieu of a formal syllabus, the course handbook in Canvas will guide activities from one module to the next.

6) The ID quiz indicates that students will be given an average of 20 seconds to answer each question. This seems quite strict. Recommend that more rationale be included for this criterion since no other quiz indicates similar restrictions.

7) Specify regular office hours and include standard credit-hour expectations. Follow the syllabus guidelines found here:
   http://syllabus.ufl.edu/syllabus-policy/

Course|New for request 21770

Info

Request: GMS 6706 Functional Human Neuroanatomy II
Description of request: GMS 6705 has recently been modified. This newly requested course is the second half of GMS 6705.
Submitter: Ronald Mandel rmandel@ufl.edu
Created: 10/22/2025 9:43:51 AM
Form version: 3

Responses

Recommended Prefix GMS
Course Level 6

Course Number 706
Lab Code None
Course Title Functional Human Neuroanatomy II
Transcript Title Functional Human Neuroanat 2
Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)
Effective Term Summer
Effective Year 2026
Rotating Topic No
Repeatable Credit? No

Amount of Credit 2

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours There is a minimum of 2 hours of average content for each week.
Course Description The primary focus of this course is mastery of human forebrain neuroanatomy and understanding how the various structures in the forebrain are connected to form functional neural systems. At the end of this course you will not only have a working knowledge of forebrain human neuroanatomy, but you will also be able to use this knowledge to evaluate how disruption of of brain structure leads to changes in human behavior and cognition.
Prerequisites GMS 6007 & GMS 6705
Co-requisites NONE
Rationale for Placement in the Curriculum This course is part of the Biomedical Neuroscience Online Graduate Certificate and Masters Programs. It is a degree requirement for both certificate and masters.
Syllabus Content Requirements All Items Included

Functional Human Neuroanatomy II
Course Syllabus for GMS67XX

Table of contents

COURSE NUMBER GMS67xx

CREDIT HOURS 2 credit hours

OFFICE HOURS: Monday 12-1pm via zoom. A zoom link will be provided on the Canvas Site

COURSE DESCRIPTION

This semester online course is organized into six modules, each of which covers a key human neuroanatomical system in the forebrain. The primary focus of this course is mastery of human forebrain neuroanatomy and understanding how the various structures in the forebrain are connected to form functional neural systems. At the end of this course you will not only have a working knowledge of forebrain human neuroanatomy, but you will also be able to use this knowledge to evaluate how disruption of brain structure leads to changes in human behavior and cognition. It is expected that this course will require approximately 2 hours for reading and watching lectures and another 2 hours of studying for assessments for successful completion of the curriculum.

COURSE GOALS / LEARNING OUTCOMES
Functional Human Neuroanatomy is a complex but rewarding field of study. The driving force behind studies of the human brain continues to be our desire to explain normal human behavior and cognition and the changes in behavior that often result from injury and disease. In this course we will cover the anatomy and functions of key neural systems including visual, auditory, vestibular sensory systems, the higher order motor modulatory systems, the limbic system, and higher cortical function.

At the end of this course, you will not only have a working knowledge of human neuroanatomy, but you will also be able to use this knowledge to evaluate and interpret how disruption of brain structure leads to changes in human behavior.

COURSE FORMAT

The dynamic course schedule
We call the current document the course The precise dynamic class schedule is found in Canvas and is dynamically updated automatically if a change in the schedule is instituted. You can find the dynamic course schedule as shown below.

Course Modules
This course is divided into 6 Modules. All Modules in this course will be completed in 2 weeks. Each Module covers a specific neural system and is broken down into 2-4 Units that contain the core material. You must complete the 6 Modules sequentially, and each Module will be considered complete when you have submitted the Case Study assignments, and completed the Module tests for that module. The flow of the class is strictly controlled. If you do not complete the Case studies or Module tests on time, you will be automatically locked out of the Identification tests, Case Studies, and Module test for the following module which required that item as a prerequisite.

Focus Case Studies
Each Module contains a Focus Case Study that you will "solve" over the course of the week using the information presented in the Module under study and in the previous Modules. Each Case Study contains 2-5 assignments that you will be required to complete sequentially and submit prior to taking the Module tests that accompany each Module.

Units
Each Module is broken down into 2-4 Units that have been designed to improve your ability to access and understand the material presented on the neural system covered in each module. Each Unit contains a reading assignment, a video lecture(s) in VoiceThread format, and a self-check quiz that will allow you to determine how well you have understood the material presented in the unit. Each

VoiceThread lecture is ~20-40 min in duration and can easily be viewed slide-by-slide allowing you to view the lectures on your schedule.

Weighting of Quizzes and Assignments
The self-check quizzes will constitute 15% of your final grade and the module tests will constitute 50% of your final grade. The remaining 35% of the final grade will be derived from the Case Study assignments you complete for each module. The content and quality of the Case Study assignments will be evaluated by both instructors.

Unit Self-check quizzes	15% Grade
Module tests	50% Grade
Case Study Assignments	35% Grade

TARGET AUDIENCE
This semester course has been specifically designed for students enrolled in the UF Biomedical Neuroscience Certificate Program. This course is designed to provide a working understanding of Functional Human Neuroanatomy.

PREREQUISITES
If you are an Online Certificate student or an Online Master's student, GMS 6007 and GMS 6705 are an absolute prerequisites for taking this course. If you are enrolled somehow without having taken GMS 6705 course, please drop the course immediately.

COURSE DIRECTOR AND INSTRUCTOR
Nick Musselwhite, Ph.D
Lecturer
Biomedical Neuroscience Online

Ron Mandel, Ph.D. Instructor
Professor of Neuroscience
Assistant Director of Biomedical Neuroscience Online

Email – see directions below

GENERAL COURSE SCHEDULE
This is a semester course that is offered during the spring semester each year. One course module will be completed each week unless otherwise indicated. In addition to reading assignments, quizzes and tests, students will complete one Focus Case Study each module starting in Module 3.

Start Module (0-1/2 week)
    Unit 1 The Course Syllabus, Syllabus, and Deadlines
    Unit 2 Course Textbooks and Neuroanatomy Websites and Apps
Module 8 The Visual System

Unit 1 The Eye
Unit 2 The Neural Retina
Unit 3 Retinal Output and Central Visual Pathways
Module 9 The Auditory and Vestibular Systems
Unit 1 The Labyrinth and Cochlea
Unit 2 The Vestibule and Semicircular Canals
Unit 3 The Auditory and Vestibular Pathways
Unit 4 Clinical Correlations of Auditory and Vestibular Lesions
Module 10 The Basal Ganglia and Cerebellum
Unit 1 The Basal Ganglia: Anatomy and normal function
Unit 2 The Cerebellum: Anatomy, connectivity, and normal function
Unit 3 Clinical Correlations
Module 11 The Hypothalamus
Unit 1 Hypothalamus anatomy and function
Unit 2 The Autonomic Nervous System
Unit 3 Clinical Correlations of Hypothalamic and ANS Lesions
Module 12 The Limbic System
Unit 1 Limbic System Anatomy
Unit 2 Clinical Correlations of Limbic System Lesions
Module 13 Higher Cortical Function
Unit 1 Multimodal Cortical Association Areas and Cerebral Lateralization
Unit 2 Language
Unit 3 Higher Order Visual Processing

LEARNING RESOURCES

- **The following two textbooks are REQUIRED for this course**:

   1. Neuroanatomy through Clinical Cases, 3rd Edition. Author: Hal Blumenfeld. Sinauer Associates, Inc. 2021. I recommend you buy the hardcopy from a friend or a vendor like Amazon because I do not like the eBook interface. However, if you are interested in the eBook the link is below (if you have any trouble obtaining this book please notify me immediately).

   3rd Edition: https://www.vitalsource.com/products/neuroanatomy-through-clinical-cases-hal-blumenfeld-v9681605359632

   2. Neuroanatomy in Clinical Context: An Atlas of structures, Sections, Systems, and Syndromes. Haines, D.E. 11th edition., ISBN/ISSN 9681496386936, https://shop.lww.com/Neuroanatomy-Atlas-in-Clinical-Context/p/9781975197292?srsltid=AfmBOopz5LLDndOGyKS5nLqfMxcrR0btWVbMHuKlSEy25fkevb4Q3gTC

   o We will also be providing you with specific relevant Chapters from Medical Neuroscience Authors: Stephen E. Nadeau, Tanya S. Ferguson, Edward Valentstein, Charles J. Vierk, Jeffrey C. Petruska, Wolfgang J. Streit and Louis A. Ritz, Saundars 2004, ISBN 0-6216-0249-5 (out of print) as supplementary reading.

- All VoiceThread lectures are accessed directly through the Canvas course website. VoiceThread is an asynchronous interaction platform that **allows you to post questions about the material directly within the lectures** using the text, audio, or video + audio

commenting feature of VoiceThread. VoiceThread is easy to use and you will become familiar with it as you work through the Start Module of the course.

- Each unit contains a self-check online quiz that is designed to reinforce the materials covered in each unit. These quizzes contain questions that will serve as examples of those comprising the module tests.

- Discussion boards for each Module are available for posting questions about the course materials covered in that Module.

- Online or face-to-face meetings with instructors are available upon request.

Assignments and Examinations

SELF-CHECK QUIZZES, MODULE TESTS, and FOCUS CASE STUDIES

For each of the 6 modules, students will complete 3-4 self-check unit quizzes and two module tests (identification, chapter fact test). For all modules, you will need to display competency in the identification of neuroanatomical structures in order to progress to the in a fact-based chapter test and the focus case studies (competency = an average of 70% within up to 4 attempts). For modules 3-6 students will also complete a multi-part case study. Most Modules are covered in 2 weeks. All self-check quizzes for the modules are due on the Thursday or Friday of that week at 11:59 pm.

SELF-CHECK QUIZZES

Each unit is accompanied by a self-check quiz that is designed to allow you to determine how well you know the material in that unit. These quizzes will be taken under the same conditions as the identification and module tests – that is they will be taken using Honorlock without intrusive proctoring, they will be timed, and <u>once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question.</u> You will be given 1 min to answer each question on average. The reason for the 1 min average time limit is to avoid requiring proctoring on every test.

You must complete all self-check quizzes for a specific Module by 11:59 pm on the Thursday or Friday (as indicated on the dynamic syllabus in Canvas or on the quiz itself) before the Module tests are due. You will see which questions you missed immediately. Self-check quizzes are intended to help you study by focusing extra study on the questions that you missed.

The <u>reasons for completing these quizzes by this deadline</u> are:

1. You will not be able to access the quizzes after 11:59 on Thursday and will receive zero points for quizzes not completed by the deadline unless you have an excused absence.

2. Taking these *low stakes* quizzes by 11:59 on Thursday will enable you to determine what materials you don't understand and will give you an opportunity to obtain help with this material on Friday-Saturday before taking the module tests on Sunday. The instructor will have limited availability for answering questions on Sunday.

3. The answers for the self-check quizzes taken each week will be made available to you automatically. You must have submitted the quiz to see the answers. The correct answers will not be shown (some questions are accompanied by explanations) because you are expected to figure out the correct answer as a study method for the final module test. However, if you wish, you can take a practice version of the self-check after you complete the graded self-check. The practice version does not count towards your final grade. Revealing the answers to self-checks is not the best educational practice, we really intend for you to figure out the correct answer for yourself. Educational research suggests that material that you discover on your own is retained longer than memorized material. However, we understand that some people "just want the correct answer" so that they can memorize. Therefore, after your second attempt at the self-check practice quiz, the correct answers are revealed. In the best case, we hope you try to obtain the correct answers yourself on the practice quiz however, the practice quiz can allow you to see the correct answers.

IDENTIFICATION TEST (using Honorlock)
The first weekly quiz will consist of **neuroanatomical identification** questions that are mainly multiple choice but some do contain some fill-in-the-blank. The ID test is due at 11:59 pm on every Friday starting with module 3 (Mod 1-2 on Saturday). In the identification module test, the <u>questions will be randomized and will be presented one-at-a-time. Once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question.</u> You must achieve an average of 70% correct answers on this module test to be allowed to matriculate to the chapter test due on Sunday. Canvas is set to keep your average score and it

doesn't matter how many attempts you use of the 4, you must meet the 70% average benchmark or above. You may take the ID test as many as 4 times to achieve the 70% benchmark. If you fail to reach the 70% benchmark for an ID test, you must contact one of the course directors to allow an additional attempt. Five points will be deducted from the ID test score for each additional attempt. Due to the way Canvas operates, the points will be deducted just prior to calculation of the final grades for the course. **Therefore, it is imperative that you leave yourself enough time on Friday to take this test multiple times or you may be locked out of the next module test. This then locks you out of the following module tests for the rest of the class (this is a Canvas feature that cannot be defeated by the Instructor). See below for excused absence policy.**

We allow 4 attempts for ID tests because achieving a 70% average or above can be difficult. Because teaching 3 dimensional neuroanatomy on a 2 dimensional screen can be challenging, we intend for you to study for the ID test and do your best on each attempt, studying your hopefully few misses until you meet the 70% benchmark. Keeping the average score makes each ID test attempt equally valuable and makes achieving the 70% potentially difficult especially if you score low on any of your early attempts.

CHAPTER TEST (using LockDown Browser)
The module tests will consist of T/F, multiple choice, matching, fill-in-the-blank, and multiple answer questions. All sections will be timed and taken using LockDown Browser.

The questions will be randomized and will be presented one-at-a-time. Once a question is answered and submitted, you will not be able to return to that question. You must answer each question to view the next question. You will be given an average of 1 min per total points on this module test. Also, in some of these quizzes, there are multiple answer choice questions. **Canvas grades these multiple answer questions as follows: Canvas gives proportional points for each correct selection but removes points for each incorrect answer (there are not negative total points for an individual question). For example, if the question is worth 3 points and there are 6 correct choices, and a student answers 4 correct choices and 2 incorrect choices, the student receives +2 points for the correct choices but -1 for the incorrect choices. Therefore, even though 4 choices were correct, the student only receives 1 point total. This is a feature of Canvas and cannot be changed. Therefore, on multiple answer choice questions, it is best not to guess.**

We highly recommend that you take the online tests during UF Help Desk hours whenever possible so that you can obtain assistance if needed. Moreover, remember that the Canvas server does not have unlimited bandwidth. Therefore, if you wait until 11pm on Sunday night to begin your assignments, many other people around the UF campus are doing the same thing. This stresses the server on our end which may slow loading of test pictures and take away from your time. Taking assessments at the last minute also does not allow for unexpected problems that may occur.

Importantly, the time limit for completing the exam starts when you start the exam but ends at 11:59pm on the Sunday unless otherwise stated. *For example, if you begin a 40 min exam 20 minutes before it is due, you will be given only 20 min to complete the exam because it automatically submits your exam when it is due.*

If you attempt to take a quiz and you are asked for an access code, this indicates something wrong with either the HonorLock Chrome extension or Lockdown browser. THERE ARE NO ACCESS CODES REQUIRED TO TAKE QUIZZES IN THIS COURSE.

FOCUS CASE STUDIES

Case study assignments accompany modules 3-6. They consist of 2-5 assignments, each of which must be completed and submitted before the next module is the study is available to you. You must complete and submit the case study assignments for each module before you will be allowed to take the module tests. Focus case studies are open book and are untimed and unproctored. Although the focus case studies are open book, they are to be completed alone, **they are not group projects**.

For both the module test and the focus case studies, you will eventually be able to see the answers. Because grading can take variable amount of time, the available time to view the results may be variable. That being said, the instructor's goal is to finish grading by each Monday afternoon and if this is achieved, the answers will be available for 24 hours after the grades are posted.

OUTSIDE SOURCES

The field of Neuroscience is among the fastest moving fields of research. In addition, there is far more yet to be known about brain function than we already know. Therefore, it is possible, using outside sources to dispute most, if not all of the questions on each type of assessment by using outside sources that might be seen to contest a presented fact. We can only ask questions that are derived from the learning resources listed in this Syllabus. There is no question that there are controversies and unknowns in the field of functional human neuroanatomy but you will be tested only on the information presented in this course. For the purposes of this course, the information presented is considered to be solid even if some of the information could legitimately be disputed. Therefore, we can only assess your answers to any assessment type based on the information presented from within this course. While we would never discourage anyone to do outside reading, you will not be awarded points based on some outside source that disputes the answer to any particular question. **This policy may be one of the most important in the course because without this policy, we could not assess grades at all.**

Assignments, quizzes and tests will not be accepted late.
As a rule, unless you have a medical excuse or a confirmed family emergency with appropriate documentation, late assignments, quizzes, and tests will not be accepted. We recognize that personal circumstances arise that may interfere with your ability to meet a deadline. If this occurs, please let us know as soon as you know. **We will not be receptive to retrospective requests for deadline extensions**. Your emails will be responded to within 24 business hours (typically sooner). Our strict rules on accepting late assignments is due to the rapid and dense nature of the course structure. **This strict late assignment policy makes it imperative that you try not to wait until the last minute prior to the due date to complete an assignment. By not waiting to the last moment to submit an assignment, you mitigate the potential for unexcused circumstances from preventing you from submitting an assignment**.

Cumulative nature of the class

Each module is cumulative, i.e., you will be expected to remember and have mastered the material for past modules. **You will be asked questions that require knowledge of previous modules on**

ID tests, module test and especially focus case studies. Once a learning objective is introduced, you will be expected to know that subject matter from there on out in the course.

If you encounter computer technical difficulties, be sure to include a UF helpdesk ticket number in your request for a deadline extension if you plan to request one. The extension request MUST be created within a few minutes of the technical difficulty and submitted as soon as possible (see below).

Grading scale
A letter grade will be given at the end of the course that will reflect the weighted percentages of the points you have earned.

If the class average reaches 85% or above the following scale for letter grades will apply:

93-100% = A
90-92.9%= A-
86-89.9% = B+
83-86.9% = B
80-82.9% = B-
66-69.9% = C+
63-66.9% = C
60-62.9% = C-
66-69.9% = D+
63-66.9% = D
<63% =E

If the class average is < 85% everyone's score will be scaled to a class average of 85% automatically (emailing doesn't accelerate the curving process) and then the above scale will apply. There is no rounding of curved grades. Because final scores are not final until after the last test is completed, it is impossible to answer questions about an individual person's grade prior to the calculation of the final curve. *Therefore, emailing the course director prior to the end of the course to ask about your final grade is futile.*

GRADING POLICY
There is a lot of material covered in this course. Thus, it is **VERY IMPORTANT** that you set aside sufficient time each week to complete the required work. Students will be expected to complete all requirements for one module each week. There will be no deadline extensions for completion of a module unless granted by the course directors prior to the scheduled completion date. Failure to submit a module assignment, self-check quiz, or module test by the course deadlines will be recorded as a zero. Once final grades are published, there are no alterations allowed. If a student has an issue with an individual graded assignment, they must address that concern the week of the assignment. Therefore, individual assignment grade changes will not be considered at the end of the course.

REQUIRED TECHNOLOGY
* Laptop or desktop computer equipped with microphone and video camera. A microphone and video camera will be used for video conferencing with instructors if you choose to do this. You must have stable internet of > **100 Mbps at your disposal**. A computer with at least 16 Mb of

internal RAM, running a CPU of at least 1.8 GHz, and a <u>separate graphics card</u> are recommended.

- All the images in this course were created with a PC using Windows. While everything *should* work on a Mac OS system, if there are sometimes problems with images, PC to Mac OS encoding difficulties are probably at fault **and it is certain that you will not get to retake questions where images don't appear**. We have gone through the course and reduced the resolution of each image in the chapter tests to 150 dpi which is the screen resolution to try to reduce the problem of images not appearing in tests but this still happens. If this happens to you, you will not receive points but we strongly recommend taking steps to assure your computer hardware meets the requirements listed above. This issue can also be mitigated by not taking tests during peak server hours which is any time close to 11:59pm on any given day.
    - o There is a Canvas app that can be used to access the course using your portable devices. The app is not as good as laptop or desktop computers. <u>Under no circumstances should you take any quiz using a portable device.</u>
    - o There are VoiceThread apps that are available for iOS and Android devices that can be used to view and post comments on VTs. While these portable devices are excellent for watching lectures and asking questions, we strongly recommend that you use laptop or desktop computers when working on this course. (While I often use the iOS VT app myself, I have found it to be terribly unreliable. VT often fixes issues rapidly and please feel free to contact their support which is very responsive).
    - o This is an online course. Therefore, travel during the course is the student's choice but because this course is extremely challenging with many time sensitive assignments due every week, optional travel is strongly discouraged. The requirements for high-speed internet and appropriate level computer with a modern operating system are still absolute requirements during travel and are the students' responsibility. Unexpected *emergency* travel to areas with poor infrastructure can be an excused absence but the course instructors must be advised either prior to or as soon as possible during the emergency travel. Optional travel cannot be disallowed but, again, it is the student's responsibility to ensure the availability of reliable high-speed internet and appropriate computer equipment. Internet failure during optional travel may not be deemed an excused absence.

- **Installation of LockDown Browser** – installation instructions and a practice quiz are under Task 3 of Unit 2 in the Start Module. Prior to starting LockDown Browser, quit all other programs on your computer.

- High speed, broad band internet connection such as DSL or cable. **When using LockDown Browser your computer should be directly connected to the internet rather than accessing using WiFi.** A broadband Internet connection is strongly recommended. Slower connections should still be able to access e-Learning, but will take longer to load.

- **Install Honorlock as an add on to Chrome**

    - o SPECIAL NOTE: Some users with satellite Internet service may find their online courses do not load quickly or consistently due to satellite network design issues.

- It is highly recommended that you work with Canvas and VT using either the **Firefox or Chrome Browsers.** Only Chrome can be used for Honorlock on a majority of the assessments in this course.
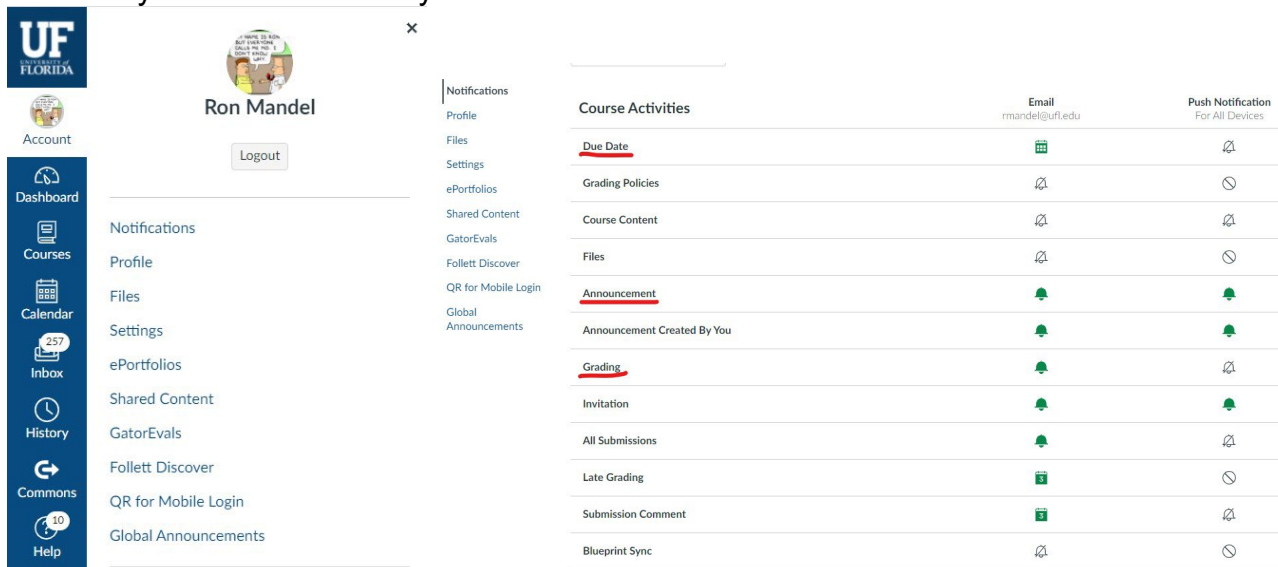
- For specific questions about browser compatibilities and general questions about e-learning at UF please go to https://wiki.helpdesk.ufl.edu/FAQs/E-Learning.

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.

NOTIFICATIONS

The complicated nature of this course in Canvas necessitates the liberal use of announcements. Moreover, after tests are graded and released, you can get notifications of the test opening. Without these notifications, you may miss important course information or your chance to go over your test results in detail. Therefore, it is critical that you set up your notifications in Canvas under your account to your own specifications. Below are 2 figures showing you the location of your notifications in Canvas and suggested settings. Choose 'Notifications' from the 'Account' tab, set which notifications and how you wish to receive your chosen notifications as shown.

COURSE CONDUCT (What is expected of you)

In all course related activities, students are expected to respect one another and use proper language. Students need to be aware that online learning can present significant challenges, particularly to individuals who are not 'self-starters' or those who do not possess good time management skills.

The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class, the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all

are able) to create their own virtual classroom. This results in procrastination and low quality performance. Recognizing that everyone learns differently, it is impractical to prescribe a 'best way' to approach this course.

You are expected to adhere to the class calendar. If you have a calendar app that you prefer to use, it is recommended that you put the due dates in your app as reminders. The assignments, quizzes and tests associated with the Modules are due on the days and times stipulated on the syllabus and in the also shown in the 'To Do' section on the right side of the course home page. While class interaction and group study are encouraged (it is a very effective way to learn in this course), there are no group projects and all assignments must be prepared and completed individually.

ACADEMIC HONESTY

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

We fully support the intent of the above statement and will not tolerate academic dishonesty.

All students enrolled in GMS 6605 are expected to follow the University of Florida Honor Code (excerpt above). The full text can be found at: http://regulations.ufl.edu/chapter4/4041-2008.pdf

Student guidelines for ethical behavior can be found at:
http://www.registrar.ufl.edu/catalog/policies/students.html.

Please also review the use of copyrighted materials, which can be found on the Health Science Center Library's web page:
http://www.library.health.ufl.edu/services/copyright.htm

Additional Conduct Policy for this online course PLEASE READ THIS SECTION CAREFULLY

It is strictly forbidden to use a second device such as a cellphone camera to take images of assessments. A first violation of this rule will result in the student receiving a zero for that assessment. A second violation of this rule will result in the student failing the course and this violation being reported to the University. This rule applies in all situations and even applies to taking a screenshot of a completed assignment in order to send to the instructor a dispute about a question. **To avoid the need to take screenshots, you must use the "add a comment" feature within the test while viewing your results. In the comment, include the assessment title, question number, and issue at hand. Again, this policy is absolute. We do not respond to emails disputing test results, only comments within the test are accepted. There are no exceptions.**

Attendance and Make-up Policy

This is an asynchronous 100% online course so attendance is never required. However, as indicated above, various assessments have hard deadlines. In order to make up an assessment, you must have an excused absence. In general, we want all our students to succeed and are willing to allow well documented excused absences. In the spirit of fairness to all classmates, we must have some

reasonable form of documentation. **Pre-clearance of an absence with the approval of the instructor is the best way to deal with obtaining an excused absence**. Technical difficulties must be documented by a Help Desk ticket (see below). In the absolute best case, the Help Desk Ticket should be documented <u>prior to the due deadline</u> of the assignment. However, if you waited until the last minute (which, while being your right, is not advisable), and the technical problem occurs during the assignment, the <u>timestamp of the Help Desk Ticket must be very close to the closing deadline</u> of the assignment. If you have an excused absence, extensions will be granted.

Potential excused absences:

- Medical emergencies require documentation.
- Family emergencies require some sort of documentation.
- Intervention of work or military deployment: We extremely value our students who also have careers, therefore, sometimes the students' career can intervene. In this case, it is critical that prior approval for an extension be obtained from the instructor with some form of documentation. Most times, finishing assignments well prior to their deadline ameliorates this type of problem.
- Internet outages: internet outages in your town or neighborhood can be an excused absence. However, a copy of a chat with your ISP or some other strict form of documentation must be provided. Again, finishing assignments early reduces the chances of internet outages affecting your ability to submit assignments.
- Power outages: severe storms occur especially in the spring. Paying attention to weather reports indicating potential severe storms should allow you to plan in advance so that a power outage does not derail your on-time completion of assignments. However, if a power outage does affect your submission deadline, some form of proof from your provider, the internet, or a newspaper must be provided. See also travel policy above.
- This list is not completely inclusive and other types of absences can be considered with documentation on a case by case basis.

Excused absences must be consistent with university policies in the <u>Graduate Catalog</u> and require appropriate documentation. Additional information can be found in <u>Attendance Policies</u>.

WHEN DO I CONTACT THE UF HELPDESK?
In the event that you have **technical difficulties with E-learning**, please contact the UF helpdesk at learning-support@ufl.edu, or (352) 392-4356. If your technical difficulties will cause you to miss a due date, you MUST report the problem to E-learning. Include the ticket number that you are given in an e-mail to the instructor to explain the late assignment/quiz/test. As of this writing, Help Desk is only available during normal week day business hours. Therefore, taking tests at the last minute or even after business hours eastern time is risky because you cannot get instant help. If you email them with your problem, an automated reply will acknowledge your ticket submission. This ticket acknowledgement is an important time stamp to show you documented your problem in a timely fashion. Late work that involves technical difficulties with E-learning <u>MUST</u> be accompanied by a ticket number from the Help Desk.

Types of questions that should be directed to the Help Desk:

1. I can't log into E-learning.
2. I have clicked on the "submit" button for my quiz and nothing is happening

3. I can't upload an assignment (be sure that you have reviewed the tutorial on how to do this BEFORE you contact the Help Desk)
4. E-learning has given me an error message and I can't submit my assignment.

NOTE: *Late work that involves technical difficulties with E-learning MUST be accompanied by a ticket number from the Help Desk.*

ALSO *- Be sure to be familiar with the hours of operation for the UF help desk. There hours are posted at* http://helpdesk.ufl.edu/about/business-hours/

WHEN DO I POST QUESTIONS TO THE COURSE QUESTIONS DISCUSSION BOARD?

Questions that deal with the course content itself should be submitted to the Course Questions board. Posted questions should NOT be about grades or a private matter. Do not post personal grade questions on the Course Questions discussion board.

Before posting a question, check those already posted to be sure that you are not duplicating a question. These should be things that other students in the class might have trouble with. For example:
1. I am unable to post comments to VoiceThread.
2. One of the quiz questions did not display properly.
Posting on the Course questions board is the fastest way to get an answer to your question. Be sure to give it a meaningful heading!

Questions of a private nature should be e-mailed to the course instructor (see below on how to e-mail within E-learning).

In all cases, please allow 24 hours for a response. Every effort will be made to answer questions posted over the weekend with 24 hours. If not addressed, they will be addressed on the following Monday.

WHEN DO I EMAIL MY INSTRUCTOR?

Questions about the course should be e-mailed to the instructor through the e-mail tool in E-learning (Canvas).
Examples of e-mail questions for the instructor to get clear, concise responses:
1. I think there is an error in my grade for the assignment in module 3 (be sure to explain exactly why you think there is an error and provide documentation)
2. I am behind in the course and I would like to know how I may catch up (in such a case, your instructor may ask you to set up a Zoom meeting. PS, don't get behind: this course is nearly impossible to make up time in.
3. If you have questions about the course itself, please reread this Syllabus before asking a question. If the answer is not in the Syllabus, check the Course Questions discussion board (this discussion board can be located by clicking on the discussions menu tab on the left of the course home page). If the answer to your question is not there, please post the question on the Course Questions discussion board first, your classmates can be a good source.
4. **There are usually 40 or more students in this class, this makes it difficult for your course director to need to be required to respond to questions that you can figure out**

on your own OR the answer to which makes absolutely zero difference to your educational experience in this calls. Therefore, please think long and hard about the value of your question regarding the nuts and bolts of how the class functions prior to emailing the instructor.

DO NOT e-mail the instructor with general course questions (see above), the course is run by a computer application that is designed to function automatically.

DO e-mail the instructor if there is a broken link Canvas or something critical is not working (if it is an emergency try Help Desk).

If your question is of a personal nature, e-mail your instructor from within e-learning system using the instructions below.

DO NOT e-mail the instructor to act as your personal study partner. There are too many students in the class for the instructor to function as your personal study mate and it is not fair to the other students in the class who do not get this attention. All the self-checks and chapter tests show you what you got incorrect specifically so you can go back and learn the correct answers on your own. We <u>provide you with all the resources you need to be able to find the answer to every question in this course.</u> The instructor will not answer "what is the right answer?". If you ask this type of question, you will receive a Socratic-style study prompt question in return (as a teaching tool). We understand that you might find this method frustrating but this method is the best teaching strategy and is in line with the practical fact that there are many students in the class. After a due date, trying to use the discussion board to get clarification on a question could be a good strategy if you really can't find an answer on your own and your classmates choose to answer.

DO NOT e-mail the instructor to ask for extra credit. Extra credit assignments that are not available to everyone are not fair. There are no assignments available in the course to act as extra credit. If they are not available to everyone, then they are not 'extra'. This course contains a plethora of assignments, waiting until the end of the semester to try to increase your grade via extra credit is not a viable strategy.

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We write all the questions on the assessments. They have been vetted over greater than a 10 year period (100s of people have read and answered these questions successfully). Please read them very carefully. It is impossible to write the type of clinical questions required in this course so that every single person in the world will interpret them in the way we intend them to be interpreted. Through experience, we have learned that there is a tiny subset of people who consistently interpret questions incorrectly or in the way they want to interpret them. **Do not email the instructor with your interpretation of the question, it is your job as a student to figure out what we are asking. This type of complaint or the "I just want to understand" email falls under the category of asking the instructor to be your study partner. Repeated violation of this policy can lead to deduction of points at the instructor's discretion.**

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HOW TO EMAIL YOUR INSTRUCTOR
To send an e-mail from the course:
1. Click on the mail icon that is located the left side of your screen.
2. Click the "Compose Message" button.

3. "To: window" will display.
4. Locate your instructor's name.
5. Always include a description in your subject line in the best case this will include the course number, GMS 6605, the module in question (1-13), the unit in question (1-6), and the item such as self check #1. While this subject line may seem overly complicated it will allow the instructor to easily collate and search for specific questions throughout the course.
6. Type your message and add any necessary attachments. Be sure that your subject line adheres to the format indicated above.
7. Click "send."

STUDENT SUPPORT SERVICES

For any technical issues you encounter with your course please contact the UF computing Help Desk at 352-392-4356. For Help Desk hours visit: http://helpdesk.ufl.edu/ .
For a list of additional student support services links and information please visit:
http://www.distance.ufl.edu/student-services.

Special Accommodations - Students requesting disability-related academic accommodations must first register with the Disability Resource Center (http://www.dso.ufl.edu/drc/). This should be cone as early in the semester as possible. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 352-392-8565.

Course|Modify for request 21948

Info

Request: PHC 7065 - Change course description and increase credit amount
Description of request: The College of Public Health and Health Professions request that PHC 7065 Advanced Skills in Epidemiological Data Management be increased from 2 to 3 credits.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 10/2/2025 11:34:55 AM
Form version: 1

Responses

Current Prefix PHC
Course Level 7
Number 065
Lab Code None
Course Title Advanced Skills in Epidemiological Data Management
Effective Term Earliest Available
Effective Year Earliest Available
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? Yes
Current Course Description This course focuses on providing critical SAS and SQL programming skills needed to manage public health data (ranging from survey data to administrative data such as electronic health records). The course covers data import, export, and visualization; basic descriptive

analysis, working with numerical, character, and date variables, SQL and relationship database, SAS macro, do-loop, and array. Brief introductions to coding in R and Python will also be covered, but the primary focus is on SAS.

Proposed Course Description (500 characters max) Provide SAS and SQL programming skills for managing and analyzing public health data, including survey and electronic health records. Topics include data import/export, descriptive analysis, recoding, missing data handling, data linkage, relational databases, subqueries, macros, do-loops, and arrays.

Change Course Objectives No

Change Prerequisites? No

Change Co-requisites? No

Rationale We request that PHC 7065: Advanced Skills in Epidemiological Data Management be increased from 2 to 3 credits to achieve
two primary goals: 1) allow more time for in-class practice and 2) add interactive exercises that necessitate more contact hours.
This class focuses on developing coding and programming skills needed for database management. The additional credit hour will provide students more time to practice coding, encounter and troubleshoot bugs, ask questions,
and resolve issues. Currently, with 2 credit hours, the course includes a lecture introducing coding functions, followed by a lab
session to demonstrate the functions in SAS using example data. In some sessions, we include brief in-class practice, but the
limited time often prevents students from fully exploring the material. Extending the class by one hour would allow students to
complete in-class exercises, work with peers and the instructors to troubleshoot issues they encountered. In the revised course
schedule, we include more in class exercise sessions and additional tasks for students to complete.
The second purpose is to make the course more interactive. Real-world datasets come in various formats, and it is impractical
to cover all coding scenarios during lectures. We aim to make the course more interactive by spending additional class time for
students to explore potential solutions to coding challenges beyond the structured lecture content. For example, instead of
simply demonstrating how a SAS function works on a dataset, we present a real-world data issue, describe the current data
structure and desired outcome, and allow students to work with peers or by themselves to propose their own coding solutions.
Afterward, students will share their approaches and discoveries. Through this additional time and effort, students will learn how
to solve issues that are not covered by the lecture, with the guidance of the instructor, and see how one task may be handled by
different ways of coding. While this interactive component does not significantly alter the syllabus content, additional class time
is necessary to implement this approach effectively.
Finally, we added a guest lecture to cover an ad hoc topic such as coding in different software (e.g., R, Python, or Stata),
working with unstructured data (e.g., clinical notes and natural language processing), or practical tips for using tools like
REDCap for data management. All changes are reflected on the submitted syllabus. We have uploaded track-changes and
clean versions of the updated syllabus.

University of Florida
College of Public Health & Health Professions Syllabus
~~Course~~ PHC 7065: Advanced Skills in Epidemiological Data Management (3 credit hours)
Semester: Spring 2026
Delivery Format: On-Campus, HPNP G-316/over Zoom (for students enrolled in the Certificate in
Psychiatric Epidemiology only),
Wednesday: 1:55 pm - 4:45 pm
Course Website: https://elearning.ufl.edu/

Instructor Name: Yiyang Liu, PhD MPH
Room Number: HPNP G-316
Office Location: 2004 Mowry Road, Clinical and Translational Research Building (CTRB) #4237
Phone Number: 352-273-5468
Email Address: yliu26@ufl.edu
Office Hours: Tuesday 12:30-2:00 PM (in office or over Zoom)
Preferred Course Communications: Canvas message, Email

Prerequisites
PHC 6052 and PHC 6000 (or equivalent), or instructor permission.

PURPOSE AND OUTCOME

Course Overview

~~This course focuses on providing~~Provide SAS and SQL programming skills for ~~needed to~~ manag~~ing~~
~~and analyzing~~ e-public health data, including ~~(ranging from~~ survey ~~data~~ ~~to~~ and electronic health
records~~)~~. T~~o~~pics include ~~he course covers~~ data import,~~/~~-export, ~~and visualization; basic~~ descriptive
analysis, recoding, missing data handling, data linkage, relational databases, subqueries, macros, do-
loops, and arrays~~working with numerical, character, and date variables, joining relational databases,~~
~~SAS macro, do-loop, and array~~.

Relation to Program Outcomes
This three-credit course is an epidemiology core course for Ph.D. students under the category
"Statistics & Data Management." This course will teach students the necessary skills to work with
different data formats, perform database management, work with complex relational databases and
prepare raw data for different statistical analyses. The course contributes to the Ph.D. program
student learning outcomes "Design epidemiologic research studies and analyzes data to answer
health-related research questions that are currently relevant to the population."

Course Objectives and/or Goals

The overall goal of this course is to develop SAS programming skills in epidemiological database
management. Upon successful completion of the course, students will be able to:

1. Execute data import and export using SAS Wizards and codes; construct and manage SAS
   libraries~~; evaluate database structure and organization~~.
2. Manipulate numerical, character, and date variables using SAS functions; generate dummy
   ~~variables~~variables.
~~2.~~3.~~; and P~~produce descriptive analyses for continuous and categorical variables.
~~3.~~4.Analyze relational database structures; apply SQL programming skills within the context of

data management; differentiate between various types of SQL joins and unions.

4. ~~Implement~~ SQL programming within SAS and compare its integration with other software tools such as R, Python, and Access.

5. ~~Integrate two or more datasets using SQL; construct merges at both the individual levels to support epidemiological data analysis.~~

6. Develop and apply SAS macro variables, functions and programs; design efficient do-loop structures to streamline repetitive coding tasks.

7. Transform datasets between long and wide formats using a variety of methods and evaluate the implications of format choice on downstream analyses.

8. Critically assess the structure and components of Electronic Health Records (EHRs) and biomedical ontologies (e.g., ICD, LOINC, RxNorm), and apply this knowledge to informatic projects in epidemiologic research.

Instructional Methods

We will have in-person class across the 15-week Spring semester. Class begins with a lecture covering basic syntax and key concepts for the week's topic. Students will then work on coding exercises using practice datasets provided on Canvas either at the end of the lecture or between sections. We will review coding solutions together to reinforce understanding and address questions.

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

Topical Outline/Course Schedule

Date	*Agenda*	*Assignment and Project Due*
Jan 15, 2025	Week 1 Course overview, SAS basic I	
Jan 22, 2025	Week 2 SAS basic II In class practice: Data importing	Assignment 1: posting on Canvas discussion board
Jan 29, 2025	Week 3 Basic SQL SQL in R and Python In class practice: SQL variable selection and	

	reorder	
Feb 5, 2025	Week 4 Working with numeric variables In class practice: recode numeric variable, missing data, dummy variable coding	Assignment 2: covers weeks 2 and 3
Feb 12, 2025	Week 5 Working with character and date variables In class practice: recode variables containing text or dates/times	
Feb 19, 2025	Week 6 SQL and relational database 1, SQL subquery Special topic on missing data handling	Assignment 3: covers weeks 4 and 5
Feb 26, 2025	Week 7 SQL and relational database 2 In class practice: combing datasets	
March 5, 2025	Week 8 Hands-on experience working with Electronic Health Record data	Assignment 4: covers weeks 6 and 7 & Project proposal
Mar 12, 2025	Week 9 Midterm Exam	
March 19, 2025	Spring Break, no class	
Mar 26, 2025	Week 10 SAS macro I Macro variable, function, and program In class practice: use Macro to make your code more flexible	
Apr 2, 2025	Week 11 SAS macro II Macro Do Loop In class practice: Use macro to bulk handle data	
Apr 9, 2025	Week 12 SAS array Transformation between long and wide data format In class practice: data transformation	Assignment 5: covers weeks 10 and 11
Apr 16, 2025	Week 13	Final presentation

	Student presentation 1	
Apr 23, 2025	Week 14 Student presentation 2	
Apr 30, 2025	Week 15 Guest lecture TBA (options on R programing, Python programing, natural language processing, RedCap for data management)	

Course Materials and Technology

Students need to bring their own laptops to all classes and the midterm unless otherwise specified. We will use SAS 9.4 for programming. SAS can be accessed from the PHHP SAS server or UF APPs. There is no required textbook. Here is a textbook that might be helpful to you:

Learning SAS by Example: A Programmer's Guide. Author: Ronald P Cody (2018)

This book is available from UF library ProQuest E-book Central.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP – select option 2, or https://lss.at.ufl.edu/help.shtml.

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/

For technical support related to PHHP SAS server, please contact PHHP Information Technology (IT) support at:
- support@phhp.ufl.edu
- (352)-273-6200
- https://it.phhp.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: https://uf.tfaforms.net/f/ombuds-contact

ACADEMIC REQUIREMENTS AND GRADING

Assignments

(1) Homework assignments: There are **five assignments** in **total**. **Assignment 1 is a discussion post** about your experience with SAS and other software, and your expectations for the class**. Assignments 2 t**hrough **5 will be SAS programming** tasks that follow the content covered that week**. For A**ssignments 2** through **5, you will need to submit your 1) labeled SAS program in .sas format, and 2) a word document that includes a copy of your SAS codes, a screenshot of the SAS log, a screenshot of the results (if applicable) and your response (if application) for each question.** Each assignment has its own points value based on the skills covered, with a total of 40% of the final grade.

Assignment must adhere to the following expectations:

- Your assignment must be turned in no later than 11:59 PM on the due date.
- Late homework assignments without approval will not be accepted (see details in section Policy Related to Make up Exams of Other Work)
- No handwritten assignment. All assignments need to be submitted electronically on Canvas (will be clarified at the beginning of the course).
- For assignments 2-5, you will need to submit a word document that includes the following elements for each question in the assignment:
  1) the original question for the assignment
  2) copy and paste your SAS codes for each question
  3) a screenshot of the SAS log from your submitted code
  4) a screenshot of the SAS result output (if specified)
  5) your response to the question (if specified)
- You can work with others (e.g., discuss, consult, etc.) on a homework assignment. And, if you work on a homework assignment with other students in the course, you are required to list their names when you turn in the assignment. Directly copying someone else's work and submitting it as your own is not allowed and will be reported as academic misconduct to the Graduate School for investigation.

(2) Midterm Exam. Students need to bring their laptops to the classroom to complete the exam. The midterm exam will cover course lectures from week 1 to week 7. The exam will include multiple choices, true/false, or fill in the blank questions. A two-stage assessment will be used for the midterm exam. In the first stage, you will be asked to answer all questions as a closed-book exam. After you submit your exam, you complete the first-stage of the exam and can continue to the second stage. You will not know which questions you got wrong or right after submitting the first stage of the exam. In the second stage, you will be asked to answer exactly the same questions you saw in the first stage. But this time, it will be an open-book exam and you could review all past course materials to help you answer the questions. Your total exam score will be the sum of your score in both stages (the first stage account for 50% of the grade and the second stage will account for the other 50%). Students will have 2 hours to complete the exam.

For example, there are 25 questions in the exam, and each question is worth 4 points. In the first stage of exam, you correctly answer 20 questions. Your score for the first stage of the exam will be 80 points (20*4 points). In the second stage, you reviewed course slides and correctly answer 24

questions. Your score for the second stage of the exam will be 96 points (24*4 points). Your final score for the exam will be 80*50% + 96*50%= 88.

(3) Final Course Project. The final project consists of 25% of the final grade and includes 2 parts: a proposal and an oral presentation. This is not a group project and is expected to be completed independently. Students will choose one of the following two options for their final project:

Option 1: Apply SAS skills taught in class to real data
Option 2: Translate SAS to R or Python

Option 1: Student will practice the SAS codes taught in the class with real research data. You will need to apply at least one code from EACH week's class before the midterm (weeks 2 to week 7) and at least one code from ANY courses after the midterm (weeks 10 to 12) to a dataset you are currently working on or a dataset of your interests. You don't need to include any codes from week 1, week 8 (EHR hands-on) and week 9 (midterm exam).

Option 2: This assignment helps you connect the SAS skills you've learned with a programming language you're familiar with (R or Python). You will choose one SAS programming assignment from this class and complete the same coding tasks using R or Python. The goal is to understand how common data management tasks can be completed across different software and syntax.

1. Project proposal requirements:

   Submit a one-page proposal and include (50 pts)

   a. Which option do you want pick for your final project (10 pts)

   For Option 1:

   b. Descriptions of Data Source you wish to work on: such as what study is the dataset associated with, how it can be accessed, any associated IRB, what are the data formats, and which variables you intend to work with (20 pts)
   c. Which SAS codes you are considering using from each week's lecture before midterm (This could be your tentative plans. You can make changes to it when implementing them) (20 pts)

   For Option 2:

   b. Identify the SAS assignment you will translate and whether you will use R or Python. Briefly note which parts will be directly translated, which may need adaptation, and how you will check for equivalent results. (20 pts)
   c. Outline the R or Python code/functions you plan to use for each assignment question. (This could be your tentative plans. You can make changes to it when implementing them) (20 pts)

2. Project presentation requirements:

   Prepare a 10 minutes presentation to demonstrate your project followed by a 5 minutes Q&A. (150 pts)

You will be scored based on:

For Option 1:

1. Appropriate application of SAS codes from each required week (60 pts)
2. Code is clearly annotated to show which week's content is being applied, and each step in the data programming process is clearly explained (50 pts)
3. Presentation is well-organized and easy to follow (20 pts)
4. Demonstrates understanding and engagement during the Q&A session (20 pts)

For Option 2:

1. The translation of SAS code into R or Python is clearly explained, showing each step's correspondence to the original SAS assignment and making the logic easy to follow Accurate and thoughtful translation of SAS code into R or Python (650 pts)
2. Code is clearly annotated to show correspondence with the original SAS assignment, and the logic behind each step is explained (60 50 pts)
3. Presentation is well-organized and easy to follow (20 pts)
4. Demonstrates understanding and engagement during the Q&A session (20 pts)

4. Final project will be evaluated by both the instructor and your peers, with the final grade calculated as 50% instructor score and 50% average peer evaluation score.

Final project in class participation (5%): Each student is expected to actively engage during their classmates' final presentations. Specifically,

1. Verbal participation (3%): you are required to ask one question or provide a thoughtful comment at the end of two different presentations of your choice. Each question or comment will count for 21.5% of your final grade (totaling 5% for participation). To receive credit, your contribution must be relevant and demonstrate attention to the presentation content.
2. Peer Evaluation Form (2%): Each student must complete a peer evaluation form for all final project presentations. Completing all forms of each presentation week earns 1% of total grade, for a total of 2% across the two weeks of presentations.

Grading composition

Requirement	Due date	Points or % of final grade (sum to 100%)
Assignments 1-5		Total 40%
Assignment 1	Week 2	60 pts, ~4.8%
Assignment 2	Week 4	100 pts, ~7.9%
Assignment 3	Week 6	100 pts, ~7.9%
Assignment 4	Week 8	115 pts, ~9.1%
Assignment 5	Week 9	130 pts, ~10.3%

Final Project Proposal	Week 8	5%
Final project presentation	Week 13	20%
Final project participation	Weeks 13/14	5%
Midterm exam	Week 9	30%

- Homework: 40% (5 assignments)
- Mid-term Exam: 30%
- Final project: proposal (5%) and presentation (20%), total 25%
  Class participation: 5%

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	<60
Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Grade	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	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:
https://gradcatalog.ufl.edu/graduate/regulations/#Grades

Exam Policy

The midterm exam will cover course lectures from week 1 to week 7 to demonstrate mastery of the course material. The exam will be completed in-person on Canvas and will include 25 multiple choices, true/false, or fill in the blank questions worth 4 points each. Exams will be given in two phases, the first phase being closed and the second being open-book/note. The exam will be proctored by the instructor and given at during the course period in the same location as the course period.

Policy Related to Make up Exams and Other Work

Make-Up Exam Policy: If you have an expected conflict (e.g., academic conference travel) with scheduled midterm time, you must contact me at least one week before the scheduled exam date to arrange an alternative exam time during an office hour or another approved time. If you miss the exam due to a personal or family emergency, contact me within 24 hours or as soon as possible, to arrange a make-up exam at an agreed upon date.

Late Assignment Submission: The instructor must be informed via Canvas message of any requests for late submission of assignments due to personal/family emergencies within 24 hours of the due date, and preferably before the deadline if circumstances allow.or as soon as possible. Late

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assignments due to technical difficulties must also be reported to the instructor within 24 hours of the due date. Please note: Any request for late submission due to technical issues MUST and must be accompanied by the ticket number received from PHHP IT, when the problem occurred. which serves as the documentation of when the issue arose. The ticket number will document the time and date of the problem. Approved Once approved, late assignments submission should be submitted via Canvas on from the original submission page and by the new due date provided by the instructor.

Late submission of assignments without prior permission or for reasons not approved by UF policy will not be accepted and will receive 0 (zero) points.

For university policies on Absence policy, Grading policy, Honesty policy, In-class recording, Gator Evals, please review UF Academic Policies & Resources

Please refer to UFs absence policy to ensure you meet UF policy on make-up work: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext and https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/#excusedabsencestext]

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to UF Computing help desk (http://helpdesk.ufl.edu/). The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalogue (e.g. illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. Each unexcused absence results in a 1.5% point deduction from the final grade. Late arrivals (arriving more than 20 minutes late) and early departures (leaving more than 20 minutes early) without prior communication and approval from the instructor will be treated as unexcused absences and will result in a 1.5% point deduction from the final grade. Missing more than three scheduled sessions 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. Please note: There is a separate 5% class participation grade (detailed above), independent of this attendance policy, based on student engagement during final presentations.

Academic Policies & Resources
University academic policies (e.g., Absence policy, Grading policy, Honesty policy, In-class recording, Gator Evals, and etc.) and resources can be found at: https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/

UF Academic Policies & Resources

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

Policy Related to AI Use in This Course

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

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.

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."

Course|New for request 21949

Info

Request: ANG 6XXX Theories of Care
Description of request: Request for a permanent course number for Theories of Care as a graduate seminar in the Department of Anthropology.
Submitter: Adrienne Strong adrienne.strong@ufl.edu
Created: 10/13/2025 10:15:54 AM
Form version: 2

Responses
Recommended Prefix ANG
Course Level 6

Course Number XXX
Lab Code None
Course Title Theories of Care
Transcript Title Theories of Care
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 Seminar
Weekly Contact Hours 3 hours, to be offered in a once weekly 3 class period block.
Course Description Explores the multiple, complex meanings and manifestations of care across a variety of settings. Discusses theories of care as moral/ethical practice, relational/intersubjective practice, forms of governance or violence, gendered experiences, and more. Addresses theoretical perspectives from anthropology and science and technology studies through ethnographic and theoretical readings.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum Graduate students enrolled in the PhD program. It is an elective and can be used to fulfill the ANG credit requirements for the PhD.
Syllabus Content Requirements All Items Included

ANG6XXX:
Anthropology of Care
3 credits

I. General Information

Meeting days and times:
Class location: TBA

Instructor(s):
    Name: Dr. Adrienne Strong
    Office Building/Number: Grinter 441
    Phone: 352-392-4490
    Email: adrienne.strong@ufl.edu
    Office Hours: TWR 2-3pm or by appointment

Course Description
Explores the multiple, complex meanings and manifestations of care across a variety of settings. Discusses theories of care as moral/ethical practice, relational/intersubjective practice, forms of governance or violence, gendered experiences, and more. Addresses theoretical perspectives from anthropology and science and technology studies through ethnographic and theoretical readings.

In this class we explore the on-going conversation in medical anthropology and science and technology studies about the multiple, complex meanings and manifestations of care across a variety of settings. We'll talk about what we mean when we use the term "care", thinking about it as a moral and ethical practice, a relational and intersubjective practice, a form of governance or even violence, gendered experiences, and more. We will explore a variety of theoretical perspectives through ethnographic books and articles drawn from a variety of settings.

Prerequisites
None

Course Materials

- *The Logic of Care* by Annemarie Mol

- *Life Beside Itself* by Lisa Stevenson
- *New American Servitude* by Cati Coe
- *Feeling Machines* by Shawn Bender

Materials will be available through the following means:
Texts are available via the UF bookstore and the library. All other readings are listed in the detailed weekly schedule below and will be available through Canvas and the library.

Materials Fee: N/A

II. Course Goals

Course Objectives
In this course we will:

- Trace the development of care theories and debates in anthropology
- Explore care as practices shaped by sociocultural and political economic processes
- Cover approaches to care related to health but also work, science and technology, and more than human worlds

Student Learning Outcomes
A student who successfully completes this course will be able to:

- Articulate the major concerns, debates, and approaches to the anthropological study of care
- Identify diverse subjective and intersubjective experiences of care as they are shaped by a variety of forces
- Apply an ethnographic lens to everyday practices of care to understand these as sociocultural processes
- Produce an analysis of personally important interpretations of the meanings of care via the photovoice method

III. Graded Work

Graded Components
Attendance (15%): Weekly attendance is mandatory. Attendance at class each week is worth 1% of this 15%. Absences that are not University excused absences will result in 1% off this graded component of the class. I will not consider things like planned volunteering, internships, as being excused. Any doctor's appointment (for acute illness or otherwise) during class time must have a doctor's note. Please plan your schedule accordingly. 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/

Participation (15%): Consistent informed, thoughtful, and considerate class participation is expected and a crucial component of a seminar course. See the rubric below. Your participation is

graded on a weekly basis. You will be informed of your progress if or when you are not meeting the "high quality" standards in the rubric below and at the midterm you will receive feedback on your participation overall. <u>NOTE:</u> If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

	High Quality (4-5pts)	Average (2-3pts)	Needs Improvement (0-1pts)
Informed: Shows evidence of having done the assigned work. (5 points)	Comments that bridge class readings and make connections to other content. Specific reference to texts.	General reference to overarching ideas in the text but no evidence of having read all the text.	Comments do not relate to readings, may only be based on anecdotes without connection to texts.
Thoughtful: Shows evidence of having understood and considered issues raised. (5 points)	Questions and comments that display in depth consideration of the texts. Comments that seek connection to other questions relevant to the course content.	Some comments but may be surface level or off topic, less relevant to the text and more related to outside experience.	Little or no evidence of readings, no comments.
Considerate: Takes the perspective others into account. (5 points)	Thoughtful and respectful engagement with others even when disagreeing. Responses and comments do not diminish others' contributions.	Little engagement with classmates' ideas or comments. Interjecting own ideas without adequate acknowledgement of others.	Actively disregards or disrespects others, ignores the comments others make.

Discussion Leader (10%): At the beginning of the semester students will sign up for two presentation times throughout the semester. In small groups you will lead discussion on a reading or topic for the first half of the class. Presentations will be graded on their coverage of the topic, the thoughtfulness of the discussion questions prepared, and the methods used to present the material. I will provide a rubric at the start of the semester. Please work to make your presentation and discussion engaging through incorporating complementary information, media, and discussion questions as relevant. This is an opportunity to hone your teaching skills. Please be sure to not just read us a summary of the readings (which, hopefully, we have all read and prepared). Instead, you should try to introduce supplemental information and activities/questions to get us all engaging with the readings and week's content.

Weekly Response Papers (15%): These papers serve as a way to reflect on the material read for that week. They are due at the start of class eack week on Canvas and should be approximately 500 words long. The paper should include any comments, questions, or criticisms you have related to the material, as well as any comments you want to be sure to cover in the class discussion. These

responses should be thoughtful and be your attempt to engage with the material in preparation for class. I will grade them each week for completeness (to include the components listed here) and thoughtfulness. Rather than correct or incorrect interpretations, I am looking for your honest attempts to engage with and understand the text and to apply any relevant ideas to your own research interests. To be successful, you might want to take some notes while reading, in addition to reflecting on what elements of the assigned readings stuck with you the most after you finish. There will be twelve of these throughout the semester.

I highly recommend you also use these weekly response papers as a basis for creating an annotated bibliography of the readings for this class so you have that as a reference as you move toward comps, quals, or proposal writing.

Photovoice Final Project (45%):
A slideshow of 10 photos of "care" that you take with an accompanying 10–15-page (double spaced, size 12 font) thematic analysis of your images and their connection to the themes of the class. You must include at least 5 class texts and 3 outside sources in your analysis.

Presentation- On the last day of class, everyone will present **ONE** of their images that best captures their interpretation of "care" and will provide a short explanation of it for the class. You will be graded on your choice of image, its connection to class themes, and the clarity of your presentation. (5% of the total 45% for the final project.)

More details about the photovoice method and the project expectations will be available on Canvas. We will discuss the project closer to the midterm of the course.

TOTAL: 100%

Grading Scale

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

Late assignments will be subject to a late penalty of 10% off per day late unless I've been notified prior to the due date and we have agreed on an alternative arrangement and/or it is an excused absence. Please also notify me directly if you will be out. I will not accept **unexcused** late work if it is more than one week late.

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

ChatGPT and Generative AI tools Policy
To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. *If you use generative AI, acknowledge how it was used and how much.* Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

Writing assignments will be subject to and in accordance with the student conduct code and academic honesty. Assignments will use the tool Turnitin to assess plagiarism and are subject to ChatGPT/AI detection. Assignments will be checked by the instructional team if more than 20% of the assignment suggests the content did not come from the student or is not properly cited. Any suspected plagiarism through the unattributed use of generative AI will be reported to the Student Conduct and Conflict Resolution Office. Any penalties will be decided pursuant to the findings of any investigation from that office.

IV. Calendar

Date	Topic	Readings/Preparation	Work Due
August 27, 2025	What is Care?	Tronto, ch. 4 "Care" Alber and Drotbohm, Ch. 1 pp. 1-19 Buch, ED. 2015. Anthropology of aging and care. *Annual Review of Anthropology* 44: 277-93 Kleinman, A. 2012. Caregiving as moral experience. *The Lancet* 380: 1550-1551. Cook J and C Trundle. 2020. Unsettled care: Temporality, subjectivity, and the uneasy ethics of care. *Anthropology and Humanism* 45(2):178-183.	

Date	Topic	Readings/Preparation	Work Due
		McKearney P and M Amrith. 2021. Care. *The Open Encyclopedia of Anthropology.* http://doi.org/10.29164/21care	
September 3, 2025	Who gets to define care?	Ticktin M. 2024. Care as political revolution? *Focaal-Journal of Global and Historical Anthropology* 98: 64-70. Brown, H. 2010. "If we sympathise with them, they'll relax:" Fear/respect and medical care in a Kenyan hospital. *Medische Anthropologie* 22(1): 125-142. De Klerk, J. 2012. The compassion of concealment: Silence between older caregivers and dying patients in the AIDS era, northwest Tanzania. *Culture, Health & Sexuality* 14(S1): S27-S38. Strong AE and TL White. 2021. Re-examining norms of disrespect and abuse in the second stage of labor in Tanzanian maternity care. *Medical Anthropology* 40(4): 307-321.	Response Paper
September 10, 2025	Care and STS	Mol, Moser, and Pols, ch. 1 Puig de la Bellacasa, Intro Yates-Doerr, E. 2021. Anti-hero care Backe, E. Ethnographic care	Response Paper
September 17, 2025	Care as Resistance	Roberts, MK. 2024. Care as survival and resistance for precarious lives. *Feminist Anthropology* 5: 284-292. Woodly D. et al. 2021. The Politics of Care. *Contemporary Political Theory* 20(4): 890-925. Power ER and TL Bergan. 2019. Care and resistance to neoliberal reform in social housing. *Housing, Theory, and Society* 36(4): 426-447. https://doi.org/10.1080/14036096.2018.1515112	Response Paper
September 24, 2025	Logic of Care	Mol, all	Response Paper
October 1, 2025	Life Beside Itself	Stevenson, Prologue through Ch. 3 Foucault, *History of Sexuality Vol. 1,* Part 5: Right of Death and Power Over Life	Response Paper
October 8, 2025	Life Beside Itself	Stevenson, Ch. 4 through Epilogue	Response Paper
October 15, 2025	Carework (Photovoice)	ILO Carework doc, pp. 1-71. Leira, A. 1994. Concepts of caring: Loving, thinking, and doing. *Social Service Review* pp. 185-201. Brown H. 2012. Hospital domestics: Care work in a Kenyan hospital. *Space and Culture* 15(1): 18-30. Graham H. 1991. The concept of caring in feminist research: The case of domestic service. *Sociology* 25(1): 61-78. https://doi.org/10.1177/0038038591025001004 Anttonen E and M Zechner. 2011. Chapter 2: Theorizing Care and Care Work *in Care Between Work and Welfare in European Societies,* eds. T. Rostgaard and B. Pfau-Effinger. Pp. 15-34. (Available through Course Reserves) **Photovoice:**	Response Paper

Date	Topic	Readings/Preparation	Work Due
		Wang, CC. 1999. Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health* 8(2): 185-192. Wang, C. and MA Burris. 1997. Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior* 24(3): 369-387. Tsang, KK. 2020. Photovoice data analysis: Critical approach, phenomenological approach, and beyond. *Beijing International Review of Education* 2: 136-152.	
October 22, 2025	New American Servitude	Coe, Introduction through Interlude 3 pp.1-129	Response Paper
October 29, 2025	New American Servitude	Coe, Chapter 3- Conclusion, pp. 130-252	Response Paper
November 5, 2025	Feeling Machines	Bender, Prologue through Ch. 3	Response Paper
November 12, 2025	Feeling Machines	Bender, Ch. 4 through Epilogue	Response Paper
November 19, 2025	The Future of Care?	Ticktin M. 2019. From the human to the planetary: Speculative futures of care. *Medicine Anthropology Theory* 6(3): 133-160. Wolf-Meyer online Duclos V and TS Criado, 2019. Care in trouble: Ecologies of support from below and beyond. *Medical Anthropology Quarterly* 34(4): 153-173. Drotbohm A. 2022. Care beyond repair. *Oxford Research Encyclopedias, Anthropology.* pp. 1-16. Rutt RL and AS Møller. 2025. Illuminating the care/repair nexus in the 'pandemic era,' and the potential for care beyond repair in Danish poultry production. *Agriculture and Human Values* 42: 1173-1190.	Response Paper
November 26, 2025	No Class- Thanksgiving		
December 3, 2025	Last day of classes	Photovoice Presentations in Class	Final project materials due at the start of the class period

V. Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. John Krigbaum (krigbaum@ufl.edu, 352-294-7540). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (http://www.ombuds.ufl.edu; 352-392-1308) or the Dean of Students Office (http://www.dso.ufl.edu; 352-392-1261).

VI. Library Resources

- **Library Resources (Courses with Researching/Writing Component, Grad Courses):**
  The **UF Libraries** provide access to numerous resources and services that will help you succeed in this course. Access thousands of **online databases, books, and articles** or visit one of the **branch locations** for additional **resources, services, and study spaces**. Further, as this class requires students to complete a bibliography, research paper, or project, both the **Anthropology Library Guide** and the **Anthropology Assignment Guide** may be of assistance. You can also contact the **Anthropology Librarian** directly for help with developing your research topic/question, searching for sources, and evaluating information. And you can also **Ask A Librarian** for help by email, chat, text, or phone.
- **Ginessa Maha**r (Anthropology Librarian): gjmahar@ufl.edu, office: Library West Room 500

Course|New for request 21918

Info

Request: EDG 6XXX Competencies and Pathways: Credentials for Learning, Skills, and Workforce Alignment
Description of request: New course request
Submitter: Robert Moore rmoore3@ufl.edu
Created: 9/24/2025 8:31:22 AM
Form version: 2

Responses
Recommended Prefix EDG
Course Level 6

Course Number XXX
Lab Code None
Course Title Competencies and Pathways: Credentials for Learning, Skills, and Workforce Alignment
Transcript Title Competencies & Pathways
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 hours each week for in-person instruction
Course Description Examines how learning and competencies are recognized, assessed, and aligned with educational and workforce goals through credentialing beyond traditional academic credit. Explore credentialing ecosystems across education, workforce, and community settings, with attention to policy, skills-based hiring, and evidence-based credentialing models. Apply evidence-based models to identify emerging trends and to design systems that support meaningful learner pathways into education and work.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This graduate-level course will be an elective for graduate students in Curriculum & Instruction, as well as other doctoral students across campus. This course has been offered under a variable topics number and generated strong student interest. I am seeking a permanent number to attract students from various program areas. With a growing population seeking new ways to demonstrate their learning and skill acquisition, this course equips students to apply evidence-based models to understand emerging trends and to design systems that support meaningful learner pathways into education and work. UF is developing new policies around official recognition of microcredentials and this course will serve as an opportunity for doctoral students to understand the academic side of credentialing.
Syllabus Content Requirements All Items Included

UF | UNIVERSITY of FLORIDA

EDG 6XXX: Competencies and Pathways:
Credentials for Learning, Skills, and Workforce Alignment

Academic Term: TBD
Location and Time: Day TBD, 4:05 – 7:05pm, Norman Hall TBD
Number of Credit Hours: 3

Instructor Information
Rob Moore, Ph.D.
Email: rmoore3@ufl.edu
Phone: 352-273-4242
Office Hours: TBD

Course Description
Examines how learning and competencies are recognized, assessed, and aligned with educational and workforce goals through credentialing beyond traditional academic credit. Explore credentialing ecosystems across education, workforce, and community settings, with attention to policy, skills-based hiring, and evidence-based credentialing models. Apply evidence-based models to identify emerging trends and to design systems that support meaningful learner pathways into education and work.

Course Objectives
By the end of this course, students will be able to:
- Analyze the historical and contemporary landscape of credentialing beyond traditional academic credit, including their development and use across educational, workforce, and community settings.
- Examine how credentialing systems respond to workforce demands and learner needs, shaping pathways for skill recognition and professional advancement.
- Evaluate evidence-based credentialing models and frameworks to assess their effectiveness, credibility, and alignment with real-world contexts.
- Develop applied proposals or analyses that envision credentialing systems capable of supporting learning recognition, workforce preparation, and lifelong learning goals.

Course Competency
Students will demonstrate the ability to navigate credentialing ecosystems by applying evidence-based models to align competencies, learning, and workforce pathways. Associated microcredential: *Competency Pathways Navigator*

Technology requirements
Students will need to bring a laptop to each in-person class session.

Textbooks
There are no required textbooks for this course. All readings are in Canvas.

Recommended

We will be using APA 7th Edition for our writing assignments, and if you have not already purchased the handbook, you will want to buy your preferred format (hardcover, spiral, etc). There are several options available on Amazon. Online Resource:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Assignments and Course Schedule

Assignments
Assignment descriptions, due dates, final proposal template and exemplars, and grading rubrics are available in the Canvas course site. Final grades will be based on the following weighted categories:

Category	Assignments	Weight
Community of Practice	In-class Participation; Peer Feedback (Proposal Workshops)	15%
Foundations of Digital Credentials	Defining Digital Credentials; Evaluating Credential Frameworks	25%
Digital Credential Landscape	Learner Value Proposition; Mapping the Digital Credential Ecosystem	25%
Microcredential Proposal	Proposal Overview; Draft; Final Proposal	35%

Community of Practice (15% of Final Grade)
This category emphasizes your role as a collaborator and contributor to a shared learning environment. In-class sessions are designed as active, participatory spaces where we build knowledge through dialogue, feedback, and shared inquiry. Your engagement with peers supports both your project development and everyone's learning.
Assignments in this category include:
- *In-class Participation:* Students must attend each class, complete readings in advance, and actively engage in discussion and design activities. Participation includes attending class prepared with takeaways and questions from readings, offering peer feedback, and contributing thoughtfully to our learning community.
- *Peer Feedback*: Students will participate in structured peer feedback sessions throughout the course, including workshops to share and refine proposal ideas.

Foundations of Digital Credentials (25% of Final Grade)
This category builds a foundational understanding of digital credentials through research-informed analysis. Students will establish a shared definition of digital credentials and explore the structures and purposes of existing frameworks. The goal is to develop a research-backed lens for how digital credentials function as tools for recognition, signaling, and advancement across learning systems.
Assignments in this category include:
- *Defining Digital Credentials*: Students articulate an initial definition of digital credentials and reflect on how it aligns with different frameworks and perspectives. This assignment sets the conceptual groundwork for the rest of the course.
- *Evaluating Credential Frameworks*: Students analyze two or more existing credential

frameworks to compare how they address quality, recognition, and learner value. The goal is to examine design choices and develop an informed perspective on framework structure and use.

Digital Credential Landscape (25% of Final Grade)

This category analyzes how digital credentials function within specific learning and workforce contexts. Students will investigate the learner perspective, local ecosystem, and relevant scholarship to inform their proposal design. These assignments help ground the proposal in real-world conditions, needs, and opportunities for potential learners.

Assignments in this category include:

- *Learner Value Proposition*: Students explore how a digital credentials delivers value from the learner's perspective. This includes considering what motivates engagement, how learning is recognized, and how credentials support goals such as career advancement or personal development.
- *Mapping the Digital Credential Ecosystem*: Students conduct a high-level review of credentialing activity within a selected context—such as a university, district, industry, or organization—to understand trends, gaps, and the positioning of digital credentials within a broader learning and recognition system.

Microcredential Proposal (35% of Final Grade)

This category represents the culminating work of the course. Drawing on foundational concepts, ecosystem analysis, and peer feedback, students will develop a microcredential proposal using the TrustEd Microcredential Framework. This project is tailored to a specific learner population and context and is grounded in research, policy, and practical design considerations.

Assignments in this category include:

- *Proposal Overview*: Students will draft a 2-3 page overview of their microcredential and bring to class for peer feedback
- *Proposal Draft*: Students submit a working draft of their microcredential proposal for formative feedback from peers and the instructor. The draft should reflect a developing alignment between the framework, context, and learner needs.
- *Final Proposal*: The final proposal demonstrates a refined, research-informed design of a microcredential. It applies the TrustEd Microcredential Framework to articulate the credential's purpose, structure, and value within the selected context.

Course Schedule

A tentative course schedule is maintained in Canvas. Please refer to the Modules and Assignments tabs in Canvas for the most up-to-date information. Any changes will be communicated through Canvas announcements.

Course Policies

UF Policies

Please follow the link to academic policies and campus resources:
https://go.ufl.edu/syllabuspolicies

Course Format

This is a full term in-person course that meets once per week for three hours. Students will engage in applied work, including a culminating microcredential proposal, while building a foundational understanding of digital credentialing systems. Weekly sessions will include collaboration, structured design critiques, and exploration of policy and ecosystem issues surrounding digital

microcredentials. While students will produce a final proposal, the emphasis is on thoughtful, research-informed processes and peer-supported learning.

Late Work and Extensions
I understand that life, work, and unexpected challenges can sometimes interfere with coursework. If you anticipate needing extra time on an assignment, please reach out before the deadline via Canvas message. I'm happy to work with you to find a solution whenever possible. Extensions are handled on a case-by-case basis with flexibility built in for reasonable needs.

Generative AI
I encourage students to explore the use of generative AI tools, such as ChatGPT, for assignments as these tools can be helpful in the writing process. In this course, your use of generative AI should only be as a *complementary* tool. You may find using generative AI to brainstorm or draft ideas helpful. **However, the final submitted work should demonstrate *your* understanding of the content.** It is unacceptable to copy and paste the results from a prompt into an assignment; just like improperly citing a source isn't appropriate. For all written assignments, please add the proper statement to the beginning or end of the submission:

- I did not use generative AI in the completion of this assignment; or
- I generated parts of this work through generative AI, specifically [*name the tool*] and then edited for accuracy. I used the following prompt(s) [*include the prompt(s) information*]

Paraphrasing or quoting smaller samples of AI generated content must be appropriately acknowledged and cited, following the guidelines established by the APA Style Guide. Each student's responsible for assessing the validity and applicability of any submitted AI output. You may not earn full credit if inaccurate or invalid information is found in your work. Deviations from these guidelines will be considered violations of UF's Honor Code. Please email the instructor if you have questions regarding what is permissible and not for a particular assignment.

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.

Grading Procedures
Course grades are based on your in-class participation and performance on projects. All assignments, deadlines, and grades are accessible via Canvas.

Grading Scale
Information on current UF grading policies for assigning grade points can be found here:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Percentage (%)	Grade	Indication
93 - 100	A	Excellent performance
90 – 92	A-	
87 – 89	B+	
83 – 86	B	Good performance
80 – 82	B-	
77 – 79	C+	
73 – 76	C	Fair performance
70 – 72	C-	
67 – 69	D+	
63 - 66	D	Poor performance
60 – 62	D-	
59 or lower	E	

Tentative Draft Schedule

In-Class Sessions	Topic	Assignments & Deadlines
Session 1: Aug 27	Course Introduction & Why Digital Credentials?	
Session 2: Sept 3	Defining Digital Credentials	Assignment Due: Defining Digital Credentials (Sept 7)
Session 3: Sept 10	Credential Frameworks	Assignment Due: Evaluating Credential Frameworks (Sept 14)
Session 4: Sept 17	Designing with Learner Value in Mind	Assignment Due: Learner Value Proposition Analysis (Sept 21)
Session 5: Sept 24	Mapping the Digital Credential Ecosystem	Assignment Due: Mapping the Digital Credential Ecosystem (Sept 28)
Session 6: Oct 1	Digital Credential Research	In-class: Peer Feedback Session (Oct 6)
Session 7: Oct 8	TrustEd Framework Deep Dive + Workshop	Assignment Due: Draft Proposal (Oct 12)
Session 8: Oct 15	Mid-Semester Proposal Check-In (1:1 meetings)	Individual Proposal Check-Ins
NO CLASS – AECT		
Session 9: Oct 29	Proposal Planning & Peer Feedback Workshop	In-Class: Bring proposal for Peer Feedback Workshop
Session 10: Nov 5	Case Studies & Application	
Session 11: Nov 12	The Future of Digital Credentials	
Session 12: Nov 19	Microcredential Proposal Speed Dating	In-Class: Final Proposal Peer Feedback
NO CLASS - Thanksgiving		
Session 13: Dec 3	Course Wrap Up and Evaluations	Assignment Due: Final Proposal and Community of Practice (Dec 5)

Course|New for request 21726

Info

Request: FNR 6XXX Social Science Research Methods for Natural Resource Management
Description of request: New course number request for an online graduate course in Social Science Research Methods for Natural Resource Management
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 7/23/2025 8:21:14 AM
Form version: 2

Responses
Recommended Prefix FNR
Course Level 6

Course Number xxx
Lab Code None
Course Title Social Science Research Methods for Natural Resource Management
Transcript Title Soc Sci Research f/Nat Res Mgt
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 6 contact hours per week through recorded lectures, live sessions in Zoom, Packback weekly discussions and writing assignments.
Course Description Application of the principles, processes, and important concepts of social science research to address natural resource issues using relevant case studies, examples from natural resources social science research and a variety of activities and writing assignments. Students will explore the various types of social science data collection methods, design, and implementation, including their advantages and disadvantages.
Prerequisites n/a graduate standing
Co-requisites n/a
Rationale for Placement in the Curriculum This course serves Masters and PhD students in Forest Resources and Conservation, as well as Natural Resource Policy students focused on human dimensions of natural resource management.
Syllabus Content Requirements All Items Included

FNR6xxx Social Science Research Methods for Natural Resource Management

Fall 2025

Course Information

Instructor:	Dr. Mysha Clarke
	345 Newins-Ziegler Hall, PO Box 110410
	Gainesville, FL 32611-0410
	mysha.clarke@ufl.edu
	(352) 846-0926
Office hours:	Wednesdays at noon - 1pm EST in Zoom or in person
Credits:	3

"The social sciences have a critical contribution to make in helping us understand, imagine, and craft a more sustainable future for all."
- The United Nations Educational, Scientific & Cultural Organization (UNESCO).

"Education, if it means anything, should not take people away from the land, but instill in them even more respect for it, because educated people are in a position to understand what is being lost. The future of the planet concerns all of us, and all of us should do what we can to protect it. As I told the foresters, and the women, you don't need a diploma to plant a tree."
- Dr. Wangari Maathai (Kenyan scientist, activist and the first Environmentalist to win the Nobel Prize)

"There is no reason to believe that bureaucrats and politicians, no matter how well meaning, are better at solving problems than the people on the spot, who have the strongest incentive to get the solution right."
– Dr. Elinor Ostrom, recipient of the 2009 Nobel Prize in Economic Sciences

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Course Description

Understand the principles, processes, and important concepts of social science research to address natural resource issues using relevant case studies and examples. Direct application of course material to enhance learning of students in natural resource social sciences and other relevant disciplines by incorporating a variety of activities and writing assignments This will include various types of social science data collection methods, design, and implementation, their advantages and disadvantages.

Learning outcomes

At the end of the course, students will be able to:

1. Assess essential concepts for designing social science research;

2. Articulate clear research questions and/or testable hypotheses;
3. Compare various research designs and articulate the contexts under which qualitative, quantitative, or mixed methods are appropriate;
4. Analyze qualitative and quantitative data; and
5. Apply theory to social science research
6. Apply research design strategies to write a social science research proposal.

Course FAQS

You may be wondering …

Is there a required textbook for the class?

Yes, there is a required textbook for the class. This book is available **free of charge** as an eBook with the University of Florida library. I will also post the relevant chapter pdfs on Canvas. You are welcomed to buy the physical book if you prefer, but it also available for free at the UF libraries.

- Newing, H., Eagle, C., Puri, R. K., & Watson, C. W. (2011). Conducting research in Conservation (Vol. 775). Oxfordshire: Routledge.

I will also post various articles, book chapters videos, lectures and other course materials on Canvas for each week. The course materials are also listed in the syllabus.

What is the course format?

This course will be delivered online in mixed formats, including recorded lectures, guest lectures, and student-led discussions, assessments, and assigned readings. When used, PowerPoint lecture outlines will be made available on Canvas. I strongly encourage you to ask questions if concepts or processes are unclear. Questions asked are especially valuable, as others in the class may also benefit from an answer to your question. It may be necessary from time to time to adjust the course schedule. I will make all announcements about any schedule change or the course in general on Canvas. Your grades will also be posted on Canvas. It is your responsibility to check Canvas, as well as your email regularly to keep track of announcements. All assigned readings, handouts, and supplemental resources will be posted on Canvas. You are expected to read and process the assigned course materials each week.

What is the expectation for respecting differing points of view?

In this course, all participants are expected to comply with University of Florida regulation 1.006 on non-discrimination and Board of Governors regulation 2.003 on equal access and opportunity. Please respect the different lived experiences, beliefs, and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate, or are disrespectful of others including the instructor, TA or other students will not be tolerated. Inappropriate behavior will be addressed with disciplinary action, which may include referral to the Office of the Dean of Students.

What are the expectations for class participation, and assignments?

- This course is asynchronous, and Dr. Clarke will host weekly Zoom office hours to go over assignments, and any topics that are unclear.
- This class will primarily consist of writing and discussions.
- Please be prepared to share your perspectives using the course's online platform, or the live Zoom sessions.
- Be prepared to contribute to discussions on Packback **(via Canvas)** by:
  - reading assigned materials and other class materials
  - taking notes of assigned reading
  - preparing a question about the readings to further the discussion
- Be willing to engage your classmates and instructor by (agreeably) disagreeing with them. You are encouraged to critique the ideas and arguments of myself, guest lecturers and other students.
- All papers and assignments should be submitted in **<u>Canvas and Packback (as applicable)</u>**.
- Submit assignments on time; in fairness to other students, late papers will receive a late penalty of 10% of their final paper grade, per day.

How do I access course material online?

All course material including syllabus, assignments, lectures, videos etc. will be posted on Canvas (UF e-learning in Canvas at Iss.at.ufl.edu). You can use Canvas to access course materials including prerecorded videos, quizzes, assignments, additional readings, and class announcements. Please check the Canvas platform regularly. **To access the VPN and eResources from off campus, visit** https://cms.uflib.ufl.edu/offcampus**.**

How will the instructor communicate with the class?

The instructor will primarily use Canvas announcements and messaging to communicate with the class. Please check Canvas frequently (all course materials will be posted in Canvas). I am happy to meet with students individually via Zoom (or in-person if at the Gainesville campus). Email the instructor to schedule a meeting.

How will I be evaluated in this course?

Grades for the course are based on four evaluation mechanisms. The grading breakdown is as follows:

Item	Percent of final grade	Due dates
Completion of UF IRB Human Subjects Research training	5%	September 22, 2024

Writing assignments	30%	
• Writing assignment 1 • Writing assignment 2 • Writing assignment 3 • Writing assignment 4 • Writing assignment 5		September 14, 2024 @ 11:59pm September 28, 2024 @ 11:59pm October 12, 2024 @ 11:59pm November 2, 2024 @11:59pm November 16, 2024 @11:59pm
Mini theory presentations	5%	October 26, 2024
Research Proposal	40% total	
• *Peer review of draft proposal* • *Proposal presentation* • *Final proposal*	*10%* *10%* *20%*	November 22, 2024 December 1, 2024 December 7, 2024
Weekly Discussion	20%	Weekly, throughout the semester
Total	100%	

Your final grade for this course will be assigned as follows:

A = 93.34 – 100%   A- = 90.00 – 93.33%
B+ = 86.68 – 89.99% B = 83.34 – 86.67%   B- = 80.00 – 83.33%
C+ = 76.68 – 79.99% C = 73.34 -76.67%   C- = 70 – 73.33%
D+ = 66.68 – 69.99% D = 63.34 – 66.67%   D- = 60.00 – 63.33% E < 60%

Completion of UF IRB – Each student will go through the required UF IRB Human Subjects research training (http://irb.ufl.edu/index/requiredtraining.html) independently and obtain a certificate of completion. Detailed instructions will be discussed in class. The certificate of completion is due September 22, 2024.

Weekly reflection and discussion posts – This will be based on the assigned readings videos, or other class material we will cover for that session. It is important to do the readings and watch the videos to engage meaningfully in the online discussion and written reflection! You will submit the weekly written reflection and participate in discussion via Packback (you should access Packback via Canvas only).

Mini theory presentation – You will create two five-minute presentations on two social science theories that you choose respectively. The presentation should cover the following: (1) Describe the theory/framework (2) Describe any weaknesses or criticisms of the theory that you may have found (3) Describe one way the theory has been used in a natural resource social science setting (i.e., one published article using the theory in a natural resource or environmental context). Please note that PowerPoint is not required for this assignment. However, it is required to bring a one-page handout with (1) a brief description of the theory, (2) a list of the major citation(s) describing the theory, and (3) any relevant diagrams or models that illustrate the theory. If there are no relevant diagrams or models for your theory, you can draw one yourself or 4 skip components 3 of the handout. This assignment is due on student selected date throughout the semester.

Writing Assignments – There will be 5 writing assignments.

- Writing assignments 1 and 2 – These assignments will focus on critiquing social science research articles and proposals including purpose of the article, research methods, hypotheses/objectives etc. More details are provided on Canvas.
- Writing assignment 3 - will focus on preparing a survey instrument that may be used for data collection to address your research questions/interest. Detailed instructions will be provided prior to the assignment due date on Canvas.
- Writing assignment 4 - will focus on preparing an interview protocol that may be used for data collection to address your research questions/interest. Detailed instructions will be provided prior to the due date on Canvas.
- Writing assignment 5 - will focus on understanding and practicing qualitative data analysis. You will be given two transcripts from real interviews (without any identifiable information), and you will be asked to code these two interviews. Detailed instructions will be provided prior to the due date on Canvas.

Research proposal – Each student is expected to write a research proposal (no longer than 5 single-spaced pages). You may choose to write this about anything you like. If you are ready to write a thesis or dissertation proposal, then I strongly recommend you use this assignment to help you progress. However, if you are not ready to write an official proposal, then I suggest you choose a research question that is interesting to you. I can also provide examples if needed. Overall, your research proposal should challenge you and allow you to apply course concepts. Detailed instructions will be handed out during the second week of class.

Privacy Statement
Our Zoom 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.

Course Policies and other Resources to help you succeed

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.

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.

Privacy and Accessibility Policies

- Instructure (Canvas)

  Instructure Privacy Policy | Instructure Accessibility

- Zoom

  Zoom Privacy Policy | Zoom Accessibility

- Packback
  Accessibility | Privacy

Packback

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. For a brief introduction to Packback Questions and why we are using it in class, watch this video.

Packback Requirements:

Your participation on Packback will count toward 70% of your overall course grade.

There will be a weekly deadline on **Saturdays at 11:59pm EST** deadline for submissions. In order to receive full credit, you should submit the following:

- **[Write 1 discussion post each week, and respond to 2 discussion posts**
- **Write a 500 words reflection on the course material each week**
- **Earn a Curiosity Score of 70 minimums point values**

Packback Deep Dives

Packback Deep Dives will be used to assess independent research skills and improve academic communication through long-form writing assignments such as essays, papers, and case studies. While completing the summative writing prompts on Deep Dives, you will interact with a Research Assistant that will help you gather your notes and cite your sources, and Digital Writing Assistant for in-the-moment feedback and guidance on your writing.

How to Register on Packback:

Note: Only access Packback through **Canvas** in order to ensure your grades sync properly

1. Click "Packback" within **Canvas** to access the community.
2. Follow the instructions on your screen to finish your registration.
3. **In order for your grade to be visible in Canvas**, make sure to only access Packback via **Canvas**.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Course Schedule*
*This schedule may change at the professor's discretion AND additional course materials may be assigned.

Module	Module overview	Module objectives	Learning materials	Assessments
	Section 1: Planning a social science research project			
1 – Introduction to social science research	Course overview; state of social science research and big natural resource social science questions What is interdisciplinary research? What is social science research?	After completing this module, students will be able to: 1. Article the different types of social science disciplines 2. Explain the importance of social science research to natural resource issues 3. Explain the difference between qualitative and quantitative research	Newing Chapter 1 Bennett et al. 2017 Lach 2014 Moon and Blackman 2014	Weekly discussion
2 – Introduction to systematic literature reviews and content analysis	Literature review and content analysis	After completing this module, students will be able to: 1. Outline the steps involved in the literature review 2. Explain the uses of the systematic literature review and content analysis 3. Provide examples of sources for finding scholar literature 4. Be able to demonstrate literature review process for their own research	Neuman chapter 5; Clarke et al. 2020	Weekly discussion
3 – defining your research and using social science theory	Defining your research and using social science theory	After completing this module, students will be able to: 1. Define their research parameters 2. Define social science theories 3. Provide examples of social science theories 4. Apply a social science theory to their own research in natural resources	Newing chapter 2 Creswell 2014, Chapter 3	Weekly discussion; writing assignment 1; social science theory presentation

4		Developing a research design/methodology	After completing this module, students will be able to: 1. Describe the steps in the social science research process 2. Select the most appropriate research design structure relevant to their research interests 3. Design a research methodology relevant to their research interests	Newing chapter 3 Rust et al. 2017 **Writing Assignment 1 due September 14 at 11:59pm**	Weekly discussion and reflection
5		Sampling strategies for qualitative and quantitative research	After completing this module, students will be able to: 1. Explain the basic concepts of sampling design 2. Compare and contrast different types of sampling strategies 3. Select the most appropriate sampling strategies for their research	Newing chapter 4 Guest et al. 2006 Dilman chapter 3 *Bernard 2011 chapter 6 (optional)*	Weekly discussion and reflection
6		Qualitative and quantitative measurement; scientific rigor	After completing this module, students will be able to: 1. Explain the basic concepts in qualitative measurement and quantitative measurement 2. Describe the important factors that can add to the scientific rigor of qualitative and quantitative research 3. Apply concepts and strategies learned to make their own social science research project more rigorous	Neuman 2011, Chapter 7 Tracy 2010 *Ormston et al. 2014 (optional)* **Writing Assignment 2 due Saturday September 28 at 11:59pm**	Weekly discussion and reflection; writing assignment 2
	Section 2: Exploring Social Science Research Methods				

7	Qualitative research methods: Participant Observation, Interviews, Focus groups	After completing this module, students will be able to: 1. Explain qualitative research 2. Define and explain the different types of qualitative research methods 3. Describe the pros and cons of each qualitative method 4. Describe the process involved in conducting qualitative research	Newing chapter 5 Newing chapter 6 Ma et al. 2018 (optional) Russell and Bernard chapter 13 (optional) Morgan and Bottorff	Weekly discussion and reflection;
8	Research methods: Collaborative and participatory research, co-production, participatory mapping	After completing this module, students will be able to: 1. Explain qualitative research 2. Define and explain the different types of qualitative research methods 3. Describe the pros and cons of each qualitative method 4. Describe the process involved in conducting qualitative research	Newing chapter 8 Newing chapter 9 Newing chapter 10 *Bergold and Thomas 2012 (optional)* *Morgan and Bottorff 2010 (optional)* *Ryan and Bernard 2003 (optional)*	Weekly discussion and reflection; **Writing assignment 3 due Saturday October 12 at 11:59pm**
9	Research methods: Experiments; Evaluation and policy research.	After completing this module, students will be able to: 1. Explain quantitative research 2. Define and explain the different types of quantitative research methods 3. Describe the pros and cons of each quantitative method 4. Describe the process involved in conducting quantitative research as appropriate	Schutt Chapter 12 Osinki et al. 2019 Niemiec et al. 2020	Weekly discussion and reflection
10	Research methods: Survey questionnaire	After completing this module, students will be able to:	Newing Chapter 7 Dillman chapter 10; Vaske and Needleman chapter 7	

			Banks et al. 2013	
		1. Compare and contrast survey questionnaire with the other data collection methods 2. Explain the different types of survey research 3. Select the most appropriate survey research for their unique contexts 4. Explain the pros, cons, and applicability of different types of survey research	Banks et al. 2013	
11	Research methods: Mixed-methods research	After completing this module, students will be able to: 1. Compare and contrast mixed methods with the other data collection methods 2. Explain the different types of mixed methods research 3. Select the most appropriate mixed methods research for their unique contexts 4. Explain the pros, cons, and applicability of different types of mixed methods research	Burnham et al. 2016b Clark and Badiee 2010; Morgan 2007 Creswell and Creswell **Writing assignment 4 due Saturday November 2 at 11:59pm**	Weekly discussion and reflection
12	Research methods: Case studies; Social media data	After completing this module, students will be able to: 1. Explain the contexts where case studies and social media data are appropriate 2. Explain the pros, cons, and applicability of different types of mixed methods research	Sachdeva 2020 Baxter 2010 Cronin and Ostergren 2007 Floress et al. 2009	Weekly discussion and reflection
13	Ethics and other considerations for collecting	After completing this module, students will be able to:	Newing chapter 11 and 12 Schutt 2015, Chapter 12	Weekly discussion and reflection

	social science data in the field	1. Explain some practical tips for collecting data in the field 2. Explain ethical considerations for doing social science research using qualitative and quantitative methods, and international contexts	Newing chapter 13 Prokopy 2008 **Writing assignment 5 due Saturday November 16 at 11:59pm**	
14	Data analysis: Qualitative data analysis **Optional training (Qualitative data analysis – Introduction to using NVivo**	After completing this module, students will be able to: 1. Explain the basic steps in qualitative and quantitative data analysis 2. Articulate the advantages and disadvantages of qualitative and quantitative data analysis 3. Describe the use of software like NVivo for qualitative data analysis	Quantitative data analysis: Newing chapter 14, 26 and 16; Dillman 2017 chapter 5 Qualitative data analysis: Schutt 2019 chapter 11 Kidd and Parshall 2000	Weekly discussion and reflection
	Thanksgiving break – No class	November 24 – 30, 2024		
	Section 3: Now that you've collected your data - Data Analysis and Sharing results			
15	Brief research proposal presentation; Responding to societal change and preparing for what lies ahead; course wrap-up	1.	Newing chapter 17 Dillman 2017 chapter 12 (optional) **Final research proposal due Saturday December 7 at 11:59pm**	Weekly discussion and reflection

Course Readings

1. Baxter, J. 2010. Case studies in qualitative research. In I. Hay (ed.): Qualitative Research Methods in Human Geography, 3rd edition. Oxford, UK: Oxford University Press.

2. Banks, E., Paige, E., Mather, T. 2013. Developing a Quantitative Data Analysis Plan for Observational Studies. Canberra, Australia: Australian National University, College of Medicine, Biology & Environment, Research School of Population Health.

3. Bennett, N. J., Roth, R., Klain, S. C., Chan, K., Christie, P., Clark, D. A., ... & Wyborn, C. (2017). Conservation social science: Understanding and integrating human dimensions to improve conservation. *Biological Conservation*, 205, 93-108.

4. Bergold, J., Thomas, S. 2012. Participatory research methods: a methodological approach in motion. *Historical Social Research* 37(4): 191-222.

5. Bernard, H.R. 2017. Chapter 5 Sampling I: The basics. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

6. Bernard, H.R. 2017. Chapter 7 Sampling II: Nonprobability samples and choosing informants. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

7. Bernard, H.R. 2017. Chapter 12 Participant Observation. In: Research Methods in Anthropology: Qualitative and Quantitative Approaches. Plymouth, UK: Rowman & Littlefield.

8. Burnham, M., Ma, Z. 2016. Linking smallholder farmer climate change adaptation decisions to development. *Climate and Development 8(4)*, 289-311.

9. Burnham, M., Ma, Z., Endter-Wada, J., and T. Bardsley. 2016a. Water management decision making in the face of multiple forms of uncertainty and risk. *Journal of the American Water Resources Association 52(6)*, 1366-1384.

10. Burnham, M., Ma, Z., Zhang, B. 2016b. Making sense of climate change: hybrid epistemologies, socio-natural assemblages, and smallholder knowledge. *Area 48*, 18-26.
11. Cheek, J. 2004. At the margins? Discourse analysis and qualitative research. *Qualitative Health Research* 14(8): 1140-1150.

12. Clark, V.L.P, Badiee, M. 2010. Research questions in mixed methods research. In A. Tashakkori and C. Teddlie (eds): Sage Handbook of Mixed Methods in Social & Behavioral Research, 2nd edition. Thousand Oaks, CA: Sage Publications.

13. Clarke, M., Roman, L. and Conway, T. 2020. Communicating with the public about emerald ash borer: Militaristic and fatalistic framings in the news media. *Sustainability. 12(11)*, 4560.

14. Creswell, J.W. 2014. Chapter 2 Review of the literature. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

15. Creswell, J.W. 2014. Chapter 3 The use of theory. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

16. Creswell, J.W. 2014. Chapter 7 Research Questions and Hypotheses. In: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th edition. Thousand Oaks, CA: Sage Publications.

17. Cronin, A.E., Ostergren, D.M. 2007. Democracy, participation, and Native American tribes in collaborative watershed management. *Society and Natural Resources 20 (6)*, 527-542.

18. Dillman, D.A., Smyth, J.D., Christian, L.M. 2014. Mail questionnaires and implementation. In: Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method. Hoboken, NJ: John Wiley & Sons.

19. Duflo, E., Glennerster, R., Kremer, M. 2008. Chapter 61 Using randomization in development economics research: a toolkit. In T.P. Schultz and J. Strauss (eds.): Handbook of Development Economics, Volume 4 (pp. 3895-3962). North Holland: Elsevier.

20. Floress, K., Mangun, J.C., Davenport, M.A., Williard, K.W.J. 2009. Constraints to watershed planning: group structure and process. *Journal of the American Water Resources Association 45(6)*, 1352-1360.

21. Guest, G., Bunce, A., Johnson, L. 2006. How many interviews are enough? An experiment with data saturation and variability. *Field Methods 18(1)*, 59-82.

22. Hoffmann, V., Probst, K., Christinck, A. 2007. Farmers and researchers: How can collaborative advantages be created in participatory research and technology development? *Agriculture and Human Values 24*, 355-368.

23. Karlan, D., Valdivia, M. 2011. Teaching entrepreneurship: impact of business training on microfinance clients and institutions. *Review of Economics and Statistics 93(2)*, 510-527.

24. Kidd, P.S., Parshall, M.B. 2000. Getting the focus and the group: enhancing analytical rigor in focus group research. *Qualitative Health Research 10(3),* 293-308.

25. Klümper, W. and Qaim, M. 2014. A meta-analysis of the impacts of genetically modified crops. *PloS One* 9(11), e111629.

26. Lach, D. 2014 Challenges of interdisciplinary research: reconciling qualitative and quantitative methods for understanding human-landscape systems. *Environmental Management* 53, 88-93.

27. Ma, Z., Bauchet, J., Steele, D., Godoy, R., Radel, C., Zanotti, L. 2017. Comparison of direct transfers for human capital development and environmental conservation. *World Development 99,* 498-517.

28. Ma, Z., Clarke, M., Church, S. 2018. Insights into individual and cooperative invasive plant management on family forestlands. *Land Use Policy 75*, 682-693.

29. Miller, T.R., Baird, T.D., Littlefield, C.M., Kofinas, G., Chapin, III, F., Redman, C.L. 2008. Epistemological pluralism: reorganizing interdisciplinary research. *Ecology and Society 13(2)*, 46.

30. Moon, K., Blackman, D. 2014. A guide to understanding social science research for natural scientists. *Conservation Biology 28(5)*, 1167-1177.

31. Morgan, D.L., Bottorff, J.L. 2010. Advancing our craft: focus group methods and practice. *Qualitative Health Research 20(5),* 579-581.

32. Morgan, D.L. 2007. Paradigms lost and pragmatism regained: methodological implications of combining qualitative and quantitative methods. *Journal of Mixed Methods Research* 1(1), 48-76.

33. Neuman, W.L. 2011. Chapter 7 Qualitative and Quantitative Measurement. In: Social Research Methods: Qualitative and Quantitative Approaches, 7th edition. Boston, MA: Pearson/Allyn & Bacon.

34. Neuman, W.L. 2011. Chapter 13 Field Research and Focus Group Research. In: Social Research Methods: Qualitative and Quantitative Approaches, 7th edition. Boston, MA: Pearson/Allyn & Bacon.

35. Ormston. R., Spencer, L., Barnard, M., Snape D. 2014. Chapter 1 The foundations of qualitative research. In: Qualitative Research Practice: A Guide for Social Science Students and Researchers, 2nd edition. London, UK: Sage Publications.

36. Prokopy, L.S. 2008. Ethical concerns in researching collaborative natural resource management. *Society and Natural Resources 21(3),* 258-265.

37. Reichardt, C.S. 2009. Quasi-experimental design. In R.E. Millsap and A. Maydeu-Olivares (eds): The Sage Handbook of Quantitative Methods in Psychology (pp. 46-71). Thousand Oaks, CA: Sage Publications.

38. Ryan, G.W., Bernard, H.R. 2003. Techniques to identify themes. *Field Methods 15(1),* 85-109.

39. Schreier, M. 2012. Chapter 1 Introduction: What is qualitative content analysis? In: Qualitative Content Analysis in Practice. London, UK: Sage Publications.

40. Schreier, M. 2012. Chapter 4 The coding frame. In: Qualitative Content Analysis in Practice. London, UK: Sage Publications.

41. Schutt, R.K. 2019. Chapter 8 Survey Research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

42. Schutt, R.K. 2019. Chapter 12 Evaluation and policy research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

43. Schutt, R.K. 2019. Chapter 11 Evaluation and Policy Research. In: Investigating the Social World: The Process and Practice of Research, 8th edition. Thousand Oaks, CA: Sage Publications.

44. Simpson, S.H. 2015. Creating a data analysis plan: what to consider when choosing statistics for a study. *The Canadian Journal of Hospital Pharmacy 68(4),* 311–317.

45. Sachdeva, Sonya. 2020. Chapter 17: Using social media for research and monitoring the changing landscape of public land use.

46. Tracy, S.J. 2010. Qualitative quality: eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry 16(10),* 837-851.

47. Vaske, J. 2008. Writing and Constructing Surveys. In Survey Research and Analysis: Applications in Parks, Recreation and Human Dimensions. Venture Publishing Inc., PA.

48. Victor, L. 2008. Systematic reviewing. Social Research UPDATE Issue 54. Guildford, UK: Department of Sociology, University of Surrey.

49. Yin, R. 2014. Case Study Research: Design and Methods, 5th edition. Thousand Oaks: Sage Publications**.**

Course|New for request 21872

Info

Request: GEB 5XXX Career Success
Description of request: Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional
careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.
Submitter: Ana Portocarrero anais@ufl.edu
Created: 6/13/2025 10:13:44 AM
Form version: 1

Responses
Recommended Prefix GEB
Course Level 5

Course Number XXX
Lab Code None
Course Title Career Success
Transcript Title Career Success
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Spring
Effective Year 2026
Rotating Topic No
Repeatable Credit? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 0
Amount of Credit 0

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 50 minutes
Course Description Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This will initially target students in our Master of Science in Management (MSM) program, as this group has the greatest need for a course of this nature. This is because 100% of these students are coming from outside the College of Business. Our objective is to help these students assimilate into the Warrington "career culture" and equip them with the skills, tools, and resources necessary to enhance their chances of securing internships and full-time positions in their desired field, ultimately boosting their job placement upon graduation. This course also aims to help students in our other Specialized Master programs—who may not share the typical "career culture" experience of a business undergraduate—reach the same goals.
Syllabus Content Requirements All Items Included

<u>**Instructor**</u>**:**
TBA

<u>**Teaching Assistant**</u>**:**
TBA

<u>**Office Hours**</u>**:**
By appointment only
NOTE: Please email your request a minimum of 48-hours in advance. Please be sure to provide your availability within your UFL email.

<u>**Communication Channels**</u>**:**
Instructor and teaching assistant will communicate with students via UFL email or Canvas messages.
Students are expected to use UFL email ONLY when sending an email to instructor and/or teaching assistant.

<u>**Course Description:**</u>
Covers assessment and identification of career goals, development of an internship/full-time job search strategy, crafting an effective resume, excelling in job interviews, and mastering the art of networking. Gives students a comprehensive understanding of various industry and functional careers and career paths. There is an emphasis on self-reflection, exploration, teamwork, and career search strategies, enabling students to make informed decisions about their future career paths.

<u>**Textbooks and Course Materials:**</u>
Students will purchase a CareerLeader Assessment as part of this course. No textbook is required.

<u>**Learning Objectives:**</u>

Phase-1 (4-weeks)
- Creating a Job Search Strategy: Learn how to develop a list of target companies and create a strategy for connecting with them utilizing the LAMP list method.
- Crafting an Elevator Pitch: Cultivate the skills necessary to craft an impressive 30-second elevator pitch and confidently deliver it.
- Building Networking Skills: Master the art of effective networking, both online and in-person, towards building a robust professional network. Learn how to improve a LinkedIn profile for online networking.
- Creating an effective Resume: Hone skills in crafting a high-quality resume, using industry standards and the START method.
- Nailing the Interview: Master the skills required to conduct highly effective job interviews using the START method. Acquire the skills and strategies to excel in interviews, including managing case interviews.
- Offer Negotiation: Learn the appropriate process of effectively negotiating a starting salary and other parts of an offer.

Phase-2 (3-weeks)
- Identifying functional and industry-based careers in business from entry-level to executive. Participate in company research projects to explore careers and learn how to use this in interviews.
- Identifying and understanding functional careers in business and outside of business (non-traditional roles), based upon an individual's strengths, skills, and interests.
- Interact directly with Warrington alumni, company representatives, and career-experienced MBA students about a "Day in the Life" of various careers.

Industry and Functional Careers Covered in the Class:
Finance ~ Information Systems ~ Management ~ Marketing ~ Sales~ Consulting ~ Retail

Class Format:
This course will incorporate several teaching methodologies including in-class lectures, class discussions, student-group projects, peer-learning, and guest company and Warrington alumni speakers and panels. Success in this course will be highly dependent upon participation and interaction with both the instructor and fellow students. In-class participation will be highly measured as part of a student's overall grade in the course.

Attendance & Participation:
Students are expected to be punctual for attendance and remain inside the classroom for the entire class session, as they would in any business appointment, unless an urgent need arises, or prior arrangements have been made with the instructor.

Class discussion is an important part of the pedagogy of this course. Students in **Career Success** should be fully prepared to engage in in-class discussion, and they should use the opportunity to develop positive and professional communication skills. This includes providing respect for differing perspectives and contributions to the discussion, as well as building on the base for discussion laid by student colleagues and the instructor.

Excused Absences:
- Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- Medical and Family Emergencies: Please complete an [Instructor Notification Request](#) through UF's You Matter, We Care. If your absence is confirmed and excused, the Care Team will contact your instructors directly to excuse your absence. If you have questions about excusing medical and family emergencies, please call the Care Team at 352-294- 2273 or email [DSOCares@dso.ufl.edu.](#)

Video or Audio Recording of Lectures:
Students are allowed to record video or audio of class lectures. However, the recording of lectures 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, 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.

<u>Grading:</u>
The grading for this course will be:
- Satisfactory (S):   101 – 160 points
- Unsatisfactory (U):   0 – 100 points
Note: The grade will appear on your official transcript

Note: All assignments are to be turned in on time as specified in the syllabus and instructor. **Late assignments will not be accepted.**

<u>University of Florida Grade Policies:</u>
https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext

Note: In-class participation is a <u>significant assessment</u> of a student's final S/U grade. This grade is based upon participation and engagement in the following:
- In-class student-group exercises
- Company presentations Q&A
- Lecture Q&A
- General class discussion
- Preparation for discussions on scheduled topics
- Meaningful and thoughtful questions
- Positive influence in class

<u>Academic Integrity</u>:
As a University of Florida student, you have signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information in order to gain an academic advantage. This includes cheating on exams and/or plagiarizing work on any of the class assignments. For written assignments and team presentations, it is imperative that you cite the author appropriately when referring to someone else's research/idea/thought/etc. In relation to team assignments, all students on the team are accountable to one another. If member of the team commits an academic honesty violation; this will be considered a team infraction. It is imperative that you hold each other accountable for creating a culture of academic honesty in this class, and in all your academic work at the University of Florida. Violations of academic honesty will be dealt with severely.

At a minimum, cheating on exams will result in a score of zero on that exam for all participating students, and plagiarized assignments will result in a score of zero on that assignment for all participating students. Examples of violations of academic honesty on exams includes bringing in unauthorized notes, displaying an exam for others to see, looking at another student's exam, or communicating with others in any way during an exam. For more information on University of Florida's Honor Code, please visit
www.dso.ufl.edu/sccr/process/student-conduct-honor-code/

<u>Students with Disabilities</u>:
If you have a documented disability needing accommodations, it is your responsibility to contact the Dean of Students Office as early in the term as possible. It is imperative that I know of any accommodations you require at least 48 hours prior to any exam given during the course. More information can be found at:
http://www.dso.ufl.edu/drc/

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

Class Assignments:
Detailed class assignment instructions and due date times will be provided to you in Canvas. The breakdown of the assignments and assignment due dates are as follows **(but subject to change):**

NOTE: Some assignments may be due prior to the start of class. Review Canvas for due times details. Late assignments will not be accepted.

Assignments	Due Date	Points
Complete CareerLeader career assessment	TBA	20
HW Profile: Create or update profile in HIREWarrington	TBA	10
LAMP LIST: Submit a LAMP List in HIREWarrington	TBA	10
Elevator Pitch: Practice elevator pitch in VMock and perform in class (in-class presentation)	TBA	10
Resume: Submit and/or update resume in VMock. Final version in HIREWarrington must achieve a score of 80+.	TBA	15
Cover Letter: Create cover letter in VMock and submit on HIREWarrington	TBA	10
GCAP: Meet with GCAP to review resume and cover letter	TBA	10
Conduct Informational Interview: Reach out to one UF alumnus/alumna at a target company and perform an informational interview (utilize Network Warrington to identify alum)	TBA	15
Interviewing: Practice and record three (3) interview questions in VMock	TBA	15
In-Class Presentation: Participate in group project on functional area of business	TBA	20
Attendance and Class Participation	TBA	25
Total Points		**160**

Course|New for request 21939

Info

Request: LAS 6XXX Latin American Thought
Description of request: Additional request for a new course on Latin American Thought for undergraduate and graduate students from all majors. In August 2024 I first submitted the request of both numbers for this course, undergraduate and graduate, which was approved by the UCC in September 2025 and sent to the Statewide Course Numbering System. Then I received an email stating that I had to submit this separated request for the graduate level.
Submitter: Luis Felipe Gomez Lomeli luisgomezlomeli@ufl.edu
Created: 9/27/2025 9:07:26 AM
Form version: 1

Responses
Recommended Prefix LAS
Course Level 6

Course Number XXX
Lab Code None
Course Title Latin American Thought
Transcript Title Latin Am. Thought
Delivery Method PC - Primarily Classroom (0-49% 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 Seminar
Weekly Contact Hours 3
Course Description Latin American Thought is designed to offer students from all majors a comprehensive overview, as well as an in-depth discussion, of the most influential Latin American thinkers and their works.
Prerequisites Sophomore standing or higher.
Co-requisites N/A
Rationale for Placement in the Curriculum The depth and impact of UF connections with Latin America, as well as the widely shared interest of our students in Latin America invites us to offer a new course entirely dedicated to the study and analysis of the most relevant Latin American thinkers and their contributions to Western philosophical thought.
Across campus, there are several courses on Latin American history, politics, cultures, languages, and many others dedicated to analyze—from local, national, and global approaches—a wide range of economic, social, and environmental issues in the region. But there is no course exclusively devoted to offer a comprehensive overview of the foundations underlying Latin American philosophical thought. The course we are proposing here will fulfill that need. Thus, this course will work as the necessary addition to complement the professional training of graduate students of all majors—history, business, Spanish, Portuguese, political science, art, philosophy, journalism, economics, ecology, et cetera—interested in the region and willing to develop a more profound theoretical understanding of their corresponding fields from a Latin American perspective.
Syllabus Content Requirements All Items Included

Latin American Thought (LAS 4xxx/LAS 6xxx)
Spring 2025 | Class No. xxx/xxx | Sec. xxx/xxx
Center for Latin American Studies   **University of Florida**

INSTRUCTOR: Dr. Luis Felipe Lomelí

CONTACT INFO: Grinter 319F, 352-273-4714, email: luisgomezlomeli@ufl.edu

CLASS SESSIONS: 3 hour sessions, XXX xxxx,

OFFICE HOURS: M-Th 9:00 – 10:30 am. You can email me to arrange a more convenient time to meet, either via zoom or in person.

OBJECTIVES: This course has been designed as a seminar for students from any discipline—humanities, natural sciences, social sciences—and at all stages of their programs to cover the most important proposals of Latin American thinkers and their connections with scholars, philosophers, and movements from other parts of the world. **At the conclusion of this course you will be able to:**

1. Identify some of the most important philosophical Latin American proposals across history.
2. Critically analyze different philosophical currents and texts.
3. Ponder the impact and importance—locally and globally—of different Latin American voices.
4. Establish connections among several currents of thought.
5. Advance in your close-reading analytical skills.

COURSE FORMAT:

This is a discussion-based seminar, not a history of philosophy course. Thus, every week we will read group of philosophers and try to understand the world through their worldview. Then, during class time, we will discuss the consequences and impacts of conceptualizing the world according to the reading. Consequently, it is unpredictable where the whole-class discussion will takes us, but all sessions will have the following elements:

1. Presenting the main reading.
2. Contextualizing the reading (author's biography, socio-historical context, intended original audience, author's influences and author's influence, etc.)
3. Connecting the reading with the other readings.
4. Imagining the world through the main reading.
5. Discussing, dissecting, and criticizing the main reading.

COURSE MATERIALS: There is no textbook, up to this date, that can be used in this course to keep it sufficiently updated and, at the same time, that could offer a comprehensive syllabus on the broad spectrum of Latin American Thought. Although, these titles are recommended to serve as a guide:

-Gracia, Jorge J. E. (Ed.) *Latin American Philosophy in the Twentieth Century: Man, Values, and the Search for Philosophical Identity*. Amherst, Prometheus Books, 1986.

-Gracia, Jorge J. E. and Elizabeth Millán-Zaibert (Eds.) *Latin American Philosophy for the 21st Century: The Human Condition, Values, and the Search for Identity*. Lanham, Prometheus Books, 2004.

-Kamugisha Aaron (Ed.) *Caribbean Political Thought: The Colonial State to Caribbean Internationalists*. Kingston, Ian Randle Publishers, 2013.

-Mendieta, Eduardo (Ed.) *Latin American Philosophy: Currents, Issues, Debates*. Bloomington, Indiana University Press, 2003.

It is strongly advised that students, based on their own research interests, will get a print copy of at least some of the books listed in the bibliography. Most readings will be provided either through UF's library access or on Canvas,

but students will need to do their own research on the social, historical, and personal contexts of the authors. This course does not require additional fees.

EVALUATION, ASSIGNMENTS, AND GENERAL POLICIES

Participation: 25%
Weekly assignments: 35%
Midterm essay: 10%
Final project: 30%

Evaluation: Final grades will be assigned on the following scale (based on percentage points out of the total): **A:** >93% **A-:** 92-90% **B+:** 89-87% **B:** 86-83% **B-:** 82-80% **C+:** 79-77% **C:** 76-73% **C-:** 72-70% **D+:** 69-67% **D:** 66-63% **D-:** 62-60% **E:** 59% and below.

Participation 25%: This is a discussion-based seminar. Graduate students will have one or two, more specialized readings per week and will be in charge of presenting these to undergraduate students.

RUBRIC FOR PARTICIPATION
The concept of participation includes the punctual attendance to all sessions, showing to have read all the required texts for each and all sessions, and asking and answering meaningful and acute questions regarding each topic during whole-class discussion.
-The student arrived to all sessions before the class began, volunteered at least once to present the main reading and the author's context, showed to have read all the required texts, and actively engaged in asking and answering questions in all sessions…… 25%
-The student arrived to almost all sessions before the class began, volunteered at least once to present the main reading and the author's context, showed to have read almost all texts, and actively engaged in asking and answering questions in almost all sessions… 15-20%
-The student arrived late or did not arrive to more than 2 sessions, volunteered at least once to present the main reading or the author's context, showed to have read around half of the required texts, and sometimes engaged in class discussion…… 10-15%
-The student arrived late or did not arrive to more than 2 sessions, did not volunteered at least once to present the main reading and/or the author's context, showed to have read less than half of the required texts, and sometimes engaged in class discussion…… 5-10%

Weekly assignments 35%: We will have two kinds of weekly assignments: Visual takes and journal.

Visual takes: For each reading, students will need to prepare—and show during class time—their "visual take" of the reading. A visual take is a graphic critical summary of the reading which highlights both the aspect that the student considered to be the most important part of the reading and the student's critical stance to that statement.

Journal: Students need to write a journal of 11 to 12 entries during this semester; or one entry per each time we read and discuss an author, which, roughly, will be once per week. In each of these entries, and from a personal point of view, students will need to address our reading/discussion of the week. Each entry can be a reflection on how it made the student to rethink a particular life experience, it can be an explanation or an interpretation of anything that happened on their daily life through the lenses of that particular author or theory, it can also be a discussion of how that philosophical stance could help to understand a particular social issue. Or it can be a rant too, a poem, a cynical and satirical short essay.

Both the Visual takes and the Journal entries will be graded on a submitted/no-submitted basis.

Midterm essay 10% (written paper 8%, in-class presentation 2%): Present a comprehensive, critical review of the authors covered in class so far.

Undergraduate students expected essays' length: 1,500 – 2,000 words. Graduate students expected essays' length: 5,000 – 6000 words.

Both graduate and undergraduate students will also need to do a 15-minute presentation of their essays on the assigned date.

Final project 30% (written paper 20%, in-class presentation 10%): The topic of the final essays should be discussed with and approved by the instructor (it can be, for example, a critical comparison of another Latin American or Western thinker, not seen in class, with the authors covered in the seminar; the proposal of a new philosophical system nurtured by the authors seen in class; a detailed critical dissection of a Latin American author's work, et cetera).

Undergraduate students expected essays' length: 4,000 – 5,000 words. Graduate students expected essays' length: 9,000 – 11,000 words.

Both graduate and undergraduate students will also need to do a 15-minute presentation of their essays on the assigned date.

Attendance and Make-Up Work: Because this is a discussion-based seminar, students' attendance and active participation is required for the course's functioning and the mutual enrichment of all its participants. Requirements for class attendance and coursework are consistent with university policies found at: https://gradcatalog.ufl.edu/graduate/regulations/#text. Once a deadline has passed, an assignment will not receive full credit. If you are experiencing issues, please consult the instructor to talk about other arrangements BEFORE the assignment is due. Communication with the instructor is key!

Students are responsible for monitoring their grades and missing assignments on Canvas. The instructor is not responsible for informing students about missing work. Check the Canvas site and email regularly for updates. This is the main form of communication for the course.

UF ACADEMIC POLICIES & SUPPORT SERVICES

Please visit: https://go.ufl.edu/syllabuspolicies

WEEKLY TOPICS AND READING ASSIGNMENTS
Subject to change according to the group's interests

Week 1: Presentation and general introduction.

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Week 2: Can or should there be a Latin American philosophy?: Augusto Salazar Bondy and Leopoldo Zea.

Main readings: 1. Augusto Salazar Bondy: *The Meaning and Problem of Philosophy in Latin America.*

2. Leopoldo Zea: *The Actual Function of Philosophy in Latin America*.

Graduate students extra reading: Aaron Kamugisha: *The Responsibility of Caribbean Intelectuals.*

Other assignments: 1. Visual take.

2. Journal entry.

Week 3: Pre-Independence Thinkers: Bartolomé de las Casas and Sor Juana Inés de la Cruz.

Main readings: 1. Bartolomé de las Casas: *In Defense of the Indians* (excerpts).

2. Sor Juana Inés de la Cruz: *Response to Sister Filotea* (excerpts) and Poem 92.

Graduate students extra reading: Sylvia Wynter: *New Seville and the Conversion Experience of Bartolomé de las Casas* (excerpts).

Other assignments: 1. Visual take.

2. Journal entry.

Week 4: Independence Thinkers: José Martí and Simón Bolívar.

Main readings: 1. José Martí: *Our America*.

2. Simón Bolívar: *Jamaica Letter* and *Address Delivered at the Inauguration of the Second National Congress*.

Graduate students extra readings: 1. The Haitian Constitution of 1805.

2. Jean Jacques Dessalines, *Liberty Proclamation.*

Other assignments: 1. Visual take.

2. Journal entry.

Week 5: Latin American Conservative Thinkers: Antonio Caso, José Vasconcelos, and Samuel Ramos.

Main readings: 1. Antonio Caso: *The Human Person and the State* and *Existence as Economy, Disinterest, and Charity*.

2. José Vasconcelos: *Todología* (excerpts).

3. Samuel Ramos: *Towards a New Humanism* (excerpts).

Graduate students extra reading: Octavio Paz: *Labyrinth of Solitude.*

Other assignments: 1. Visual take.

2. Journal entry.

Week 6: Latin American Philosophical Anthropology: Carlos Astrada and Francisco Miró Quezada.

Main readings: 1. Carlos Astrada: *Existencialism and the Crisis of Philosophy* (excerpts).

2. Francisco Miró Quezada: *Man without Theory* (excerpts).

Graduate students extra reading: Paul K. Feyerabend: *Against Method*.

Other assignments: 1. Visual take.

2. Journal entry.

Week 7: The Nation and the People I: Domingo Faustino Sarmiento and Suzanne Césaire.

Main readings: 1. Domingo Faustino Sarmiento: *Civilization and Barbarism* (excerpts).

2. Suzanne Césaire: *The Malaise of a Civilization*.

Graduate students extra reading: Emanuele Coccia: *The Life of Plants*.

Other assignments: 1. Visual take.

2. Journal entry.

Week 8: Midterm Presentations and Midterm Essay Submission.

Week 9: The Nation and the People II: José Carlos Mariátegui and Walter Rodney.

Main readings: 1. José Carlos Mariátegui: *Seven Interpretative Essays on Peruvian Reality* (excerpts).

2. Walter Rodney: *Statement of the Jamaican Situation*.

Graduate students extra reading: Elizabeth Burgos: *I, Rigoberta Menchú*.

Other assignments: 1. Visual take.

2. Journal entry.

Week 10: Philosophy of Liberation: Hélder Câmara.

Main readings: Hélder Câmara: *The Spiral of Violence*.

Graduate students extra reading: Hannah Arendt: *On Violence*.

Other assignments: 1. Visual take.

2. Journal entry.

Week 11: Latin American Epistemology and Philosophy of Science: Silvio Funtowicz and Jerome Ravetz.

Main reading: Silvio Funtowicz and Jerome Ravetz: *Science for the Post-Normal Age*.

Graduate students extra reading: Thomas S. Khun: *The Structure of Scientific Revolutions* (first 3 chapters).

Other assignments: 1. Visual take.

2. Journal entry.

Week 12: Latin American Nature Thought: Leonardo Boff and Marta Lanza.

Main readings: 1. Leonardo Boff: *Respect and Care for the Community of Life with Understanding, Compassion, and Love*.

2. Marta Lanza: *Buen Vivir: An introduction from women's rights perspective in Bolivia*.

Graduate students extra readings: 1. Enrique Leff: *Latin American Environmental Thought: A Heritage of Knowledge for Sustainability*.

2. Dipesh Chakrabarty: *The Climate of History, Four Theses*.

Other assignments: 1. Visual take.

2. Journal entry.

Week 13: Latin American Cultura Studies: Carlos Monsiváis and Edwige Danticat.

Main readings: 1. Carlos Monsiváis: *Mexican Postcards* (excerpts).

2. Edwige Danticat: *We are ugly, but we are here.*

Graduate students extra reading: Roberto Fernández Retamar: *Caliban: Notes Toward a Discussion of Culture in Our America.*

Other assignments: 1. Visual take.

2. Journal entry.

Week 14: Globalization Era Thinkers: Beatriz González Stephan and Néstor García Canclini.

Main readings: 1. Beatriz González Stephan: *On Citizenship: The Grammatology of the Body-Politic.*

2. Néstor García Canclini: *Hybrid cultures* (excerpts).

Graduate students extra reading: Rita Segato: *A Manifesto in Four Themes.*

Other assignments: 1. Visual take.

2. Journal entry.

Week 15: Final Projects Presentations.

COMPLETE BIBLIOGRAPHY

Arendt, Hannah. *On Violence*. San Diego, Harvest/HBJ, 1970.

Boff, Leonardo. "Respect and Care for the Community of Life with Understanding, Compassion, and Love." *The Earth Charter in Action*, 2015, pp. 43-46.

Burgos, Elizabeth. *I, Rigoberta Menchú*. London, Verso, 1983.

Câmara, Hélder. *Spiral of Violence*. London, Sheed and Ward Stagbooks, 1971.

Chakrabarty, Dipesh. "The climate of history: Four theses." *Critical inquiry*, vol. 35, no. 2, 2009, pp. 197-222.

Coccia, Emanuele. *The Life of Plants:A Metaphysics of Mixture*. Cambridge, Polity, 2019.

Danticat, Edwidge. "We are ugly, but we are here." *The Caribbean Writer*, Vol. 10, 1996.

Fernández Retamar, Roberto. "Caliban: Notes Toward a Discussion of Culture in Our America." *Caliban and Other Essays*, Minneapolis, University of Minnesota Press, 1989, pp. 3-45.

Feyerabend, Paul K. *Against Method.* London, Verso, 1993.

Funtowicz, Silvio O. and Jerome R. Ravetz. "Science for the Post-Normal Age." *Futures*, Sept. 1993, pp. 739-755.

García Canclini, Néstor. *Hybrid Cultures*. Minneapolis, U Minnesota Press, 1995.

Gracia, Jorge J.E. *Latin American Philosophy in the Twentieth Century: Man, Values, and the Search for Philosophical Identity*. Amherst, Prometheus Books, 1986.

Gracia, Jorge J. E. and Elizabeth Millán-Zaibert (Eds). *Latin American Philosophy for the 21st Century: The Human Condition, Values, and the Search for Identity*. Lanham, Prometheus Books, 2004.

Kamugisha Aaron (Ed.) *Caribbean Political Thought: The Colonial State to Caribbean Internationalists*. Kingston, Ian Randle Publishers, 2013.

Lanza, Martha. "Buen Vivir: An introduction from women's rights perspective in Bolivia." *Feminist Perspectives towards Transforming Economic Power*, AWID, 2012.

Leff, Enrique. "Latin American Environmental Thought: A Heritage of Knowledge for Sustainability." *ISEE Publicación Ocasional*, No. 9, 2010, pp. 1-16.

Kuhn, Thomas S. *The Structure of Scientific Revolutions*. Chicago, University of Chicago Press, 1996.

Mendieta, Eduardo (Ed.) *Latin American Philosophy: Currents, Issues, Debates*. Bloomington, Indiana University Press, 2003.

Monsiváis, Carlos. *Mexican Postcards.* London, Verso, 1997.

Paz, Octavio. *The Labyrinth of Solitude*. New York, Grove Press, 1961.

Segato, Rita. "A Manifesto in Four Themes." *Critical Times*, Vol. 1, Iss. 1, pp. 198-211.

Course|New for request 21985

Info

Request: MAD 6XXX Graph Theory
Description of request: Proposal for new one-semester graduate course on graph theory.
Submitter: Vincent Vatter vatter@ufl.edu
Created: 10/7/2025 7:17:19 PM
Form version: 1

Responses
Recommended Prefix MAD
Course Level 6

Course Number XXX
Lab Code None
Course Title Graph Theory
Transcript Title Graph Theory
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 contact hours per week
Course Description Fundamental and advanced topics in graph theory: matching, connectivity, planarity, coloring, flows, extremal methods, the regularity lemma, infinite graphs, Ramsey theory, Hamiltonian cycles, random graphs, and the graph minor theorem.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This course is intended for the PhD, MS, and MS/MA in Teaching Mathematics degree programs in the Department of Mathematics. It is designed to provide graduate students with a solid foundation in graph theory, a central area of discrete mathematics with wide applications in pure and applied research. The course may also serve as an attractive elective option for graduate students in related disciplines, such as Computer Science, Electrical Engineering, and Industrial & Systems Engineering, where graph-theoretic methods play an increasingly important role.

Graph Theory has frequently been offered in the past as a topics course (MAD 7396/7397). The creation of a permanent graduate-level Graph Theory course ensures that this essential area is a regularly available part of the curriculum and not dependent on special offerings. This course provides graduate students with training that supports both research in combinatorics and preparation for interdisciplinary applications.
Syllabus Content Requirements All Items Included

MAD 6xxx

Graph Theory

Basic Information

Instructor: Vincent Vatter
Office: LIT 406
Email: vatter@ufl.edu
Phone: 352-294-2338

Credit hours: 3

Class meetings: MWF 5th period (11:45–12:35) in LIT 233
Office hours: Mondays 8th period (3:00–3:50), Wednesdays 7th period (1:55–2:45), or by appointment

Required textbook:

- Reinhard Diestel, *Graph Theory*, 6th edition, Springer-Verlag, Graduate Texts in Mathematics, Volume 173 (2017).

Course Description

Fundamental and advanced topics in graph theory: matching, connectivity, planarity, coloring, flows, extremal methods, the regularity lemma, infinite graphs, Ramsey theory, Hamiltonian cycles, random graphs, and the graph minor theorem.

Prerequisites

None.

Student Learning Outcomes

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

- Identify and explain structural properties of graphs.

- Model and solve problems using graphs and networks.

- Analyze and compare algorithms related to graphs and networks.

- Construct and present rigorous proofs of graph-theoretical theorems.

- Apply major results in graph theory to new problems and examples.

Assessment

- **Problem Sets (40%):** Four problem sets, each worth **10%** of the final grade. Due dates are listed in the schedule. Collaboration is allowed, but solutions must be written individually (see AI policy below for further details).

- **Exams (60%):** Two in-class, non-comprehensive midterm exams. Each exam is worth **30%** of the final grade. Exams are closed book and closed notes. Make-up exams require documentation of an excused absence.

- **No final exam.**

Grading Rubric

Most of the work in this course consists of writing proofs. Proofs on both problem sets and exams will be graded according to the following rubric.

0 points: The work contains no original steps toward a correct solution. This includes work that simply consists of relevant definitions or theorems without interpretation.

1 point: The work contains some original steps toward a correct solution but does not contain a workable outline of the full solution. This grade is also used if the student has misunderstood the question or made an unwarranted simplifying assumption that makes the problem trivial.

2 points: The work contains an outline of a correct solution and several steps toward this solution. However, the writing may be unclear, there may be gaps in the argument, or key cases may be missing.

3 points: The work resembles a complete proof but has some deficiencies. These may include imprecise definitions, minor logical gaps, or overlooking edge cases.

4 points: The work consists of a complete, rigorous, well-written proof. No important steps are omitted or incorrect.

Grade Distribution

Grades are assigned based on total percentage earned, with no rounding, according to the table below.

A	93.00–100.00	**A-**	90.00–92.99		
B+	87.00–89.99	**B**	83.00–86.99	**B-**	80.00–82.99
C+	77.00–79.99	**C**	73.00–76.99	**C-**	70.00–72.99
D+	67.00–69.99	**D**	63.00–66.99	**D-**	60.00–62.99
E	0.00–59.99				

Schedule of Topics & Required Readings

(All sections from Diestel, *Graph Theory*.)

Week	Topic	Sections	Due / Exam
Week 1	Graphs, degrees, paths, cycles, connectivity	1.1–1.4	
Week 2	Trees, forests, bipartite graphs, contraction, minors	1.5–1.7	
Week 3	Matching, tree packing, path covers	2.1–2.5	Problem Set 1 due
Week 4	Connectivity and Menger's theorem	3.1–3.3	
Week 5	Planarity and Kuratowski's theorem	4.1–4.4	
Week 6	Graph coloring	5.1–5.3	Problem Set 2 due
Week 7	Networks, flows, and cuts	6.1–6.2	
Week 8	Extremal graph theory	7.1–7.3	Exam 1
Week 9	Szemerédi's regularity lemma & applications	7.4–7.7	
Week 10	Infinite graphs	8.1–8.3	Problem Set 3 due
Week 11	Ramsey theory	9.1–9.4	
Week 12	Hamilton cycles	10.1–10.3	
Week 13	Random graphs	11.1–11.4	Exam 2
Week 14	Well-quasi-ordering & Kruskal's tree theorem	12.1–12.4	
Week 15	Graph minor theorem	12.5–12.7	Problem Set 4 due

Materials and Supplies Fee

N/A

AI Policy

You may consult any resources when working on problem sets, including generative AI tools (e.g., ChatGPT, Claude, Gemini), computer algebra systems (CASes), textbooks, online materials, classmates, and the instructor. However, the solutions you submit must be your own writing, and you must understand and be able to explain your solutions. Copying solutions from any external source, whether an AI tool, a textbook, or a classmate, will be considered a violation of academic integrity.

Use of external resources during exams is not permitted.

University Policies and Resources

This course complies with all UF academic policies. For information on those policies and for resources for students, please see https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/.

Course|New for request 21986

Info

Request: MAD 7XXX Combinatorics of Permutations
Description of request: Proposal for new one-semester graduate course on the combinatorics of permutations.
Submitter: Vincent Vatter vatter@ufl.edu
Created: 10/8/2025 11:19:34 AM
Form version: 1

Responses
Recommended Prefix MAD
Course Level 7

Course Number XXX
Lab Code None
Course Title Combinatorics of Permutations
Transcript Title Combinatorics of Permutations
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 Introduction to the combinatorial theory of permutations. Topics include permutation statistics, inversions, cycle structure, pattern avoidance, random permutations, algebraic and geometric methods, permutation sorting algorithms, and applications to genome rearrangements.
Prerequisites MAD 6206 (C)
Co-requisites N/A
Rationale for Placement in the Curriculum This course is intended for the PhD, MS, and MS/MA in Teaching Mathematics degree programs in the Department of Mathematics. The combinatorics of permutations is a vibrant and rapidly growing area of modern discrete mathematics, with deep connections to algebra, geometry, probability, and theoretical computer science. Graduate students benefit from exposure to both classical results and current research directions in permutation patterns, random permutations, sorting algorithms, and algebraic structures. The course also serves as a valuable elective for students in Computer Science and related disciplines, where permutations play a central role in algorithms, complexity, and data analysis.

The Combinatorics of Permutations course has previously been offered as a topics course (MAD 7396/7397). Establishing it as a permanent offering ensures that graduate students have reliable access to advanced training in this research area, further strengthening the department's combinatorics curriculum and preparing students for cutting-edge research.
Syllabus Content Requirements All Items Included

MAD 7xxx

Combinatorics of Permutations

Basic Information

Instructor: Miklós Bóna
Office: LIT 440
Email: bona@ufl.edu
Phone: 352-294-2293

Credit hours: 3

Class meetings: MWF 5th period (11:45–12:35) in LIT 233
Office hours: Wednesdays 8th period (3:00–3:50), Fridays 7th period (1:55–2:45), or by appointment

Required textbook:

- Miklós Bóna, *Combinatorics of Permutations*, 3rd edition, CRC Press (2022).

Course Description

Introduction to the combinatorial theory of permutations. Topics include permutation statistics, inversions, cycle structure, pattern avoidance, random permutations, algebraic and geometric methods, permutation sorting algorithms, and applications to genome rearrangements.

Prerequisites

MAD 6206 – Combinatorial Theory I

Student Learning Outcomes

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

- Compute and analyze fundamental permutation statistics such as descents, runs, and inversions.

- Classify permutations by cycle structure and apply enumerative results on restricted cycle types.

- Analyze and prove results in pattern avoidance, including enumerative and structural properties.

- Apply probabilistic and asymptotic techniques to study random permutations.

- Use the RSK correspondence and related algebraic tools to connect permutations with posets and tableaux.

- Evaluate and implement sorting algorithms on permutations, including stack-sorting variants.

- Apply permutation combinatorics to problems in genome rearrangements.

- Construct rigorous proofs and communicate combinatorial arguments effectively.

Assessment

- **Problem Sets (40%):** Four problem sets, each worth **10%** of the final grade. Due dates are listed in the schedule. Collaboration is allowed, but solutions must be written individually (see AI policy below for further details).

- **Exams (60%):** Two in-class, non-comprehensive midterm exams. Each exam is worth **30%** of the final grade. Exams are closed book and closed notes. Make-up exams require documentation of an excused absence.

- **No final exam.**

Grading Rubric

Most of the work in this course consists of writing proofs. Proofs on both problem sets and exams will be graded according to the following rubric.

0 points: The work contains no original steps toward a correct solution. This includes work that simply consists of relevant definitions or theorems without interpretation.

1 point: The work contains some original steps toward a correct solution but does not contain a workable outline of the full solution. This grade is also used if the student has misunderstood the question or made an unwarranted simplifying assumption that makes the problem trivial.

2 points: The work contains an outline of a correct solution and several steps toward this solution. However, the writing may be unclear, there may be gaps in the argument, or key cases may be missing.

3 points: The work resembles a complete proof but has some deficiencies. These may include imprecise definitions, minor logical gaps, or overlooking edge cases.

4 points: The work consists of a complete, rigorous, well-written proof. No important steps are omitted or incorrect.

Grade Distribution

Grades are assigned based on total percentage earned, with no rounding, according to the table below.

A	93.00–100.00	**A-**	90.00–92.99		
B+	87.00–89.99	**B**	83.00–86.99	**B-**	80.00–82.99
C+	77.00–79.99	**C**	73.00–76.99	**C-**	70.00–72.99
D+	67.00–69.99	**D**	63.00–66.99	**D-**	60.00–62.99
E	0.00–59.99				

Schedule of Topics & Required Readings

(All sections from Bóna, *Combinatorics of Permutations*, 3rd edition.)

Week	Topic	Sections	Due / Exam
Week 1	Descents, Eulerian numbers, alternating runs	1.1–1.2	
Week 2	Alternating subsequences; inversions & major index	1.3, 2.1	
Week 3	Inversions in multisets; Gaussian coefficients; start cycles	2.2, 3.1	Problem Set 1 due
Week 4	Stirling numbers and transition lemma	3.2–3.3	
Week 5	Restricted cycle structures; intro to pattern avoidance	3.4, 4.1	Problem Set 2 due
Week 6	Patterns of length 3; monotone patterns	4.2–4.3	
Week 7	Patterns of length 4; Stanley–Wilf (Marcus–Tardos)	4.4–4.5	
Week 8	Polynomial recurrences; packing densities & layered patterns	5.1–5.2	Exam 1
Week 9	Fixed-number pattern counts; probabilistic viewpoint (SYT)	5.3, 6.1	
Week 10	Expectation; rank in decreasing binary trees	6.2–6.3	Problem Set 3 due
Week 11	Variance & normal limits; longest increasing subsequences	6.4–6.5	
Week 12	RSK correspondence; posets of permutations	7.1–7.2	Exam 2
Week 13	Simplicial complexes; generating permutations	7.3, 8.1	
Week 14	Stack-sorting and pop-stack sorting	8.2–8.4	
Week 15	Permutations and genome rearrangements: block transpositions and interchanges	9.1–9.3	Problem Set 4 due

Materials and Supplies Fee

N/A

AI Policy

You may consult any resources when working on problem sets, including generative AI tools (e.g., ChatGPT, Claude, Gemini), computer algebra systems (CASes), textbooks, online materials, classmates, and the instructor. However, the solutions you submit must be your own writing, and you must understand and be able to explain your solutions. Copying solutions from any external source, whether an AI tool, a textbook, or a classmate, will be considered a violation of academic integrity.

Use of external resources during exams is not permitted.

University Policies and Resources

This course complies with all UF academic policies. For information on those policies and for resources for students, please see https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/.

Course|New for request 21799

Info

Request: MCB 5XXX Clinical Virology
Description of request: since some students have already taken some of our undergraduate level courses, we are designing 1-credit clinical courses to fill the gaps in their knowledge. These 1-credits courses will be used in the Clinical Laboratory Microbiologist graduate certificate. This request is for the creation of a 1-credit course to teach clinical virology to graduate students interested in pursuing clinical microbiology career.
Submitter: Leandro Dias Teixeira leandroteixeira@ufl.edu
Created: 9/19/2025 5:13:22 PM
Form version: 3

Responses
Recommended Prefix MCB
Course Level 5

Course Number XXX
Lab Code None
Course Title Clinical Virology
Transcript Title Clinical Virology
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 1

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours online asynchronous, 2 contact hours per week.
Course Description Focuses on human pathogenic viruses, their identification through laboratory techniques, and their clinical significance. Explores virulence factors, virus-host immune system interactions, and their impact on public health. Covers traditional and current methods for viral isolation, identification, and susceptibility testing. Emphasizes integrating lab results with clinical observations to enhance patient care. Ideal for students pursuing advanced studies in clinical microbiology.
Prerequisites n/a completion of bachelor of science in microbiology or related field
Co-requisites N/A
Rationale for Placement in the Curriculum This is a graduate level course, a critical component of the Clinical Laboratory Microbiology graduate certificate, designed to equip students with the advanced knowledge and skills required for diagnosing and managing viral infections in clinical settings. By focusing on human pathogenic viruses, their identification through laboratory techniques, and their clinical significance, the course ensures that students are well-prepared for the complexities of viral diagnostics. It bridges gaps in undergraduate virology and covers both traditional and modern methods for viral isolation, identification, and susceptibility testing. Emphasizing the integration of laboratory results with clinical observations, this course enhances students' ability to make informed decisions that improve patient care. It directly supports the objectives of the Clinical Laboratory Microbiology program, preparing students to contribute effectively to healthcare teams and enhance public health outcomes. It will be part of the core corses of the CLM certificate.

Syllabus Content Requirements All Items Included

Clinical Virology MCB5XXX

Contact information

Instructor: Dr. Leandro Teixeira (leandroteixeira@ufl.edu) 352-392-8350.

Office: Microbiology and cell science department, Room 1047.

Office hours: 11:00am – 12:00pm (Monday).

Course time and location

This course will be taught 100% online and all lectures will be recorded and available through Canvas. This is a 1-credit course that is offered in the Spring and the Fall semester.

Welcome!

Welcome to Clinical Virology! I am excited to embark on this journey with you as we explore the fascinating world of fungi and their roles in human health and disease. This 100% online course is designed to provide you with a comprehensive understanding of this critical area in microbiology. As we engage with the material, I encourage you to participate actively, ask questions, and collaborate with your peers. Together, we will develop the knowledge and skills necessary for effective clinical practice in the field of diagnostic microbiology.

Course description

Focuses on human pathogenic viruses, their identification through laboratory techniques, and their clinical significance. Explores virulence factors, virus-host immune system interactions, and their impact on public health. Covers traditional and current methods for viral isolation, identification, and susceptibility testing. Emphasizes integrating lab results with clinical observations to enhance patient care. Ideal for students pursuing advanced studies in clinical microbiology.

Required Book

Bailey & Scott's Diagnostic Microbiology, 15th edition, Tille, Patricia, Elsevier (Mosby) Inc. ISBN: 9780323681056.

Pre-requisite

Applicants must hold a bachelor's degree in Microbiology, Biology, or a closely related life science discipline.

Course objectives

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

- Summarize the classification and taxonomy of clinically significant viruses.
- Describe the morphological characteristics of various pathogenic viruses and their relevance to clinical diagnostics.
- Analyze the clinical significance of viral infections, including their epidemiology and impact on public health.
- Apply knowledge of laboratory techniques for the identification, isolation, and susceptibility testing of pathogenic viruses.
- Correlate clinical findings with laboratory results to facilitate accurate diagnosis and treatment of infectious viral diseases.
- Evaluate current trends and advancements in clinical virology research and their implications for practice.
- Effectively communicate complex concepts related to virology to both healthcare professionals and the public.

These objectives will guide your learning throughout the course and prepare you for practical applications in clinical settings.

Getting started

All course correspondence as well as assignments, exams and discussions will be available via eLearning Canvas Website https://elearning.ufl.edu/ . You may also contact the UF help desk at 352-392-HELP, option 2.

Your section specific site is maintained and administered by your instructor. You are responsible for the material posted in your section.

Please Remember to check the Announcements and Mail each day in Canvas. "I did not know about the assignment, deadline…" is NOT an accepted excuse. Your instructor will have his/her own Canvas webpage where section specific information will be posted.

All assignments, projects and reports are expected to be submitted electronically through Canvas. Each assignment is processed through Turnitin.com and as such is checked for plagiarism. Students are encouraged to use Draft Coach to check their work for plagiarism before submitting their assignments.

Have a Question? Please come see us - we are here to help!

Expectations of the students

As a student in the Clinical Microbiology course, you are expected to engage actively and take responsibility for your learning. Here are key expectations to help you succeed:

1. **Engagement and Participation**
- Participate in discussions to enhance your understanding of the material.
- Contribute thoughtfully to class discussions, sharing insights and asking questions to clarify concepts.
2. **Preparation and Study**
- Complete assigned readings from *Bailey & Scott's Diagnostic Microbiology, 15th Edition* and other provided materials before each class.
- Review lecture notes regularly and prepare for quizzes and assessments to reinforce your knowledge.
3. **Critical Thinking and Application**
- Approach case studies and problem-solving exercises with a critical mindset, applying theoretical concepts to real-world scenarios.
- Engage in collaborative learning with peers to deepen your understanding and enhance your problem-solving skills.

4. **Professionalism and Ethics**

- Maintain a professional demeanor in all interactions, respecting the diverse perspectives of your classmates and instructors.

- Adhere to ethical standards in discussions about patient care and the implications of microbiological practices.

5. **Time Management and Commitment**

- Allocate adequate time each week for study and review, balancing course requirements with other commitments.

- Stay committed to your personal and professional growth throughout the course, seeking help when needed.

By embracing these expectations, you will foster a positive learning environment and enhance your understanding of medical microbiology, preparing you for future endeavors in healthcare or research.

Evaluation of learning

Learning will be evaluated based on the following criteria:

- <u>Engagement and participation - 20% (100 points)</u>

After watching the class of the week, students must participate in discussion groups via canvas. Active participation is essential for fostering a collaborative learning environment and enhancing understanding of clinical virology concepts. Students are encouraged to contribute thoughtfully to discussions, ask questions, and engage with their peers to deepen their comprehension of course material. Evaluation will be based on the quality and relevance of contributions, as well as the ability to build on others' ideas and respond to feedback. Regular attendance and active involvement will ensure that students not only enhance their own learning but also enrich the experience for their classmates. The deadline for each discussion section is 11:59pm on the Sunday before the subsequent week's lecture. There will be 13 discussion sections, 3.5 to 4 points each depending on the topic. The rubric for grading your participation in the discussion sections can be found on the course canvas.

- Quizzes – 25% (125 points)

After watching the lectures of a chapter, students will have to answer an open book quiz. Quizzes can include videos to be watched or required readings before class. All quizzes are cumulative. There are 14 quizzes, 8 to 9 points each quiz.

- Public health project - 25% (125 points)

At the end of the semester, students will record a presentation regarding to Public Health issues caused by viruses, in which the students should demonstrate the impact of the microbe in human health, the proper diagnosis methods to identify the pathogen causing the disease, as well as possible treatment. The presentations will be individual and should be presented in PowerPoint format. All students must participate in the presentation as these presentations will be peer reviewed.

- Final Exam - 30% (150 points)

Students must take the final exam during the UF's final exam week, with a total of 150 points. The exam will cover all chapters taught in this course, ensuring that students not only retain knowledge from recent lectures but also integrate and apply concepts from earlier topics. Students will be evaluated on their ability to demonstrate critical thinking, problem-solving skills, and mastery of the subject matter. It is essential for students to review and synthesize their understanding consistently, as success on the exam will reflect both their ongoing engagement with the course material and their preparedness to apply their knowledge in clinical contexts. Exams will be proctored with Honorlock and students will have 120 minutes to finish the exam. Books and notes are not allowed during the exam.

Cheating (usage of unauthorized support material/notes) will automatically be reported to the Dean of Students Office (DSO) for consideration of disciplinary action.

Items graded	Points	%
Participation	100	20
Quizzes	125	25
Public Health Project	125	25

Exams	150	30
Total	**500**	**100**

We don't curve and the grading scale will not be adjusted based on class performance. You will have 2 weeks to challenge your grade and request a change of grade by contacting the course's instructor.

Final grades will be based on the following performance standard:

>92.0%	A		72.0 – 76.99%	C
90.0 - 91.99%	A-		70.0 – 71.99%	C-
87.0 - 89.99%	B+		67.0 – 69.99%	D+
82.0 - 86.99%	B		62.0 – 66.99%	D
80.0 - 81.99%	B-		60.0 – 61.99%	D-
77.0 - 79.99%	C+		<60.0%	E

Course schedule and reading list

Week	Topic	Assessment	Readings
Week 1	Introduction to Clinical Virology & Laboratory Design – safety, specimen management, workflow	Week 1 quiz.	Chapter 64
Week 2	Virus Classification & Structure – taxonomy, Baltimore system, ICTV	Group discussion 1. Week 2 quiz.	Chapter 64
Week 3	Virus Cultivation & Detection in Cell and Egg Cultures	Group discussion 2. Week 3 quiz.	Chapter 64
Week 4	Enzyme Immunoassays & Serologic Methods for Virus Detection	Group discussion 3. Week 4 quiz.	Chapter 64

Week 5	Nucleic Acid Amplification Methods (PCR, qPCR, etc.)	Group discussion 4. Week 5 quiz.	Chapter 64
Week 6	Electron Microscopy and Viral Imaging Techniques	Group discussion 5. Week 6 quiz.	Chapter 64
Week 7	Viral Quantitation & Infectivity Assays (Plaque, $TCID_{50}$, Focus-Forming, Viral Load)	Group discussion 6. Week 7 quiz.	Chapter 64
Week 8	Molecular Methods & Viral Genome Sequencing (Sanger, NGS)	Group discussion 7. Week 8 quiz.	Chapter 64
Week 9	Phylogenetics & Molecular Epidemiology of Viruses	Group discussion 8. Week 9 quiz.	Chapter 65
Week 10	Respiratory Viruses (e.g., Influenza, RSV, SARS-CoV-2) – Diagnosis, Clinical Features	Group discussion 9. Week 10 quiz.	Chapter 65
Week 11	Bloodborne & Neurotropic Viruses (e.g., HIV, West Nile, HSV)	Group discussion 10. Week 11 quiz.	Chapters 65
Week 12	Gastrointestinal & Hepatotropic Viruses (e.g., Rotavirus, HAV/HBV/HCV)	Group discussion 11. Week 12 quiz.	Chapters 65
Week 13	Vector-Borne & Emerging Viruses (e.g., Zika, Dengue, Ebola)	Group discussion 12. Week 13 quiz.	Chapters 66
Week 14	**Public Health Project Presentations** – topics like outbreak response, surveillance, antiviral stewardship	Group discussion 13. Week 14 quiz.	N/A

		Public Health Project Presentations	
Final exam week	**Final Exam** – comprehensive assessment across all virology topics	Final exam	N/A
	Adopted textbook: *Bailey & Scott's Diagnostic Microbiology,* 15th edition, Tille, Patricia, Elsevier (Mosby) Inc. ISBN: 9780323681056.		

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/

Course|New for request 21813

Info

Request: PHI 6XXX Research and Professional Development
Description of request: New course for PhD students. Pilot version has been done twice with PHI6934 special topics number. Syllabus from Fall 2024 included.
Submitter: Gene Witmer gwitmer@ufl.edu
Created: 9/5/2025 5:12:17 PM
Form version: 2

Responses
Recommended Prefix PHI
Course Level 6

Course Number XXX
Lab Code None
Course Title RESEARCH AND PROFESSIONAL DEVELOPMENT
Transcript Title RSCH & PROF DEVELOPMENT
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? Yes
Multiple Offerings in a Single Semester No
If repeatable, # total repeatable credit allowed 9
Amount of Credit 3

S/U Only? Yes
Contact Type Regularly Scheduled
Course Type Seminar
Weekly Contact Hours 3
Course Description Practical guidance for students pursuing a PhD in Philosophy. Strategies for making progress on research, preparing effective presentations, identifying opportunities for conferences, fellowships, and grants, and submitting work for publication. Information on the job market and seeking careers in and out of academia. Techniques for marketing skill set and experience to different audiences.
Prerequisites PPY_PHD & PHI5935 & PHI5135 (C)
Co-requisites N/A
Rationale for Placement in the Curriculum Students in PhD programs, especially in the humanities, face daunting challenges in the academic job market; this has been the case for many decades. This course is designed to be a regular part of our graduate curriculum. While the graduate committee has not yet recommended a specific way to incorporate it into our degree requirements, the general expectation is that we will amend our degree requirements so that PhD students are required to take it in their third year (on a five year plan) so as to be best prepared for life after the PhD. At that stage students will have completed two full years of coursework and be starting to think seriously about areas in which they might specialize and do a dissertation; they will be thinking about their years 3, 4 and 5 and being prepared for life after the PhD. In effect, the third year is a good time to think about building their dossier, so this would be a good time for them to take this course.

The proposal is to make the course eligible for repeated credit, up to 9 maximum credit hours (or 3 times taking the course). This is justified by the fact that the specific content of the course will change over time due to (i) its incorporating students' current research into the sessions and (ii) the fact that different kinds of advice for PhDs will be appropriate over time.

The graduate population in our PhD program will never be very large, and this seminar can be expected to enroll somewhere between four and eight students each time it is offered. This size is small enough that the instructor can take account of the different stages these students are at in managing the details of how the course is run. Part of the idea is that having earlier students in the

same group with later ones (e.g. those in their fifth year) is that the earlier students can learn from the later ones -- both from their successes and their missteps.

While students in the course will already know how to do research in philosophy in the sense of mastering the skills of close argumentation, they will likely benefit from learning how to interact not just with philosophical work but the mechanics of various institutions: professional organizations, publishers, conference organizers, institutions offering fellowships, and so forth. Learning how to interact with such external institutions will be valuable, as will be practice in learning how to present work to people outside of the discipline itself.

The course has been run as a pilot twice (using the special topics number PHI6934); the syllabus from the most recent version (Fall 2024) is provided as a sample syllabus. Thus far students have reacted extremely well to the course.

The hope in submitting the course for approval at this time is to have it approved already by the time we submit proposed changes to the curricular requirements that will incorporate this course.

Syllabus Content Requirements All Items Included

PHI 6934 Research and Professional Development
3.0 credits

Fall 2024   Class # 21608

I. Basic Information

Meetings
Meeting days and times: Tuesdays, periods 8 — 10 (3:00PM - 6:00PM)
Class location: Griffin-Floyd Hall 200

Instructor
Dr. Jaime Ahlberg
Email: jlahlberg@ufl.edu
Office: 333 Griffin-Floyd Hall
Phone: 352-273-1814
Office Hours: Wednesdays 1:00 PM - 3:00 PM and by appointment

Course Description
Practical guidance for students pursuing a PhD in Philosophy. Strategies for making progress on research, preparing effective presentations, identifying opportunities for conferences, fellowships, and grants, and submitting work for publication. Information on the job market and seeking careers in and out of academia. Techniques for marketing skill set and experience to different audiences.

Course Materials
There is one required text for this course:
- Karen Kelsky (2015) *The Professor is In: The Essential Guide to Turning Your PhD into a Job*. (New York: Three Rivers Press)

The following online sources will be useful to you in this course.
- Inside Higher Ed: https://www.insidehighered.com/
- Chronicle of Higher Education: https://www.chronicle.com/
- Imagine PhD: https://www.imaginephd.com/ (free account)
- Daily Nous: https://dailynous.com/
- UF Center for Humanities and the Public Sphere Grad Toolkit (especially "Resources", where you can find "Beyond the Professoriate"): https://envision.humanities.ufl.edu/
- UF's Preparing Future Faculty Program: https://gradadvance.graduateschool.ufl.edu/programs/preparing-future-faculty/
- UF Center for Teaching Excellence https://teach.ufl.edu/ (especially the Center for Integration of Research, Teaching, and Learning: https://teach.ufl.edu/cirtl/)
- UF Office of Postdoctoral Affairs: https://postdoc.aa.ufl.edu/ (especially Job Databases and Resources: https://postdoc.aa.ufl.edu/career-resources/jobs/)

Materials Fee
N/A

II. Course Goals

Course Objectives

In this course students will be introduced to resources relevant to the academic job market, including informational sources for publication opportunities, conferences, and opportunities outside of academia; they will be provided a supportive and motivating environment for making progress on their doctoral work (at whatever stage); and they will become practiced in submitting work for conferences or publications, writing grants, and other activities relevant to the profession.

Student Learning Outcomes

A student who successfully completes this course should be able to:

A. Knowledge. Identify expectations in the academic job market, prepare job materials, and recognize appropriate opportunities outside academia.
B. Skills. Prepare and complete an extended line of research, such as a dissertation.
C. Professional Behavior. Recognize opportunities for professional development and plan out ways of taking advantage of those opportunities.

The outcomes above are assessed by means of the following assignments. (Assignments are described below in section IV.)

- Outcome A is assessed by the assignments under Prepare Job Documents.
- Outcome B is assessed by the assignments under Progress on Research.
- Outcome C is assessed by the Five Year Calendar assignment.

III. Grade Determination and Policies

Grade Determination

This course shall be graded on a Satisfactory/Unsatisfactory basis. Individual elements are given letter grades and a Satisfactory course grade requires a course grade of a C or better.

Your course grade is determined by the following factors:

Progress on Research • Presentation (45%) • Work plan for the semester (5%) • Meet commitments to research partner(s) (5%)	55%
Prepare Job Documents • CV and cover letter template (5%) • Teaching Statement (5%) • Outline of Teaching Portfolio (5%) • Research Statement and Dissertation Abstract (5%)	20%
Five Year Calendar	25%

Presentations are assessed on four factors: (1) how successfully the content conveys the research to non-experts; (2) the clarity of the argumentation and results; (3) the pacing of the presentation; and (4) the quality of responses to questions. The following rubric describes characteristics typical of a presentation with the indicated grade.

Letter	1	2	3	4
A	The content properly reflected your research in a way that made its significance clear to non-experts.	The argumentation and results were easy to discern.	The presentation was given at a reasonable pace, neither bogged down in minutiae nor speeding through core steps in the argumentation.	Questions were addressed in a way that successfully focused on questioners' concerns and made use of the actual research in answering them.
B	The content properly reflected your research in a way that made its significance clear to non-experts.	The argumentation and results were easy to discern.	The presentation was given at a reasonable pace, neither bogged down in minutiae nor speeding through core steps in the argumentation	Questions were addressed in a way that successfully focused on questioner's concerns and made use of the actual research in answering them, even if they didn't succeed in focusing on questioners' concerns.
C	The content properly reflected your research in a way that made its significance clear to non-experts.	The argumentation and results were not very difficult to discern.	The presentation was lacking in being either bogged down in minutiae or speeding too quickly through core steps (or both).	Questions were addressed in a way that showed a lack of attention to questioners' intent or showed no concern to understand the question.
D	The content did not reflect your research in a way that made its significance clear to non-experts.	The argumentation and results could be founded even while being very difficult to discern.	The presentation was lacking in being either bogged down in minutiae or speeding too quickly through core steps (or both).	Questions were addressed in a careless way that would frustrate questioners.
E	The content did not reflect your research in a way that made its significance clear to anyone, experts or non-experts.	Argumentation and results were not to be found, even by those acquainted with the issues.	The presentation was very lacking in terms of pacing, including both inappropriate minutiae and excluding proper attention to crucial steps.	Questions were addressed in a careless way that would frustrate questioners.

Grading Policies

See https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx for information on how UF assigns grade points.

In this class, we will use the following grade scale:

A	4.0	94-100		C	2.0	74-76
A-	3.67	90-93		C-	1.67	70-73
B+	3.33	87-89		D+	1.33	67-69
B	3.0	84-86		D	1.0	64-66
B-	2.67	80-83		D-	0.67	60-63
C+	2.33	77-79		E	0.0	0-59

Numerical grades are rounded to the nearest whole number for determining letter grade; e.g., a grade of 83.4% is round to 83% and is a B-, while a grade of 89.5% is round to 90% and is an A-.

IV. Assignments and Expectations

Assignments

Progress on Research

Each student will have one opportunity to present ongoing research to the seminar. This will involve making work available to the seminar at least one week before the scheduled presentation. It will also involve briefly presenting the work on the day of the presentation and then engaging in discussion with the class for one hour. Please be in consultation with me before selecting a work for presentation, and *be mindful not to overload your peers with long, drafty material*.

Students will also be partnered with "research buddies" for the semester. Each student will be expected to develop a Work Plan for the semester as well as draft a List of Commitments to their research buddies, in order to facilitate accountability in making progress. This Work Plan will be due in the second week of the course.

Preparation of Job Market Documents

Over the course of the semester we will be talking about how to write effective job market documents, including: CV, cover letter templates, teaching statement and outline of a teaching portfolio, research statement, dissertation abstract, and diversity statement. Each student will be expected to draft each of these documents, as appropriate to their area of specialization and their stage in the PhD program and job marketing process. Please see the Reading and Assignment Schedule for due dates.

Five-Year Calendar

Over the course of the semester we will be investigating professional opportunities relevant to students' areas of interest, including conferences, fellowships, grants, and journal publications. Students will be encouraged to populate a 5 Year Calendar with dates relevant to these opportunities (such as deadlines and events), and to discuss their calendar with other students in the course. A final calendar will be due the last day of classes.

V. General Academic Policies & Resources

This course complies with all UF academic policies. For general information on those policies and resources for students, please see the "Academic Policies & Resources" page at https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/. You will find on that page information on:

- Attendance and make-up policies
- Honesty policy
- DRC information
- Assigning grade points
- Gator Evals
- In-class recording
- Academic and wellness resources

The first two of these (attendance, honesty) only spell out some general constraints; the *specific* policies for those that are in place for this class are given below.

VI. Class Policies

Policies specific to this class are given here.

Attendance

You must come to class on time and prepared. This means keeping current on the reading assignments and being aware of the course schedule and activities, as discussed in class and announced on the course website. It also means coming to class with thoughtful and constructive feedback and questions for your peers when they present their work.

Regular attendance will be essential to your success in the course. Of course, it can happen that you become ill or have another good reason to miss class. If you are ill, please stay home and call your primary health care provider or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Excused absences must be consistent with university policies in the Graduate Catalog (https://gradcatalog.ufl.edu/graduate/regulations/) and require appropriate documentation. If you do miss a class for a good reason, it is your responsibility to inform me as soon as is feasible to make appropriate arrangements.

Unexcused absences in a graduate course are unacceptable. If you accumulate three unexcused absences, you are hereby warned that any further unexcused absences will result in a failing grade for the course, as consistent with university policy.

Academic honesty.

Any incident of academic dishonesty is reported to the Student Conduct & Conflict Resolution committee (see https://sccr.dso.ufl.edu/), which may impose sanctions up to and including expulsion from the university. In this course, I have a zero-tolerance policy for academic dishonesty. In my view, any case of academic dishonesty should result in a failing grade for the entire course, and I will advocate for such in communications with SCCR. If you remain enrolled in this class past the end of the drop/add period, this will be understood as your agreement with this policy.

Please note that collaboration with others (including people not students in this class) and the use of ChatGPT or other LLMs to produce any text used in the work for this class is hereby prohibited unless express permission is provided. Prohibited collaboration counts as academic dishonesty and is reported to the SCCR committee (see above).

In addition, you should understand that as this is an advanced graduate course, standards are even higher. Academic dishonesty will result not only in the measures described above; it will also result — pending agreement by the SCCR that you are indeed responsible for the infraction — my recommendation to the department's graduate faculty that they consider removing you from the graduate program.

VII. Course Schedule

The schedule below provides information on topics, readings, and due dates for assignments. It is possible the schedule may need to be adjusted to accommodate disruptions or student needs; any such changes will be announced both in class and on Canvas.

Please come to class having already read the assignments listed for that day below.

Week	Date	Assignments
1	8/27	Introductions and Setting Expectations for the Course • Discuss course activities: 5 year calendar, document development, research buddies • Tell each other about our work • Indicate the ways in which we individually need support • Raise concerns and questions about research progress, professional development, and job marketing • Sign up for presentations and reading facilitations Read "For PhDs a Tandem Job Search is Increasingly the Norm" by Jennifer S. Furlong and Stacey M. Hartman. *The Chronicle of Higher Education*, August 2, 2024: https://www.chronicle.com/article/for-ph-d-s-a-tandem-jobsearch-is-increasingly-the-norm
2	9/3	Read and Discuss *The Professor is In* I. Dark Times in the Academy (Facilitator: TBD) II. Getting Your Head in the Game (Facilitator: TBD) III. The Nuts and Bolts of a Competitive Record (Facilitator: TBD) IX. Some Advice about Advisors (Facilitator: TBD) X. Leaving the Cult (Facilitator: TBD) Submit Work Plan for the semester and List of Commitments to your Research Buddies
3	9/10	1. 3-4:30pm: Visit from Michael Goldberg, Career Design Learning Specialist for Advanced Degrees, Career Connections Center • Translating a CV into a resume (for industry jobs and academic-adjacent jobs) • Translating and articulating unique skills as a Humanities PhD student • Job search strategies (networking, etc.) 4:45-6:00pm: Student Presentation 1
4	9/17	4-5:30pm: Visit from Dr. Talline Martins, Director of the Office of Graduate Professional Development, and Dr. Jim Gillespie, The Graduate School Resources available through the Graduate School Tales from the Trenches: A Recent UF Philosophy PhD talks about his career path Read and Discuss *The Professor is In* IV. Job Documents that Work (Facilitator: TBD) V. Techniques of the Academic Interview (Facilitator: TBD) VI. Navigating the Job Market Minefield (Facilitator: TBD) VII. Negotiating an Offer (Facilitator: TBD) VIII. Grants and Postdocs (Facilitator: TBD)
5	9/24	Teaching Statements 3-4:30pm: Visit from Dr. Alex Britton-Bailey, Director of UF's Center for Teaching Excellence • Teaching Statements and Portfolios • Discussion of Certificate Opportunities at UF for Humanities PhDs • International Opportunities (including UF's virtual exchange program) 4:45-6:00: Discuss Application for Academic Jobs Workbook, especially sections on teaching portfolios: chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://institutions.beyondprof.com/wp-content/uploads/2023/02/Apply-Stage-Workbook-2023.pdf • Discuss *Beyond the Professoriate* video on Teaching Statements (Barbi Honeycutt, Founder of FLIP It Consulting)

		• Discuss *Beyond the Professoriate* video on Teaching Portfolios (Laura Schram, Director of Professional & Academic Development in the Rackham Graduate School at University of Michigan) Masters and Doctoral Students, Industry Meet-Up Wednesday, September 25, 5:30-7:30pm - Career Connections Center, Reitz Union Learn more and sign up: https://careerhub.ufl.edu/events/2024/09/25/fall-2024-master-and-doctoral-studentsindustry-meet-up/
6	10/1	Presentation Skills Teaching Portfolios, Cont. 3-4:30: Visit from Dr. Amy Martinelli, Lecturer and Director of Forensics, Dial Center for Speech and Communication Studies Workshop draft of Teaching Statement and Teaching Portfolio
7	10/8	Grant Opportunities and Dissertation Fellowships 3-4:30: Visit from Sara Agnelli, Center for Humanities and the Public Sphere How to translate the value of one's research and skill-sets to other departments and units across campus • Discussion of Resources for Graduate Students on Campus and Online • Presentation on UF Opportunities for Graduate Students this semester (Summer Institute, Summer Internship Program, Tedder Fellowships) Research and Discuss Fellowship and Grant Opportunities. Visit from Jon Rick on dissertation fellowships. • https://funding.humanities.ufl.edu/graduate-students/ • https://www.neh.gov/grants/listing • https://www.acls.org/programs/dcf/ • https://www.acls.org/fellowship-grant-programs/ • Come to class with list of relevant fellowships • Come to class with a list of relevant grants, or grant organizations or foundations that are relevant to your areas of research. • Look into internal grant and fellowship opportunities. • Add relevant deadlines to 5 year calendar Due: Teaching Statement, Outline of Teaching Portfolio
8	10/15	CVs and Resumes Workshop CV and Cover Letter Watch: Designing Your Life TED Talk: https://www.youtube.com/watch?v=SemHh0n19LA Watch: 10 Transferable Skills from Your PhD: https://beyondprof.com/10-transferable-skills-from-your-phd-that-employers-want/ Read: Transferrable Skills & Accomplishment Based Bullet Points Handout Read: Creating a Resume from your CV Handout Student Presentation 2
9	10/22	Research Statement and Dissertation Abstract Read Sample Research Statements Workshop draft of Research Statement

		Workshop draft of Dissertation Abstract, Discuss the 5 Year Calendar Discuss Online Presence (Personal Website, ResearchGate, Academia.edu, LinkedIn). Visit from: TBD Review the personal websites of our faculty Google yourself: check to see what your online presence looks like at the moment (including what's viewable through social media) Student Presentation 3 Due: CV
10	10/29	Student Presentation 4 Student Presentation 5 Due: Research Statement, Dissertation Abstract
11	11/5	Student Presentation 6 Student Presentation 7
12	11/12	Interdisciplinary Work Browse Video Interview Library & watch one or two interviews of Humanities PhDs in non-academic jobs, for example: • https://institutions.beyondprof.com/phd-career-interview-chandra-kavanagh-phd/ • https://institutions.beyondprof.com/phd-career-interview-vincent-picciuto-phd/ • https://institutions.beyondprof.com/phd-career-interview-ryan-cobb/ Visit from : TBD Student Presentation 8
13	11/19	Journals and Conferences Research and Discuss Journals Relevant to Your Area of Expertise • Come to class with a list of journals that are relevant to your work (ask your advisors and peers!). Get a sense of their status in your subfield(s). • Think of a piece of work that might be suitable to work up for submission. • Include at least one deadline for submission on your 5 Year Calendar. Research and Discuss Conferences • Come to class with a list of conferences relevant to area of expertise (check with your advisors!) • Come to class with an idea of a particular paper/abstract to submit to a particular conference Due: Lists of Journals and Conferences
14	11/26	No Class: Thanksgiving Holiday
15	12/3	Review and Workshop 5 Year Calendars Due: 5 Year Calendar by 11:59pm December 3

Course|New for request 21681

Info

Request: SUR 6XXX Principles and Applications of Radar Interferometry
Description of request: SUR 6xxx Principles and Applications of Radar Interferometry new graduate-level course request for the School of Forest, Fisheries and Geomatics Sciences.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 6/20/2025 9:14:39 AM
Form version: 1

Responses
Recommended Prefix SUR
Course Level 6

Course Number xxx
Lab Code None
Course Title Principles and Applications of Radar Interferometry
Transcript Title Radar Interferometry
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 contact hours Monday,
9:35 – 11:30am (Periods 3 and 4)
Tuesday, 9:35 – 10:25am (Period 3)

Course Description A comprehensive overview of radar interferometry in remote sensing and geosciences. Students will learn principles of radar interferometry, advanced techniques and applications of Interferometric Synthetic Aperture Radar (InSAR). Topics covered include radar imaging, interferometric phase measurement, phase unwrapping, coherence estimation, error analysis, and InSAR applications to natural hazards. Hands-on experience with processing InSAR data using software tools like ISCE, Mintpy, and SNAP.
Prerequisites SUR 4530 or instructor consent
Co-requisites na
Rationale for Placement in the Curriculum The course wills serve as an approved elective for students in the MS in Geomatics program as well as geomatics concentrations in the online MFAS for Fisheries and Aquatic Sciences or the Forest Resources and Conservation. The course can also be of interest to graduate students in many other programs with a spatial sciences component such as Geography, ABE, SWS, Civil and Coastal Engineering etc. for which a similar course is not available.
Syllabus Content Requirements All Items Included

SUR 6xxx - Principles and Applications of Radar Interferometry

1. Course Description

A comprehensive overview of radar interferometry in remote sensing and geosciences, principles of radar interferometry, advanced techniques and applications of Interferometric Synthetic Aperture Radar (InSAR). Topics covered include radar imaging, interferometric phase measurement, phase unwrapping, coherence estimation, error analysis, and InSAR applications to natural hazards. Hands-on experience with processing InSAR data using software tools like ISCE, Mintpy, and SNAP.

- Fall semester 2024, 3 credits.
- In-person for the Gainesville campus, synchronous lectures through Zoom for remote students (https://ufl.zoom.us/my/chunli).
- http://elearning.ufl.edu/

Prior coursework in Geodesy such as SUR 4530 or equivalent is recommended.

Instructor:

Dr. Chunli Dai, 406B Reed Lab, Gainesville, FL.
Email: chunlidai@ufl.edu; Phone: 352-392-4998

Teaching assistant:

None.

- Please use the Canvas message/Inbox feature for the fastest response.
- Students are also welcome to arrange a video conference meeting to go over any questions.

Time and location:
Lectures:

Monday, 9:35 – 11:30am (Periods 3 and 4) - Reed Lab 302
Tuesday, 9:35 – 10:25am (Period 3) - Reed Lab 302

First day of class: August 26, 2024. Last day of class: December 3, 2024.

Office hours: Thursdays, 10:30 AM to 11:30 AM. Other times by appointment.

Exam dates: (Honorlock)
Mid-term exam: Tuesday, October 8, 2024, 9:35 am to 11:35 AM
Final presentation: Tuesday, December 3, 2024, 9:35 am to 11:35 AM.

Textbooks and materials (purchase not required):
- Hanssen, R.F., 2001. Radar interferometry: data interpretation and error analysis (Vol. 2). Springer Science & Business Media. Free download at: https://repository.tudelft.nl/islandora/object/uuid%3Aa83859d5-c034-427e-b6a9-114c4b008d19
- ESI_InSAR guidelines: https://www.esa.int/About_Us/ESA_Publications/InSAR_Principles_Guidelines_for_SAR_Interferometry_Processing_and_Interpretation_br_ESA_TM-19

2. LEARNING OUTCOMES

The course objective is to provide the students with competencies to apply InSAR for monitoring Earth surface dynamics. At the completion of the course, the student should be able to:
- apply the fundamental principles of radar interferometry.
- analyze large datasets from satellite radar sensors.
- use InSAR data processing using software tools such as ISCE, Mintpy, and SNAP.
- interpret interferometric phase measurements and identify phase unwrapping techniques.
- explain coherence estimation and its significance in data quality assessment.
- conduct error analysis to identify and mitigate sources of error in InSAR data.
- conduct independent research for various geoscience applications using InSAR.
- communicate the interpretation of computational results to professional standards.

3. COURSE LOGISTICS

- For each graded item (assignment, quiz, discussion post) a due date and time is given, which is usually the beginning of the next class.
- Assignments are graded based on timeliness, correctness of computations and interpretation of numerical results; quizzes are graded based on correctness of multiple-choice questions, and discussion items are graded based on creativity, completeness, and technical correctness.
- There is a 1-week turnaround for assignment and discussion grading. Quizzes are auto-graded instantaneously in Canvas.
- Lecture materials can be downloaded from weekly modules on the Canvas website.

The Canvas system should be used as the primary platform for written communication between students and the instructor. Questions and suggestions to the whole class can also be posted under the Discussions tab. Any short-term changes concerning lectures or other course

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components will be announced through Canvas. Feel free to call the instructors with any questions.

Technology Requirements:
- A computer with a high-speed internet connection and a supported browser (Google Chrome) for the online exams through Honorlock.
- For remote students: headset and microphone.
- For Zoom: A supported web browser on a supported operating system (Windows, Mac OS, Linux); and minimum bandwidth.

Using Zoom:
Live lectures and office hour meetings (per individual student requests) will be conducted with the Zoom conferencing software. Sessions can be joined by clicking a link posted by the instructor on Canvas.

Synchronous online sessions will be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to be recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss them with your instructor.

4. GRADES AND GRADING SCALE

Item	Percentage
Timeliness and quality of assignments (3 assignments and 2 quizzes @ 8% each)	40%
Online discussions (2 discussions @3% each)	6%
Attendance (Gainesville students required in person; Online students in real-time)	10%
Mid-term exam	22%
Final presentation	22%
Total	100%

Assignments: Written reports will describe the results of running ISCE/Mintpy applications on Hipergator notebook.

Quizzes: Online assessments of students' understanding of lectures through multiple choice questions.

Online discussions: Self introduction and your interests about InSAR.

Mid-term exam: Online assessments of students' understanding of concepts in lectures through multiple choice questions.

Final Presentation: Oral presentation of your project for a selected case study using tools learned in the course.

Final grading follows University standards based on the following scale (https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx):

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Course Score	93.0-100	90.0-92.99	87.0-89.99	83.0-86.99	80.0-82.99	77.0-79.99	73.0-76.99	70.0-72.99	67.0-69.99	63.0-66.99	60.0-62.99	0-59.99
Grade Points	4	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0

5. COURSE SCHEDULE

Week	Topic	Readings	Assignments
Week 1	Introduction and case studies of InSAR	Chapter 1	Introductions Register in NASA EarthData
Week 2	ISCE & MintPy Processing I	Chapter 2.5	Assignment 1
Week 3	ISCE & MintPy Processing II	Chapter 2.5	Assignment 2
Week 4	SAR imaging and geometry I	Chapter 2.1, 2.2	Quiz 1
Week 5	SAR imaging and geometry II	Chapter 2.3	
Week 6	InSAR basics	Chapter 2.4	
Week 7	InSAR error sources Midterm (Oct 8)	Online resources	Mid-term
Week 8	Fundament InSAR equations	Chapter 3.1	
Week 9	Phase unwrapping	Online resources	
Week 10	Artifacts in interferograms	Chapter 3.2, 3.4, 6	Assignment 3
Week 11	Multi-interferogram processing	Online resources	
Week 12	DEM generation from multi-interferogram processing	Online resources	Project
Week 13	Atmospheric monitoring	Chapter 6	Quiz 2
Week 14	Thanksgiving Holiday		
Week 15	Guest lecture: applications of SAR images (Dec 2) Final presentations (Dec 3)		Project presentations

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6. POLICIES AND REQUIREMENTS

This syllabus represents the current plans and objectives for this course. As the semester progresses, changes may need to be made to accommodate timing, and logistics, or to enhance learning.

Guidelines for preparing homework assignments:
a) You may work together and discuss the assignments, but you must prepare your own report, which includes your own discussions, your own derivations of equations, and your own graphical illustrations.
b) The lab report must be type-written. Good English needs to be practiced.
c) Label and define everything. Symbols that you use in your text must be properly defined. Axes in plots need to be properly labeled. Units must be denoted for all numerical values, including plotted values.
d) Graphical illustrations (plots) need to be legible. Spend time to make your plots meaningful and informative. Use appropriate ranges on the abscissa and ordinate axes to show the important parts of what should be plotted.

Late submissions and make-up requests:
It is the responsibility of the student to access online materials (lectures, readings, quizzes, assignments, discussions, exams) to maintain satisfactory progress in the course.
- A **10% penalty** will be applied to unexcused late assignments.
- Assignments will not be accepted if handed in more than **seven days** after the due date.
- Exams can only be taken during the designated times.
- Exceptions to the late policy are only allowed per university policy.
- Any late submission due to technical issues Must be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number should document the time and date of the problem. You must email your instructor within 24 hours of the technical difficulty if you request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352- 392-4357.

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

Academic Policies and Helping 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.

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.

Privacy and Accessibility Policies

- Instructure (Canvas)

Instructure Privacy Policy | Instructure Accessibility

- Zoom

Zoom Privacy Policy | Zoom Accessibility